

**CRITICAL ANALYSIS OF GAP BETWEEN THE HOTEL
MANAGEMENT EDUCATION AND CURRENT HOTEL INDUSTRY
REQUIREMENT AROUND PUNE CITY**

**A Thesis submitted to
Tilak Maharashtra Vidyapeeth, Pune
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In Management

Under the Board of Management Studies

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December 2015

FORM 'B'

I hereby declare that the thesis “Critical analysis of gap between the hotel management education and current hotel industry requirement around Pune city”, completed and written by me has not previously formed the basis for the award of any Degree or other similar title upon me of this or any other Vidyapeeth or examining body.

Sameer Arvind Diwanji

Place:

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This is to certify that the thesis entitled “Critical analysis of gap between the hotel management education and current hotel industry requirement around Pune city” which is being submitted herewith for the award of the Degree of Vidyavachaspati (Ph.D.) in Management of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by Shri. Sameer Arvind Diwanji under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or any other University or examining body upon him.

Dr. Ravindra J. Sabale

Place:

Date:

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CHAPTER – 1

INTRODUCTION AND RESEARCH METHODOLOGY

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1.1 Title of the Research Study:

“Critical analysis of gap between the hotel management education and current hotel industry requirement around pune city”.

1.2 Introduction:

The spectacular growth of the education sector has led to the mushrooming of a large number of institutes. The numbers of students being churned out every year are growing too. As India continues to show a good economic growth rate, the demand for trained workforce is increasing too. Today we are in an increasingly globalised world. There is many a slip between the cup and the lip as they say – so this transition is not easy from campus to corporate. There seems to be an increasing gap in what the institutes teach and what the industry expects. When the corporate sector visits for campus recruitments, more often than not, they seem to get a very few skilled candidates. They have a requirement which cannot be fulfilled.

It seems that there is an increasing number of students coming out of the neo and non-academic managed colleges that contribute to non-employability or under-employability. It is necessary to have strong foundations in professional subjects. The ability to integrate the learning and apply them in new and different situations is the key to a successful career. One of the major challenges for the institutes is to get their students at par with the industry requirements.

Hospitality and tourism industry gained momentum in the 1990s when rapid expansion in the tourism industry created a demand for skilled staff. Rapid expansion in the industry during the last decade of the twentieth century and the first decade of the new millennium translated into increased opportunities for graduates of hospitality and tourism programs. Demand for better educated, more knowledgeable and multi-skilled workers capable of holding managerial and supervisory level positions increased.

Like the education sector, the hospitality sector too is witnessing growth year on year. Incredible India! And ‘Atitheo Devo Bhava’ (Guest is God) campaigns did succeed in

revving up the interest in Indian culture and sites. Every year, the number of foreign nationals coming to India is seeing a steady growth. This in turn has upped the demand for infrastructure. One of the important aspects of the same is rooms for accommodation. Indian hotel chains are fast expanding and increasing their capacity. In addition to this, there is a huge onslaught of foreign chains which are entering the Indian market.

All this development of new hotels has spurred a demand for trained personnel. So the hospitality industry is booming and so is the hospitality education sector. The complex nature of the industry has significantly intensified the complexity of the role of supervisory or managerial staff. The staff need to work virtually through others as well as hands-on. Therefore, staff is challenged with an expectation of making revenue out of each and every action and activity. This expectation demands innovative, effective and resourceful personnel, who are not only good in technical competencies but also in generic competencies. This reflects the fact that employers are looking for vital soft skills in graduates which are obtained during study or periods of work experience rather than degree specific knowledge.

Statements from employers' organisations comment on the difficulty employers experience in recruiting 'work-ready' individuals. Therefore, it is relevant to consider whether graduates have the opportunity to develop these work related skills through education. Furthermore, education will only achieve its purpose when it produces graduates with competencies the industry demands. When there is a gap between the competencies required and possessed, the graduates become less attractive to the industry and vice versa. Most often curriculum developers are caught in between. They try to balance between educational requirements and industry needs. There is a need for a study to create an awareness of the needs of the industry among students, help academic curricula to cater to the industry needs, demonstrate the level of competence of the graduates in different generic skill areas both from their own point of view and that of industrialists.

It is crucial for the graduates to acquire the employability skills or key competencies for employment through the academic curriculum to be marketable in the industry. Most of the educational institutions provide careers service to support graduates in gaining employment. Such services in isolation may not address the more complex issue of enhancing employability. Employability is about much more than the acquisition of a first job and relates to a broader set of achievements that enhance students' capability to operate in a self-sufficient manner within the labour market. The purpose of any course be it engineering, hotel management or any other management degree or post graduation is to equip the students with knowledge and skills that can be applied in real life i.e. practically at work.

The ultimate aim is to make them industry ready so that they can get opportunities in the industry to do relevant work enriching themselves as well as the society directly or indirectly.

The term 'employability skills' is used to refer to 'a set of achievements like – Skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit them, the community and the economy' (Yorke and Knight, 2006). In general, employability skills are skills and personal attributes identified by employers as important for employment. The employability skills identified are relevant to both entry level as well as established staff. Employability skills have also been referred as 'generic skills' and 'key competencies'.

Whilst the role of education in contributing towards economic development and student employability may have been implicitly assumed for many years, it is only recently that this has become an explicit requirement for institutions. There is a need to ensure the academic curriculum not only meets educational expectations but also industry and student expectations regarding the skill sets needed at the workplace. It is quite common to have a classical gap or conflict between the theory and practice that is normally found in almost any field of knowledge.

Competency includes both the possession of knowledge and the behavioural capacity to act appropriately. To develop competencies one must both be introduced to knowledge and have the opportunity to practice the skills. As the industry becomes more professionalized and organised, competency building has become more important. Many researchers mention that 'soft' human relation skills including oral and written communication and interpersonal communication are essential for graduates and trainees to possess. From the literature, it is obvious that the skills or competencies hospitality industry demands from the graduates are not generally industry specific. They are very common skills learnt in most of the academic disciplines.

Institutes are beginning to pay heed to this. Hence some interaction has begun between industry and institutes through various forums like seminars, guest lectures, summer training, industry visits etc. However these are very few and also there is need to see the effectiveness and the reach of these initiatives. It is necessary to examine this in detail and have some roadmap ready. Industry should not have to run a parallel training institute or basic programs to do what the institutes have failed to do. As stated earlier, the ability to integrate the learning and apply in real life scenarios is required. In addition, soft skills such as communication and team work are critical to ones growth as a professional.

While education provides a strong theoretical background, one needs to translate it to a more tangible structure that is employment friendly. Fundamentally, as a society since independence, our spotlight has been on learning methodology from school days and not towards collaborative efforts in terms of communication and articulation so much as memorization and being able to produce what you have assimilated on paper. In an era where education does not necessarily guarantee you employment, a comprehensive learning environment that is in sync with the industry requirements is imperative.

As mentioned, institutes churn out graduates, not necessarily industry ready. Thereafter the onus is on the Corporate. The Corporate have to deal with unskilled workforce and/or shortage of competent manpower. Hence they have to rise to the occasion. Only a few big ones with excellent financial muscle can do so. If institutes were imparting relevant skills

and training, the big names in the hospitality industry would not have required to set up training institutes or have collaboration with universities to impart education. A large number of hospitality organizations have extensive training i.e. in-house training operations for fresh recruits. While this training is fine to get the recruits at par with the concerned organization, their requirements, their brand standards and acculturation but it should not be to teach or train the recruits on the basics.

1.3 Research Methodology:

In this section, the background of the study, statement of problem, objectives, hypotheses, significance and limitations of the research study are stated along with the methodology adopted for the research study which includes the research plan and design, sample size and sampling procedure, sources of data collection, statistical analysis of data and tests and tools used for the same.

1.3.1 Background of the Research Study:

It is necessary to have strong foundations in professional subjects. The ability to integrate the learning and apply them in new and different situations is the key to a successful career. In addition, soft skills such as communication and team work are critical to ones growth as a professional. While education provides a strong theoretical background, one needs to translate it to a more tangible structure that is employment friendly.

The research will study the gap between the education system and current industry requirements and find ways to bridge it. This will give a feel of the approach and application of knowledge to real world problems. According to NASSCOM study, Indian companies spend twice as much on training fresh graduates than their US counterparts. There is an increasing need to plug this problem at the primary level, schools and colleges. Thus the study will be addressing a very important issue faced by the industry. The outcome of the study will have theoretical significance as well as practical application. The suggestions can be used by the institutes and the corporate very effectively. A recent survey conducted by PurpleLeap, a joint venture between Parsons

and Educomp, says only 12 percent of the surveyed undergraduates were employment ready. While 52 percent of the students were trainable, 36 percent were untrainable.

Barring a few sporadic activities, disconnect between the institute and industry has been observed. This disconnect needs to be addressed and we need to look at building a better relationship between the hotel management education institutes and hotel industry at large. There should be a symbiotic relationship between the two so that each is aware of the other and work towards a common goal benefitting both in the long run. The industry would benefit by getting well turned out recruits and save considerable training and other costs. Also the institutes will benefit from the industry interaction by being updated by the latest developments and trends in the industry and will be more in sync with what is happening in the real world! The general focus would be increasing liaison between institutes and the industry.

There is a need to relook at the syllabus and the traditional methodology of teaching. The importance of innovation needs to be stressed. What innovative techniques can be used in bridging the gap! The importance of ideation, discussion and innovation needs to be debated and deliberated upon.

1.3.2 Statement of Problem:

Hospitality industry criticizes the hotel and tourism education for not adequately preparing people for employment in the industry. An understanding of how best to educate and develop human capital would benefit the hospitality and tourism industry as a whole. The hospitality industry should develop its standards and expectations. Employer's opinion of the employees' skills is a useful assessment of training education quality. Such a survey in hospitality may reveal the gap in education and training and hence be used to identify the competencies required in the industry for quality service. The quality of the skills depends on the competency in these skills.

As per the report published by the Ministry of Tourism in the year 2012, there is a gap with regards to the demand and supply of human resource in the hotel industry and hence

the degree and the diploma courses are needed for hotel management education across India, more particularly in the western region. After going through the report the researcher felt that there was a need to study the subject further. Also the national employability report of hotel management graduates shows that there is a requirement of 1.5 lakhs trained personnel per annum in the hospitality industry whereas there are only 50,000 trained personnel available per annum for the same. This shows the requirement of the trained personnel in the hospitality industry. (National Employability Annual Report). The report found out that the candidates were not clear about the fundamentals and basics of hotel management and their only aim was to go abroad by securing a job without any interest in developing the required skills for the job.

Of the total number of hotel management graduates being churned out every year, very few are employable in Four and Five star category hotels as majority of them have no exposure to the industry requirements. We will study this gap between our education system and current industry requirements and find ways to bridge this. This will give them a feel of the approach and application of knowledge to real world problems.

With this background the researcher will be examining what institutes are doing (or not doing) curriculum wise and otherwise to get their students “industry ready”. The study will also highlight the expectations of the Corporate, locate the ‘gap’ and suggest ways to bridge this gap. Hence it is extremely crucial to survey institutes and check their understanding of the industry needs. This will bring out the awareness or the lack of awareness about the fact that there exists a gap. We would then be in a position to go into the identification of the skills gap.

For the purpose of this study, it is assumed that there indeed exists a wide gap between what institutes offer and what the hotel industry needs. Of the total number of hotel management graduates being churned out every year, very few are employable in Four and Five star category hotels as majority of them have no exposure to the industry requirements.

The research methodology will bring out all the relevant issues in this study. Since interaction with both the industry and institutes is essential, various techniques like interviews (across levels), questionnaires, opinion surveys etc. have been used.

Apart from focusing on the academia (in institutes) and management (industry), the researcher has also surveyed the students (in institutes). The collected data will be analyzed, interpreted and conclusions will be drawn from them.

The study includes various aspects like growth of Hotel Management Institutes in the city, their infrastructural facilities, affiliations, faculty and students intake, methodology of students intake, criteria of selection, detailed outline of the courses/graduation, curriculum, latest updation done and methodology. It will also include student's development in terms of extracurricular activities and counseling. A review of faculty development and exposure, campus recruitment data, selection procedure, candidates selected, and finally placed in the industry would be done. Also data regarding those not selected is vital.

1.3.3 Objectives of the Research Study:

1. To study the growth of four and five star hotels and hotel management institutes in and around Pune city.
2. To identify the requirements of hotel industry regarding recruitment and also to identify the employability factor of hotel management candidates.
3. To assess the industry institute liaison.
4. To understand the gap in the industry need and the availability of candidates.
5. To suggest initiatives to bridge the gap effectively.

1.3.4 Hypotheses of the Research Study:

1. **H₀**: There is no significant difference in the ranking of the factors according to their importance with respect to employability in 4 / 5 star hotels.
H₁: There is a significant difference in the ranking of the factors according to their importance with respect to employability in 4 / 5 star hotels.

2. **H₀**: There is no significant gap in the educated and the employable candidates.
H₁: There is a significant gap in the educated and the employable candidates.
3. **H₀**: There is no significant liaison between the hotel industry and the hotel management institutes.
H₁: There is a significant liaison between the hotel industry and the hotel management institutes.
4. **H₀**: There is no importance of practical training on the employability factor of the students of hotel management institutes.
H₁: There is importance of practical training on the employability factor of the students of hotel management institutes.

4.3.4 Significance of the Research Study:

This study will evaluate critically the different initiatives, if any, which institutes undertake to bridge the institute-industry gap and also the periodicity, reach and effectiveness of these initiatives and finally to suggest ways to bridge this gap effectively to institutes based on this study and the effect of this gap on campus recruitment.

The study can be used as a guide to re-look at the syllabus, revision methodology and generally the way ahead for more industry-institute collaboration. On the other side, the industry too can be encouraged/motivated to work closely with students, educational institutions, government and finishing schools. Ideally this can result in more ‘employability’ of the students.

As mentioned earlier, the percentage of undergraduates that are employment ready is low as surveys point out. This clearly shows that if done comprehensively, a lot can come out of this research that can be implemented. The percentage of employable students can go up; also the percentage of un-trainable students can be reduced. It can thus lead to betterment. Also though, the research would be restricted to the hotel management stream, the outcomes/findings can be applied to other streams of education/vocations as well. The overall plan and strategy will be to focus on the investigations in both the industry and the institutes.

4.3.5 Limitations of the Research Study:

The following are the limitations of the research study.

1. The study is restricted to the 4 Star and 5 star hotels around Pune city only.
2. The time frame covered in the study is 2011 – 2014.
3. The conclusions and suggestions made regarding the gap may not be applicable to the whole industry.
4. In the absence of an authoritative body, four and five star hotel lists are culled from the Ministry of Tourism, FHRAI (Federation of hotel and restaurant association of India), and top campus recruiters as mentioned by the institutes.
5. The study is not restricted to one particular department or function of the hotel industry. The study is aimed at the overall skill requirement.
6. The study has considered only selective skills and competencies.

4.3.6 Methodology:

The following methodology has been used to find out the outcome of the research and to arrive at the conclusions based on the findings. The research process for this study could be divided into three parts.

- Research plan carried out as per research design
- Testing of Hypotheses
- Conclusions and Suggestions

4.3.6.1 Research Plan and Research Design:

1.3.7.1.1 Research Plan:

The research plan on which the study was carried over has been presented here. The research plan was drafted as under:

- a) Identification of problem area
- b) Setting of Objectives
- c) Reviewing and examining of relevant literature
- d) Collection of information from secondary sources regarding hotel industry.
- e) Sample size, population size, justification of population size
- f) Pilot study for questionnaire

- g) Preparatory work for designing the questionnaire, drawing up the draft questionnaire, its pilot testing, analysis of the sample and finalization of the questionnaire done in consultation with experts
- h) Collection of primary data using suitable questionnaires and data entry
- i) Analysis of primary data carried out with the help of statistical tools to draw findings, testing of hypotheses, interpretations and conclusions
- j) Presentation of certain suggestions on the basis of findings and conclusions

1.3.7.1.2 Research Design:

As per views of various experts and authors, analytical research uses facts or information already available, and analyzes them to make a critical evaluation of the material. While descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied, descriptive research answers the questions i.e. who, what, where, when and how.

Thus, on the basis of the above, researcher has used the tools which were appropriate for the study. This study which is related to the skill and competency gap between the hotel management education and current hotel industry requirement around Pune city is descriptive and analytical due to the nature of the study. The following table no. 1.1 will explain the research design used for the study.

Table No. 1.1: Research Design

Research Design	Research Methodology	Details
Type of Research	Descriptive Research	It is concerned with condition, practices, structures, differences, or relationships that exist, opinions held, processes that are going on or trends that are evident.
	Analytical Research	It involves the identification and interpretation of data already existing in documents, pictures

		and arte facts.
Nature of the Study	Quantitative Study	Focuses on measurement and proof, based on scientific approach
Data Collection Approach	i) Primary Data	Questionnaire Method, Interview Method, Formal and Informal Discussion
	ii) Secondary Data	Related Published Books, Magazine, Journals, Published Report Articles & Manuals, Related web sites
Interview Type	Structured Interview & Formal and Informal discussions	Verbal questioning for gaining relevant information related to research study
Measurement Technique	Questionnaire Design	Questionnaire 1: Employees (Hotel Industry)
		Questionnaire 2: Students of Hotel Management Institutes
		Questionnaire 3: Faculty of Hotel Management Institute
		Questionnaire 4: Hotel Management Institutes
Sampling	Population size	As per the questionnaire no.: 1) As Per list of Hotels published by Ministry of Tourism, Federation of Hotels and Restaurant Association of India (FHRAI), Travel related websites and campus recruiters = 58

		2) As per the information collected from the university of Pune and websites of institutes = 655 3) As per the data collected through Opinion Survey 4) As per the list provided by the Savitribai Phule Pune University (SPPU), Tilak Maharashtra Vidyapeeth (TMV) and Bharati Vidyapeeth Deemed University (BVP) = 15
	Sample Size	1) Hotels = 20 2) Faculty = 101 3) Students = 243 4) Institutes = 15
Analysis of Data	Software, Statistical Tests & Statistical Tools	SPSS package used (Test of Reliability, Mean, Percentage Analysis)
Testing of Hypotheses	Statistical Tools	Z test, Rank Correlation
Presentation of Thesis	Software used	MS Word, MS Excel

[Source: Field work]

4.3.6.2 Sample Size and Sampling Technique:

A research population is also known as a well defined collection of individuals or objects known to have similar characteristics. A research population is generally a large collection of individuals or objects that are the focus of scientific query. To understand the opinion of the population researches are conducted. However due to the large size of the population it is difficult to test and obtain detailed data from every individual of the population. If each and every individual of that population is to be tested, then it will

become time consuming and expensive. Hence appropriate sampling should be done which will represent the appropriate population. The researcher has used the target population in the form of hotels, hotel management institutes and students of hotel management institutes. For the population of Hotels the population size has been obtained from the list of hotels. For the number of institutes and students, the list has been obtained through field work as explained in the above table no.1.1. Thus our study will be addressing a very important issue faced by the industry. The outcome of the study will have theoretical significance as well as practical application. The suggestions can be used by the institutes (primarily) and the industry very effectively.

4.3.6.2.1 Sample Size:

This research study has covered four and five star hotels around Pune city. Collecting appropriate samples from available population is the most important aspect of any research study. For this research study three different populations have been considered namely hotels, hotel management institutes and students of hotel management institutes. On the basis of population size the selection of appropriate sample size has been made as given in table no. 1.2.

Table No. 1.2 Sample Design

Sr. No.	Type of respondents	Population Size	Sample Size (Expected)	Actual Responses received
1	Hotels	58	12 (20% of 58)	20
2	Students	655	242	243
3	Institutes	15	15	15

[Source: Field Work]

4.3.6.2.2 Justification of Sample Size:

As discussed earlier, for any research in social science justification of sample size is important. One of the basic objectives of research is to collect appropriate sample which will represent the population. The present research study is related to the gap in the hotel management education and current hotel industry requirements around Pune city. The researcher has observed that there are two groups which are relevant to the study which are the Hotel Industry and the Hotel Management Institutes. Opinion survey of faculty of

hotel management education has been done since they are the people who train the potential candidates for employment. The opinion of the students of hotel management education has been collected through questionnaire since they are the potential work force of the hotel industry.

Justification of sample size - Hotels:

A sample of 20 percent of the total population i.e. around 12 hotels was chosen for the study as the sample and data has been collected from 20 four and five star hotels put together using simple random sampling.

Justification of sample size – Students:

In case of the total number of Students studying in the final year in the hotel management institutes, the list was obtained from the University of Pune and from the respective institutes for the academic year 2013-2014. The total number of students was 655. The sample size was calculated as given below:

$$n = \frac{NZ^2 * 0.25}{[d^2 * (N-1)] + [Z^2 * 0.25]}$$

Where,

n = Sample size required (?),

N = Total population size (655),

D = Precision level (0.05),

Z = No. of standard deviation units of the sampling distribution corresponding to the desired confidence level (1.96).

With the above mentioned formula the value of n comes to 242.37 rounded off to 242. Hence the sample required is 242 students.

Justification of sample size – Hotel Management Institutes:

In case of the total number of hotel management institutes, all the hotel management institutes (100 percent) affiliated under the universities in Pune i.e. SPPU, TMV and BVP were considered for the study.

4.3.6.2.3 Sampling Technique:

Simple Random Sampling has been done from the list obtained from the authentic sources. This technique is also known as probability sampling which is based on the theory of probability. It provides a known chance of selection for each population element. This sampling technique yields a representative sample and hence the findings of the sample survey are generalisable to the population. The closeness of a sample to the population can be determined by estimating sampling bias or error. Through randomization, the danger of unknown sampling bias can be minimized. Hence random sampling has been used for the study. For the hotel industry the sample was collected across 20 hotels chosen for the study using simple random sampling. From the final year students of 15 hotel management institutes a representative sample from each institute was collected using simple random sampling. All the 15 hotel management institutes providing the Hotel Management Courses have been studied. An opinion survey of faculty members from the chosen hotel management institutes was collected.

4.3.6.3 Sources of Data Collection:

For this research study the data and information is collected through primary source and secondary source. The details of these sources and process are explained below:

4.3.6.3.1 Primary Source:

The primary data was collected through a structured and pilot-tested questionnaire for hotel employees (118), faculty members (101), students (243) and hotel management institutes (15) with sample of total 477 respondents. The information was collected directly from the head of the departments/concerned authorities of hotels, faculty members of hotel management institutes, students and hotel management institutes. The primary data was collected through Questionnaire method, Interview Method and Observation Method which are briefly mentioned below.

1) Questionnaire Method: The formal instrument in the form of questionnaire was developed to test the gap between the hotel management education and the current hotel industry requirements. In this research study, the information has been collected through

the 'Questionnaire' method. Hard copies of questionnaires were circulated to the concerned respondents. In few hotels the respondents returned the filled questionnaire immediately. But in some hotels the respondents kept the questionnaire with them and mailed the questionnaire or scanned a copy of the hard questionnaire and sent it to the researcher later. The faculty and students of the hotel management institutes were also circulated the hard copies of the questionnaires and then collected from them.

2) Interview Method: In this method interviews were scheduled with the respondents and questions were asked orally and information related to the questionnaire was collected. In the case of the hotel management institutes the researcher collected data by asking questions to the representative of the institute and filled the questionnaire himself through formal and informal discussions.

3) Observation Method: In this method Researcher has observed different points & things which are useful for interpreting the data. Formal & informal discussions with respondents helped the researcher to analyse, interpret & to arrive at conclusions.

4.3.6.3.2 Secondary Source :

The Sources of secondary information are printed and electronic annual reports, working papers, journals, books, magazines and research work and it consist of

1. The data about different related research work and opinion of researcher's about their work
2. The data about old and existing literature regarding hotel management education and the requirement of the hotel industry.
3. The data related to legal provisions, rules and regulations and norms issued by the government.
4. Data collected from books published on Hotel Industry, Front Office, Housekeeping, Food and Beverage Services, Business Management and Human Resource Practices, Journals on Commerce, Marketing and Management, Published reports and articles, Weekly Magazines and Websites related to the research study.

4.3.6.4 Designing of Questionnaire:

The aim of this thesis is to find out the gap between the hotel management education and the current hotel industry requirement. Before formulating the research questions, various sources of materials regarding the subject were examined. Below, the key points from these sources are outlined, and subsequently the research questions are introduced.

1.3.7.4.1 Pilot Study:

After reviewing different literatures and research studies regarding this topic, the tentative questionnaires were prepared and a pilot study was conducted. A pilot study implementation was very much necessary in order to test all kinds of ever changing conditions to check the responses. The pilot study formed the platform for this research. It was conducted on 3 hotels, 10 faculty members, 20 students and 3 institutes. The sample for the pilot study was collected from hotels and institutes around Pune city. Executing the project through the pilot survey, various skills and competencies required in the hotels and the skills and competencies acquired through hotel management education were identified and used for the study. Furthermore, the hotel employees, the faculty members and students were asked to suggest measures to overcome the gaps in the hotel management education and current hotel industry requirement. From the findings of the pilot study the researcher has observed different skills like technical, communication, problem solving, human resource management, presentation, leadership, coordination, time management, soft skills etc. and also the important factors then an employee must possess like knowledge, personality, qualification, experience, attitude, commitment, team work etc. Based on the findings of this pilot study the researcher decided to use likert type scale and then the final Questionnaires for Hotels, Faculty, Students and Hotel Management Institutes were prepared.

1.3.7.4.2 Preparation of Questionnaire:

On the basis of the Pilot Study and the objectives of the research study the researcher has prepared a questionnaire for all four participants of the study. The names of the questionnaire are given below:

Questionnaire I: Hotel Industry

Questionnaire II: Students of Hotel Management Institutes

Questionnaire III: Faculty of Hotel Management Institutes

Questionnaire IV: Hotel Management Institutes

Questionnaire I was prepared to collect opinions of the Hotel Industry. The questionnaire consists of 17 questions. Question no. 1 to 7 provides the basic information of the respondents like their name, the name of the hotel they work for, the department they work for, their gender, experience with the hotel industry and educational qualification. Question no. 8 gives the opinion of the respondent on whether their hotel liaises frequently with the hotel management institutes in the city or not. Question no. 10 provides information on the factors considered by the industry while selecting an employee. Question no. 11 gives information on the most important factor for the career development of the respondent. Question no. 12 provides information on the type of qualification preferred by the industry while selecting candidates for the job. Question no. 13 gives information regarding the campus connect programme of the hotel for better relations and frequent interaction with the academia. Question no. 14 provides information on the score the industry expects the candidates to score during the interview. Question no. 15 gives the ranking of the factors according to their importance with respect to employability in five star hotels. Question no. 16 gives the opinion of the respondents on certain statements and question no. 17 was open ended with asked the respondents to suggest initiatives to increase industry participation to benefit students and make them industry ready.

Questionnaire II was prepared to collect the opinion of the Students of Hotel Management Institutes. This questionnaire consists of 21 questions. Question no. 1 to 5 gives the basic information of the respondent. Question no. 6 and 7 gives information regarding the training received by the students. Question no. 8 and 9 give information regarding the career choices made. Question no. 10 gives the opinion regarding the knowledge of the hotel industry with respect to educators. Question no. 11 and 12, give information regarding the campus recruitment and on-the-job training. Question no. 13 to 16 provide information regarding the job, factors that are considered to be important by

the Human Resource Department and the factors important for an employee of hotel industry. Question no. 17 and 18 gives information on the initiatives undertaken by the institute regarding industry institute liaison. Question no. 19 provides the opinion of the respondents regarding experience, career opportunities, qualification, curriculum etc. Question no. 20 and 21, give information on the skills and competencies of the respondents and the opinion regarding skills and competencies that are important for employment in 5 star hotels.

Questionnaire III was prepared to collect the opinion of the faculty members of the hotel management institutes. The questionnaire consists of 25 questions. Question no. 1 to 6 provides the basic information of the respondent. Question no. 7 to 9, give information regarding the subjects, courses and specialization available in the institute. Question no. 10 and 11, give information regarding the training. Question no. 12 and 13 talk about the campus recruitment. Question no. 14 gives information regarding the revision of curriculum. Question no. 15 and 16 provides opinion of the respondents on the gap between the educated and employable candidate and suggestions to bridge the gap. Question no. 18 and 19 provides the details regarding the considerations of the Human Resource Department while recruiting a new employee and the factors important for an employee in the hospitality industry. Question no. 20 gives the opinion on the curriculum, experience, career option, training, industry institute liaison etc. Question no. 21 provides the list of initiatives with industry institute liaison at the college. Question no. 22 talks about the measures through which the faculty can update themselves with industry developments. Question no. 23 gives the reasons for the failure of students in getting good openings in star hotel chains. Question no. 24 provides suggestions to increase industry participation to benefit students to make them industry ready. Question no. 25 provides opinion of the faculty regarding the skill and competencies of the students.

Questionnaire IV was prepared to collect the information regarding the Hotel Management Institutes. This questionnaire consists of 5 questions. Question no. 1 and 2 give information regarding the name of the institute and the courses offered by the institute. Question no. 3 and 4 provide information regarding the total number of students

in the final year and faculty in the institute. Question no. 5 gives information regarding the percentage of students recruited through campus recruitments in the past three academic years.

4.3.6.5 Data Analysis and Statistical Tests and Tools Used:

For this research study the data has been collected from three groups. In this section the data collection process, coding of data and the statistical tools used for the analysis of the data has been explained.

1.3.7.5.1 Data collection process:

The research study is related Hotel Management Education. Hence four and five star hotels, hotel management institutes, students of hotel management institutes and faculty of hotel management institutes around Pune city have been selected for data collection. For the hotel industry the list has been obtained from the sources mentioned in table no.1.1. The questionnaires were distributed to the staff of the four and five star hotels and the data was collected. For the hotel management institutes all the institutes under the Pune university, Tilak Maharashtra Vidyapeeth and Bharati Vidyapeeth have been considered and the data was collected using a questionnaire designed for the same. For the faculty of hotel management, opinion survey was conducted and data was obtained through questionnaire. For the students of hotel management institutes the number of students was found out through field work. The questionnaires were distributed among the students and the data was collected accordingly.

1.3.7.5.2 Coding of Data:

Before using statistical tools one important part we have to include is the coding of data, when the researcher received the data in various forms, the data was needed to be recorded in central data sheets as per the groups and then all entries needed to be checked. Then all statistical activities were processed. Hence coding is an important part of the analyzing activity. For coding of data the following steps have been used by the researcher.

- Coding of data done with the help of Microsoft excel sheet:- Questionnaire I, II, III and IV
- Assign numerical values for each and every field
- Test Synchronization with Questionnaire I, II, III and IV
- Recorded all the entries in coded format in excel sheet.
- Import all coded data to SPSS Software and preparing for statistical data Analysis.

All the four questionnaires were coded by assigning numeric value to each and every field. The data collected through three different questionnaires have been coded as below:

Questionnaire I – Hotel Industry:

Question no. 1 to 7 gives the basic information regarding the respondent. The department of the respondent has been coded as 1 = Human Resource; 2 = Front Office; 3 = House Keeping; 4 = Accommodation; 5 = Kitchen; 6 = Food and Beverage; 7 = Sales and Marketing and 8 = Administration. The designation of the respondent has been coded as 1 = Director; 2 = Manager; 3 = Assistant Manager and 4 = Executive. The gender has been coded as 1 = Male and 2 = Female. The experience with the hotel industry has been coded as 1 = 1 to 5 Years; 2 = 6 to 10 Years; 3 = 11 to 15 Years; 4 = 16 to 20 Years and 5 = Above 20 Years. The educational qualification has been coded as 1 = Hospital Management Degree; 2 = Hotel Management Diploma; 3 = Other Degree; 4 = Other Diploma and 5 = Professional Course. Question no. 8 to 10 were coded as 1 = Yes and 2 = No for each option provided. Question no. 11 was coded as 1 = Private Institute Degree / Diploma in Hotel Management; 2 = University Degree / Diploma in Hotel Management; 3 = AICTE Approved Diploma / Degree in Hotel Management and 4 = Others. Question no. 12 was coded as 1 = Yes and 2 = No. Question No. 13 and 14 has been taken at the actual value given and has not been coded separately. Question no. 15 has been coded as 1 = Disagree; 2 = Neutral and 3 = Agree.

Questionnaire II – Students of Hotel Management Institutes:

The gender has been coded as 1 = Male and 2 = Female. The name of the course studied has been coded as 1 = 4 years BHMCT; 2 = 3 years BSc. HS; 3 = Diploma in Hospitality

Management and 4 = others. The percentage of classroom and practical training received has been coded as 1 = 1 to 20; 2 = 21 to 40; 3 = 41 to 60; 4 = 61 to 80; 5 = 81 to 100 and 6 = No Training. The frequency of the training sessions has been coded as 1 = Regularly; 2 = Twice in a Year; 3 = Once in a Year; 4 = Once in Two Years; 5 = Once in Three Years and 6 = At the end of the course. The reason for choosing the course has been coded as 1 = Passion; 2 = Career; 3 = Glamour and 4 = Last Resort. The question regarding intention of the student to follow a career related to the hotel industry has been coded as 1 = Yes; 2 = Not Sure and 3 = No. The question on the faculty's knowledge about the industry has been coded as 1 = Yes; 2 = Not Sure and 3 = No. The availability of campus recruitment has been coded as 1 = Yes and 2 = No. On the job training as a part of the course has been coded as 1 = Compulsory; 2 = Optional and 3 = No on-the-job training. Question no. 13 to 15 contains multiple choice and multiple response questions which have been coded as 1 = Yes and 2 = No for each option. The question on opinion regarding the statements provided has been coded as 1 = Agree; 2 = Neutral and 3 = Disagree. Question no. 19 and 20 regarding self rating on the important factors for employment and ranking of the factors according to their importance with respect to employability has not been coded and has been taken at actual value.

Questionnaire III – Faculty of Hotel Management Institutes:

The gender has been coded as 1 = Male and 2 = Female. The experience has been coded as 1 = 0.1 to 3 Years; 2 = 3.1 to 6 Years; 3 = 6.1 to 9 Years; 4 = 9.1 to 12 Years; 5 = Above 12 Years and 6 = No Experience. The question on switching over from industry to academics has been coded as 1 = Yes and 2 = No. The educational qualification has been coded as 1 = 4 years BHMCT; 2 = 3 years BSc. HS; 3 = Diploma in Hospitality Management and 4 = Others. The subjects taught by the respondent has been coded as 1 = Food and Beverage; 2 = Travel and Tourism Management; 3 = Management; 4 = Accommodation and Management; 5 = Front Office and Management; 6 = House Keeping and Management and 7 = Language and Communication. The availability of the course in the institute has been coded as 1 = Yes and 2 = No and the percentage of classroom and practical training has been coded as 1 = 1 to 20; 2 = 21 to 40; 3 = 41 to 60; 4 = 61 to 80; 5 = 81 to 100; 6 = No Training and 7 = Not Applicable. The specialization

available in the course and the compulsory training in industry has been coded as 1 = Yes and 2 = No.

The period of training provided to the students has been coded as 1 = 0.1 to 2 months; 2 = 2.1 to 4 months; 3 = 4.1 to 6 months; 4 = 6.1 to 8 months; 5 = 8.1 to 10 months; 6 = Above 10 months and 7 = No Training. The type of hotel in which the students are sent for training has been coded as 1 = All Hotels; 2 = Only 5 Star Hotels; 3 = 4 Star and Above; 4 = 3 Star and Above; 5 = 2 Star and Above; 6 = 1 Star and Above and 7 = No Training. The question on campus recruitment has been coded as 1 = Yes and 2 = No. The percentage of students employed through campus recruitment has been coded as 1 = 1 to 20 percent; 2 = 21 to 40 percent; 3 = 41 to 60 percent; 4 = 61 to 80 percent and 5 = 81 to 100 percent. The question on frequency of revision of curriculum has been coded as 1 = No Revision; 2 = 1 to 3 Years; 3 = 4 to 6 Years and 4 = After 6 Years. The opinion of the respondent regarding the gap between the educated and the employable candidates have been coded as 1 = Yes and 2 = No. Question no. 17 to 18 has been coded as 1 = Yes and 2 = No for each option provided in the question. The question regarding the opinion on the statements has been coded as 1 = Strongly Agree; 2 = Agree; 3 = Neutral; 4 = Disagree and 5 = Strongly Disagree. The question regarding rating of students on the employability factors on the basis of performance of the course has been taken at actual value.

Questionnaire IV – Hotel Management Institutes:

This questionnaire has not been coded and entered in to SPSS. A simple three year average of the recruitment of students has been calculated.

1.3.7.5.3 Statistical Methods / Tools used for data analysis:

As the research consists of large sample size, the data falls in the category of the normal distributions. After coding of data the analysis has been done by using various tests and statistical tools for data analysis. The following are the statistical tools used by the researcher.

- Microsoft word: - For Data Presentation.
- Microsoft Excel:- Data Storage Tool

- IBM SPSS: - For Data Analysis & Interpretation.
- Statistical test :- For Testing of hypotheses

The statistical tools used by the researcher are explained in detail here.

Microsoft word - Data Presentation:

All the collected data were consolidated and processed through Microsoft word. The data was divided into chapters and all relevant information related to the specific chapter was recorded with the help of word processor and also advance functions like font selection, margin selection was done through Microsoft word. Tables and graphs are visual representations. They are used in the study to organize information to show patterns and relationships between different variables related with retailers and consumers. Different graphs and charts have been used for better presentation of the data.

Microsoft Excel: - Data Storage Tool:

Excel is an electronic spreadsheet program that can be used for storing, organizing and manipulating data. A cell is the basic unit for storing data in the spreadsheet. Because an Excel spreadsheet contains thousands of these cells, each is given a cell reference or address to identify it. The cell reference is a combination of the column letter and the row number. The researcher has used this tool to store the data collected through the questionnaire. Functions used for this research include: Performing basic mathematical operations such as summing columns and rows of figures, finding the average, maximum, or minimum values in a specified range of data, graphing or charting data, sorting and filtering data to find specific information. The information garnered in the spreadsheet has been incorporated into SPSS.

SPSS: - For Data Analysis & Interpretation:

Statistical Package for the Social Sciences (SPSS) was religiously used for the statistical analysis. Coding of variables in a quantitative research is very critical for better interpretation of results. The questions and responses were coded and entered in the computer using Microsoft Excel Software. Required analysis was done with the aid of Statistical Package for Social Sciences. Certain statistical methods were applied on the

data to get the results which were analyzed. After the excel sheet was completed with coding of data the researcher exported all the data to SPSS software package, checked all fields, scales and other parameters of data and then applied various tools i.e. mean, median, mode and various tests to generate reports for the study.

Statistical test:

The researcher has used different statistical tools like the Reliability testing of the data, Measures of Central Tendency (mean), Z test and Rank Correlation.

Measures of Central Tendency:

A measure is considered as the most representative figure for the entire mass of data. Measure of central tendency is also known as statistical average. Mean, median and mode are the most popular averages. Mean, also known as arithmetic average, is the most common measure of central tendency Its chief use consists in summarizing the essential features of a series and in enabling data to be compared. Mean is better than other averages, especially in economic and social studies where direct quantitative measurements are possible. Median is a positional average and is used only in the context of qualitative phenomena, for example, in estimating intelligence, etc., which are often encountered in sociological fields. Median is not useful where items need to be assigned relative importance and weights. It is not frequently used in sampling statistics. Mode is the most commonly or frequently occurring value in a series. The mode in a distribution is that item around which there is maximum concentration. In general, mode is the size of the item which has the maximum frequency, but at items such an item may not be mode on account of the effect of the frequencies of the neighboring items. Like median, mode is a positional average and is not affected by the values of extreme items. it is, therefore, useful in all situations where we want to eliminate the effect of extreme variations. Mode is particularly useful in the study of popular sizes.

Z-test:

A statistical test used to determine whether two population means are different when the variances are known and the sample size is large. The test statistic is assumed to have a

normal distribution and nuisance parameters such as standard deviation should be known in order for an accurate z-test to be performed. A z-test is used for testing the mean of a population versus a standard, or comparing the means of two populations, with large ($n \geq 30$) samples whether you know the population standard deviation or not. It is also used for testing the proportion of some characteristic versus a standard proportion, or comparing the proportions of two populations. A Z-test is any statistical test for which the distribution of the test statistic under the null hypothesis can be approximated by a normal distribution. The Z-test has a single critical value (for example, 1.96 for 5% two tailed) which makes it more convenient. For the Z-test to be applicable, certain conditions must be met. Z-tests focus on a single parameter, following steps are followed. There are the following basic steps to completing a hypothesis z-test.

1. State the Null Hypothesis and the alternative hypothesis
2. State the decision criteria
3. Selection of confidence level: Confidence interval (CI) is a kind of interval estimate of population parameter and is used to indicate the reliability of an estimate. It is an observed interval and differs from sample to sample that frequently includes the parameter of interest, if the experiment is repeated. How frequently the observed interval contains the parameter is determined by the confidence level or confidence coefficient. Confidence intervals consist of a range of values that act as good estimates of the unknown population parameter. The level of confidence of the confidence interval would indicate the probability that the confidence range captures this true population parameter given a distribution of samples. Researcher has selected the confidence level equal to 95% which reflects a significance level of 0.05.
4. Determine the critical value of z. Do this for the chosen significance level. For $\alpha = .05$ we look up a Z that has .025 of the distribution beyond it. This is a Z of +1.96 and -1.96.
5. Interpret the data
6. Evaluate the hypothesis -Determine the standard error of the mean.

7. Calculate the Test Statistic: To determine how unusual the mean of a sample is, use the following Z formula to calculate the Z value for our sample mean under the assumption that the null hypothesis is true.
8. Decision Making Time: obtained Z value up in a Z table to find the corresponding P, and compare it to the Critical Z value. If the obtained P is less than alpha, we reject the null hypothesis.

Rank Correlation:

For expressing the degree of relationship quantitatively between two sets of measures of variables usually the help of an index that is known as coefficient of correlation is taken. It is a kind of ratio which expresses the extent to which changes in one variable are accompanied with changes in the other variable. It involves no units and varies from -1 (indicating perfect negative correlation) to + 1 (indicating perfect positive correlation). In case the coefficient of correlation is zero; it indicates zero correlation between two sets of measures (Singh, 2006). In computing coefficient of correlation with the help of this method ranks are i.e. positions of merits of these individuals in the possession of certain characteristics. Charles Spearman's coefficient of correlation (or rank correlation) is the technique of determining the degree of correlation between two variables in case of ordinal data where ranks are given to the different values of the variables. The coefficient of correlation is computed by this method as it considers only the ranks of the individuals in the characteristics A and B and is known as Rank correlation coefficient and is designated by Greek letter (Rho). Sometimes it is also known as Spearman's coefficient of correlation after the name of its inventor (Singh, 2006). The main objective of this coefficient is to determine the extent to which the two sets of ranking are similar or dissimilar. As Spearman's rank correlation is a non-parametric technique for measuring relationship between paired observations of two variables.

Reliability testing of the data:

One widely accepted classification of validity consists of three major forms: Content, criterion-related, and Construct. Reliability of measure indicates the extent to which it is without bias and hence ensures consistent measurement across time and across the

various items in the instrument. Thus, reliability of a measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the goodness of measure. SPSS has the reliability analysis procedure. This reliability procedure is executed on the data to assess its reliability. In reliability analysis, the analyze menu is considered. The descriptive statistics menu is further considered and the polar to polar plot is plotted for different variables. Reliability analysis is carried out where the Cronbach's alpha was tested. Ideally, the Cronbach's alpha should be in between 0.5 and 1. In our case, it comes out to be above 0.6 (As per Table number 1.4). Therefore, the data is reliable. Following tables shows the SPSS output of reliability analysis.

Table No. 1.3: Case Processing Summary - Reliability

	Employees (Hotel Industry)		Faculty		Students	
	N	%	N	%	N	%
Valid	118	100	101	100	243	100
Excluded	0	0.0	0	0.0	0	0.0
Total	118	100.0	101	100.0	243	100.0

[Source: Field Work]

Table No. 1.4: Reliability Statistics

	Cronbach's Alpha	N of Items
Employees (Hotel Industry)	0.708	66
Faculty	0.659	85
Students	0.641	69

[Source: Field Work]

4.3.6.6 Experiences of the Researcher:

Given the topic and the scope of research, conducting a survey of hotel management faculty was crucial. After the questionnaire was prepared, the researcher approached hotel management faculty after getting blanket permissions from their respective Principals. Being in the same field, the researcher knew a lot of faculty as colleagues.

Hence it was easy to approach them. They too understood the topic, acknowledged its relevance and responded enthusiastically. Most of the approved/full time faculty of 16 institutes answered the questionnaire. Their insights were very useful. While getting questionnaires filled from them was relatively easier, the researcher noticed a few prejudiced opinions in the answers. For instance, faculty who have no experience (or negligible experience) in the industry stated that industry experience does not make a difference in the teaching and thus rated accordingly. Overall the researcher was satisfied with the number of responses and responses from the hotel management faculty fraternity.

Like faculty, students too form important part of the academic cycle and future employees of the hotel industry. Being stakeholders in the same, students from various institutes were approached for the survey. This was mostly done with the help of the institutes. Since the numbers targeted were high, most of the institute's students were covered. The students were final year students by and large since they have already undergone industrial training and have experienced the industry first hand. Also being in the final year, they have followed the subjects and syllabus for the last few year/semesters. While getting the targeted sample size was a challenge, looking at the responses, it seems some questions were not clearly understood by the students. This is despite the fact that a lot of questionnaires were filled by students after giving them a thorough brief on the questionnaire.

Another important stakeholder was the hotel industry. Since there is no standardization in the rating of hotels, survey became a challenge. Most of the industry personnel (recruiters) were very busy, kept delaying or refusing the questionnaire. Some of them could not appreciate the importance of a research (any research) arguing that the industry is labour intensive and service oriented. This lead to considerable delay. Most of the targeted industry personnel were either HODs i.e. Heads of Departments or those who play a part in the recruitment of candidates.

On discussions with the guide, the researcher decided to add another questionnaire to the existing three questionnaires. This was a brief questionnaire set and every institute had to fill in only one. We approached the Training and Placement officers (TPOs) / senior faculty in charge, Vice principal, Head of Department (HOD) as per case to case. While they showed enthusiasm to fill in the faculty survey, they were a bit reluctant to fill in this one since it involved placement figures over 3 years. They all claimed that the placements were excellent. Most of them wanted to give a common 100% placement answer without even looking at the records. They also claimed that remaining students didn't want to be placed due to reasons like further studies and going abroad etc.

4.4 Chapter Scheme:

The chapter scheme of the research thesis is given below:

Chapter I: Introduction and Research Methodology

Chapter II: Theoretical Framework and Literature Review

Chapter III: Overview of Hotel Industry and Hotel Management Institutes

Chapter IV: Data Analysis and Interpretation – Hotel Industry

Chapter V: Data Analysis and Interpretation - Students

Chapter VI: Data Analysis and Interpretation – Faculty & Institutes, Testing of Hypotheses

Chapter VII: Findings of the Study, Conclusions and Suggestions

Annexure I: Questionnaire – Hotel Industry

Annexure II: Questionnaire – Students

Annexure III: Questionnaire – Faculty

Annexure IV: Questionnaire – Institutes

Annexure V: Students Recruited Through Campus

Annexure VI: List of Hotels

Annexure VII: Scope for Further Study

4.5 References:

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CHAPTER - 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1	Theoretical Framework	-	35
2.2	Literature Review	-	45
2.3	Research Gap	-	89
2.4	References	-	90

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:

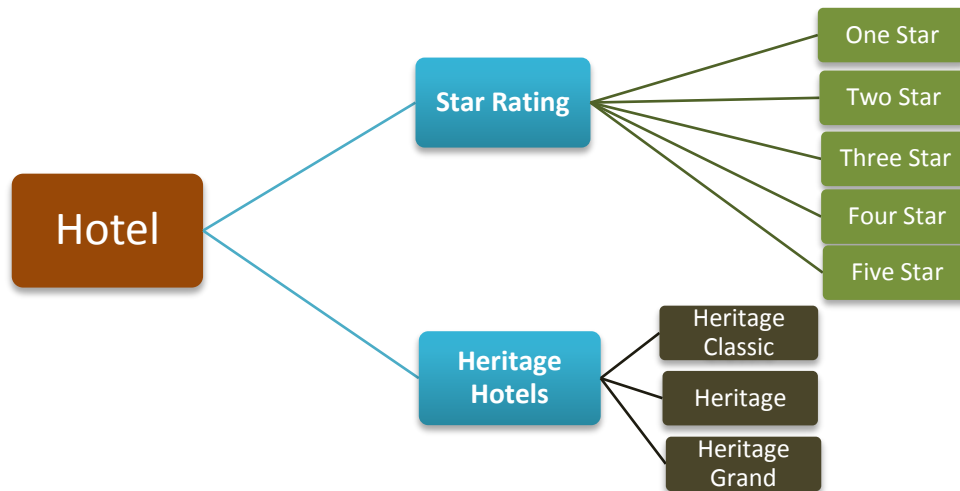
This department is headed by the chief security officer. The security department is responsible for safeguarding the assets, guests and employees of the hotel. Their functions include conducting fire drills, monitoring surveillance equipment and patrolling the property.

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



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 straight forward 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 international 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).

2007:

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 emphasize 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 constraints 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 Bultjens (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, broad 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 is it 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 casual 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 Waudu (Kamau & Waudu, 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 work force (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 hireable for the hospitality sector after the completion of their course is quite low i.e. 4 to 11% only. Females are more hireable (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 countries 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:

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CHAPTER - 3

OVERVIEW OF HOTEL INDUSTRY AND HOTEL MANAGEMENT EDUCATION

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In the previous chapter, the reviews of literature and different concepts related to the study have been stated. In this chapter an overview of the hotel management industry and the hotel management education has been presented. The international, national scenario and current scenario regarding the hotel management industry, major players in the hotel industry in India, institutes and courses available under the hotel management education and efforts taken by the Ministry of Tourism to meet the skill gap has been discussed in this chapter.

3.1 Evolution and Growth of the Hotel Industry:

The tourism industry gets its inspiration from the motivation of humankind to travel. In earlier times humans travelled to survive and later, to trade with each other. People later travelled mostly for trading, military campaigns, religious reasons and in some cases, for sports. The purpose of travel has changed dramatically in modern times. Some of the popular reasons for travel and tourism are leisure, education, shopping, adventure, health, sports, religious reasons, wild life, employment, sightseeing, trading etc.

Sightseeing is a strong reason for travel. Nowadays people have disposable income and seek to connect with other nations and states to understand cultures. From this need, two popular types of tourism emerge – Cultural Tourism and Heritage Tourism. Cultural tourism is concerned with a country's or region's culture, especially its arts. It generally focuses on as the name suggests traditional communities who have diverse customs, art and distinct social practices which distinguish them from other cultures. Heritage tourism is a branch of cultural tourism that showcases the cultural heritage of the past. Heritage tourism involves visiting historical sites like monuments, forts, battlegrounds, etc. with the overall purpose of appreciating the past.

People lead stressful lives and need leisure and relaxation. This becomes a strong motivation to travel and explore. Sometimes people just want to soak in the atmosphere of the place they have travelled to and do nothing but rest and relax. Many resorts offer this to guests - resorts for such purposes at sea sides, hills, ski resorts, spas, etc. At resorts people can get away from daily routine and let go. The facilities and amenities then take

care of all their needs. Another major factor that attracts guests is the weather. Some guests/travelers prefer the cool climates – the cold weather found in the mountains while others like the sunshine on the sea beaches alluring. Sport has become a huge industry where travel is common for sportspeople and their fan following. Adventure tourism is a type of niche tourism involving exploration or travel to remote and inaccessible areas where the traveler can experience different things. SITs or Special interest tours are of those groups who travel in pursuit of their hobby. This is an ever-increasing source of tourism. There are different options for people with diverse likings and interests. Climbers can fulfill their ambition of climbing the Mount Everest, ornithologists their interest in rare birds. Wild life too is catching up where people go to safari parks where animals are preserved from extinction. Shopping is a major attraction for anyone visiting new places. Shopping has taken a new dimension with modern electronic domestic and commercial wares. Take the Dubai shopping festival, a month long extravaganza in the month of January every year that attracts people all over the world.

Business as a purpose for travel has from ancient times been a strong motivator. Today, it continues to be a major reason also. The trade in the earliest civilizations to distribute goods was not available locally. Countries have eased the norms and broken down trade barriers. Companies can expand, give franchisees and thus go international. Governmental travel has become important to bettering understanding and trade between nations. Political delegations have become another segment of travelers as have trade travelers. Education is another important and an ever increasing reason to travel. With the opening up of universities and international campuses, it has become possible for anyone around the world, with certain minimum qualification, to enter their education system. Reunions are an increasing segment of travel today. People seek global employment today and hence the ‘once a year’ travel back home too is a strong factor. Similarly children, who have left home for international work, education and assignments, touch base with their loved ones at holidays and religious festivals. Another type of reunion is the alma maters of schools, colleges and higher universities. Pilgrimage is a long journey or search of great moral significance in religion and spirituality. Sometimes it is a journey to a place or shrine of importance to a person’s beliefs and faith. In today’s

world, spiritual tourism too is gaining momentum. People travelling for a spiritual discourse, converging for a meditation camp, holistic healing, ayurveda, or a yoga retreat is becoming common.

In the following section the growth and evolution of hotel industry has been presented under three scenarios namely the world scenario, Indian scenario and the current scenario.

3.1.1 World Scenario:

The emergence of inns and hospitality as an industry can be attributed to the invention of the means of travel like buggies, carts etc. and also the invention of currency as a medium of exchange of goods and services (Tewari, 2009). From the age old inns to the present day state of the art establishments the hotel industry has come a long way. The evolution and growth of the hotel industry in the world can be broadly studied under three heads i.e. ancient era, grand tour and modern era.

a. Ancient Era:

The availability of hospitality facilities in Europe dates back to 500 BC. Ancient cities had many establishments that offered food, drink and bed to travelers. The inns were basic in nature offering just a little space, a cot or a bench and at times, a stable for horses. The word 'privacy' did not really feature in the list. Travellers huddled together. During the third century AD, many lodging premises came up throughout Europe and part of Asia adjoining Europe. The lodging houses were known as 'mansionis' then.

The hotel industry grew with travel. The people who travelled, needed food and some shelter along the long routes that they traveled. The Hotel Industry, it can be said, is one of the oldest trade endeavors in the world. The first Inns go back to 3000 BC which were established for the people on the move spurred by the urge to travel. The earliest Inns were private homes of husband and wife teams who provided large halls, for travelers to roll out their own beds and sleep on the floor. These conditions prevailed for several hundred years and by 320B.C. at the time of the Roman Empire, inns became common

place, because of the need of the Romans for political, administrative and military travel. The Romans introduced inns to Britain, along roads and in main towns for officials on state business.

Religious travel grew, strongly after the crucifixion of Christ. Religious travel spread with the advent and spread of Christianity. In the first century AD, one of the important providers of lodging places was the church for pilgrims. The Roman Catholic Church had places like hospices, monasteries and hostels for pilgrims maintained by the church. In effect, the church operated the first 'hotel chain' for religious travel. This period also saw the growth of private inns along the pilgrimage routes. The quality of inns kept improving over the years as travel became more frequent due to conquests, religious travel and commerce as empires expanded.

Between the 16th and 17th centuries, inns developed into coaching inns in main towns because of the advent of coach travel. Food and beverage became an intrinsic part of travel. Early inns provided wholesome food and local brews as part of their services to travelers. It was only later that food and beverage became specialized services when independent restaurants and pubs opened to serve the local and travelling public. An early type of restaurant was the Coffee House, which appeared in England in the mid-1600s. The term restaurant, as we know today, began in 1765 in Paris, France. The credit of the first restaurant in the US goes to Delmonicos, established in New York City in 1827. Then, as even now, the vast majority of American eating places offered simpler, less expensive food.

Then after several years, there was an industrial revolution in England which led to the development of railways and steam ships. Thus travel modes increased and became more efficient, comfortable and faster. The revolution also changed the reasons why people travelled. Apart from the above reasons, people started travelling for business purpose. The European nations started what we can call today as 'Organised hotel keeping'. This concept emerged especially in Switzerland. Such hotels or small cottages (Chalets) were

patronized by the aristocracy. Between 1750 and 1825, the inns in Britain were known to be of high reputation and came to be known as the finest hospitality establishments.

The history of hotels is intimately connected to that of civilizations. Facilities offering guests hospitality have been in evidence since early biblical times. The Greeks developed thermal baths in villages. These were designed for the purpose of rest and recuperation. Later, the Romans built mansions to provide accommodation for travellers on government business. The Romans were the first to develop thermal baths in England, Switzerland and the Middle East. Later still, caravanserais appeared, providing a resting place for caravans along Middle Eastern routes. In the Middle Ages, monasteries and abbeys became the first establishments which offered shelter to travelers on a regular basis. As mentioned earlier, religious establishments like church built inns, hospices and hospitals for the same. Inns multiplied, but they did not yet offer meals. Staging posts were established for governmental transports and as rest stops. They provided shelter and allowed horses to be changed more easily. At the same time, inns gradually appeared in most of Europe.

With the discovery of the new continent America, inns soon proliferated into America. Samuel Cole is credited with the opening the first inn in 1634 A.D., in Boston, called Cole's Ordinary. Inns such as this provided beer and rum and plentiful cheap food. Taverns and Inns modeled themselves in the European style. While eateries were established, the Hotels came much later.

The start of the hotel industry - In France, at the beginning of the fifteenth century, the law required that hotels keep a register. English law also introduced rules for inns at that time. There were more than 600 inns which were registered in England during this period. This era also saw the publication of the first guide books for travelers in France. An embryonic hotel industry began to develop in Europe. There were signs that were seen outside establishments that were known for their specific cuisine. In Paris in the time of Louis XIV, the Place Vendome offered the first example of a multiple-use architectural complex, where the classical façades accommodated boutiques, offices, apartments and

also hotels. In the nineteenth century, the industrial revolution, which started in the 1760s, spurred the development of hotels everywhere, in mainland Europe, in England and in the Americas.

b. Grand Tour:

The real growth of the modern hotel industry took place in the USA, beginning with the opening of City Hotel. This was in New York in 1794 A.D., when New York was a busy seaport with population of about 30,000 people. This was the first building especially erected for a hotel and had 73 guest rooms. This eventually led to great competition between different cities and resulted in frenzied hotel building activities. The Exchange Coffee House in Boston came first followed by the second City Hotel in Baltimore, then the Mansion House in Philadelphia and the Adephi Hotel in New York. At best these were ordinary lodgings for the middle class. In 1829, The Tremont House in Boston was different from the others and could be labeled the first luxury hotel in America. It was the first to offer private rooms with locks, a wash basin, pitcher and soap. It had a French restaurant and uniformed service personnel. This marked the beginning of the development of luxury Hotels in the USA during the 1800s. The Grand Pacific in Chicago, The Palmer House and Sherman House in St. Louis and the Paxton in Omaha were such luxury pre-runners in luxury hotel development. In 1874, William Chapman Ralston established a super luxury property called the Palace Hotel in California during the Gold Rush. Built like a European palace with domed glass roof, marble floors, own water supply, fire sprinkler system and air-conditioning, it had 800 plush rooms spread over seven floors.

The second half of the eighteenth century is referred to as the golden era of travel. The popularity of the Grand Tour gave a big push to the hotel industry. A grand tour of the European continent consisted of an indispensable element of the education of the children of wealthy families in Britain. This tour often lasted several years. It was a good business opportunity for people in the prominent cities of France, Italy, Germany, Austria, Switzerland and Ireland to establish lodging, transportation and recreation facilities. Entrepreneurs, who realized that this business would make money, developed the skills of

hospitality and pioneered the modern hotel industry. In 1841, a simple cabinet maker, Thomas Cook organised a rail tour from Leicester to Loughborough and immortalized himself as the world's first tour operator. The rest, as they say, is history.

c. Modern Era:

Modes of travel improved greatly. Travel became faster and more economical. The advent of the ropeway made access possible to high altitude mountains. However there were unfortunate developments in terms of World War I and World War II. This affected the industry adversely. This resulted in economic depressions. In 1950's, there was slow recovery and travel in the European continent grew steadily. Commercial passenger flights across the Atlantic helped to spur the growth of the hotel industry.

The American entrepreneurs changed how the hospitality industry worked. The key was innovation and aggressive marketing. The inauguration of the City Hotel in New York in the year 1794 marked the beginning of the present day hotel industry. Prior to this hotel, lodging facilities in the American continent were patterned on European style tavern or inns. This hotel laid the foundation for other American hoteliers aiming for construction of large hotels. The opening of the Tremont House in Boston is another landmark in the evolution of the hotel industry. Being the first luxury hotel the 170 room hotel was the first to provide locks, indoor plumbing, running water and bathing facilities, bowl and pitcher and free soaps in rooms. This hotel was the first to provide front office services like bell boys and reception. In the year 1908 the first business hotel, the Statler Hotel in Buffalo, New York was started. This 450 room multi storied building made some innovations in the hotel industry. They provided an attached bathroom with hot and cold water in each room, an electric lamp on the desk and a radio in each room.

The decade of the great depression, in the 1930s, witnessed most of the hotels in America being affected. Then in the 1940s the hotel industry streamlined with slow and steady growth. In the 1950s there was an increase in the automobile travel and this led to the rise of motor hotels or motels, a new category in the hotel industry. The motels offered free parking facilities, served as rest houses for people travelling between two destinations.

Motels grew exponentially in the following decades. Budget hotels offering basic facilities came up too. Gradually these hotels evolved into national and international chain of hotels.

While the growth of motels was restricted to the North American continent, international chain operations spread into all continents. Individual entrepreneurs were crushed in the race of this multidimensional, multinational industry. International chains provided the expertise, technology, and marketing thrust that individual Hotels could not. In 1925, Howard Johnson created the first restaurant chain of 400 restaurants through franchise — the leasing of a branded name. He soon entered into Hotels making the Howard Johnson hotel chain a worldwide name. Another famous hotelier, Willard Marriott, started as a restaurateur but very soon gained a foothold in the hotel industry in 1940s expanding it into the famous Marriot Hotels Chain. Individual owners could not compete with large hotel chains and therefore merged with chains such as Sheraton, Hilton, Hyatt, Holiday Inn, Ramada Inn etc. The international chains provided relationships to individual owners like Partnership (sharing equity and profits), Franchise (providing name and association against a fee) and Management Contract (providing professional managers, technicians, operational manuals, systems, etc on the basis of management fees and a share of profits as incentive payment).

The advent of the industrial revolution in England brought ideas and progress in the business of inn keeping. The development of railways and steam ships made travelling more permanent. Travel also changed from social or government travel to business travel. There was a need for quick and clean service. The lead in Hotel keeping was taken by the emerging nations of Europe, especially Switzerland.

In 1908, Ellsworth M. Statler saw the need for providing accommodation for a new segment — the business traveller. He created the Statler Hotel in Buffalo, New York, built specifically for the commercial sector. It involved big investments, big profits and trained professionals to manage the business. The Statler Hotel provided private baths and full-length mirrors in each room. His engineering, architecture and service ideas

became the standard for future commercial Hotels. The Statler went into chain operations and can be credited to be the first hotel chain. In 1927, the Stevens Hotel, a 3000 room hotel (later renamed the Conrad Hilton) became the largest hotel in the world.

The period post depression saw the emergence of two concepts broadly: a) Motels and b) International chain operations.

Over the years motels became chain operations and in 1970, we saw the budget motel with rates half that of regular motels. Budget motels have small rooms and provide fewer services. The 1970's saw the beginning of the construction of hotels for business people. This happened due to multiple factors: airline companies, business prosperity etc. Hotel chains became more and more guest service oriented and started increasingly offering more and a wide range of services. Their rooms became more spacious and the cuisine more refined. The end of the seventies, when China opened its doors to foreign tourists, also saw the first congresses of international hotel experts.

The 1980s saw another boom in the hotel industry. Some of the salient features of this period were innovative marketing and the development of hotels increasingly adapted to a particular type of clientele. Thus there were hotels near airports, hotels for conferences, health hotels, ski holiday hotels, holiday villages and marina hotels. The hotel industry was becoming more professional in its approach and systems. It was also becoming more competitive. Business travelers and retired people ie the grey market became important target segments. In the eighties, the Far East began to prepare itself to welcome both business people and the tourists. The world started discovering these countries: country of the rising sun, such as China, South Korea, Thailand and Japan. The international chains prepared expansion plans for Europe, the Middle and Far East.

Technology started to make an impact in the nineties. The Gulf crises in the nineties was a challenging period for the hospitality industry, It made hoteliers think up and take notice and come up with innovative ways to attract and retain business.

Unlike earlier times, for the first time, hoteliers started considering the environment and energy conservation. Global warming talk was heard and debated upon. Guest loyalty, referrals became the buzzwords. Reservation systems became more efficient and offered the hotelier a database to work around. Guest history and records were maintained. Customized marketing campaigns and personalized service were the new norms. Since 1992, the most important international chains have been vying with each other in ever greater imaginative feats related to the vital process of renovating their establishments worldwide. Technology has started to take its rightful place in hotel administration (simplification of check-in and check-out procedures, global reservation systems, marketing management etc.). Expansion of hotel chains happened. Mergers and acquisitions were seen taking place. Expansion models like franchising and management contracts came into existence.

In 1995 construction began in Dubai of one of the most ambitious and prestigious tourist complexes in the region, the Jumeirah Beach Hotels. Oil rich Dubai became a much talked about and sought after place for the international business community. The Sheikh of Dubai announced the ambitious Burj Al Arab, the world's first ultra luxurious modern hotel. (with claims of being a 'seven' star) Dubai witnessed big real estate growth.

3.1.2 Indian Scenario:

The origin of the hotel industry in India cannot be traced to a specific point of time but there is evidence of its presence even during the Indus valley civilization and Vedic era. In olden days, travel was undertaken for pilgrimage and trade. The concept of pilgrimage ie char dham among the Hindu community is an indicator of the significance accorded to pilgrimage by our ancestors. Ancient texts and literature, Hindu mythology, have many references to travel and the provision of accommodation facilities for travelling pilgrims and traders by the authorities of those days.

India was well known for its silk, spices, gold and gemstones. Indians were trading with countries like Greece, Italy, Indonesia, Malaysia, China and Japan. The main mode of transport was animals on land and boats and ships that crossed rivers and seas for

connectivity with distant lands. That is the reason behind the trading cities in the world being situated along the banks of rivers or on sea ports. The origin and evolution of the hotel industry in the country can be broadly categorized into the following three periods' namely ancient and medieval era, colonial era and modern era.

a. Ancient and Medieval Era:

The Indian context and concept of hospitality stands rooted in the Hindu philosophy of 'atithi devo bhava', which implies that a guest is to be accorded the status of God. Though it is difficult to trace its exact roots in India, the hospitality industry emerged as a commercial activity in ancient India. There is evidence of accommodation facilities for travelers and guests in old texts and folklore. The lodging houses during those times were known as dharamshalas. Dharmashalas were the resting places for pilgrims in between their long journeys. In turn, dharmashalas, were derived from village chaupals which served as a meeting ground for villagers to plan and discuss various social welfare and development measures. These became the places for lodging as travelers started putting up camps there due to safety reasons.

Gradually with the help of local residents and financial assistance from the rulers, zamindars or other influential people, permanent structures were built for travelers. Here they were provided with a safe place to relax and spend the night. Other words in the literature which indicate the accommodation facilities to travelers are anna kshetras, bhojanalaya, paakshala, panthagar etc.

There are many records and numerous mentions of many foreign travelers, visitors and philosophers speak highly of the hospitality facilities. Famous Chinese scholars Fa Hien and Huein Tsang who came during the reigns of Chandragupta, Vikramaditya and Harshavardhana respectively have mentioned the existence of shelters for travelers. Huein Tsang has referred to the arrangement of food for 10,000 students in Nalanda University as a wonderful arrangement. Between the 11th and the 13th centuries many sarais and musafir khanas were built, primarily as a resting place for the messengers of the

postal system established by the sultans of the Slave or Mamulk dynasty. With the Moghals, the practice continued and many such serais etc were built for travelers.

b. Colonial Era:

In India the organised existence of the hotel industry started to take shape during the colonial period. India had a long stint of British raj. Some parts were ruled by the Portuguese as well. The early hotels were operated mostly by the people of foreign origin to cater to the needs of the European colonizers and later the officials of the raj. Among the first such properties were taverns like Portuguese Georges, Paddy Goose's and Racquet Court which opened in Bombay between 1837 and 1840. But within a period of ten years more respectable hotels began to make an appearance and the tavern disappeared. The famous properties during this time were the Hope Hall Family Hotel, the Victoria Hotel, Esplanade Hotel, Watson's, Auckland Hotel etc. 16th December 1903 marks the inauguration of Jamshetji Nusserwanji Tata's dream. The Taj Mahal Hotel. It was a magnificent building at Apollo Bunder. As the story goes, Mr. Tata was refused entry to the Watson's for being an Indian. The Taj Mahal Hotel is credited with being the first luxury hotel for Indians by an Indian. The Taj Mahal hotel boasts of many firsts including the first licensed bar, Turkish baths, white servers etc. This was really the precursor to hotel development in Mumbai, an important port city and other big cities of India.

c. Modern Era:

Post independence period saw big leaps in the hotel industry in India. The first two names that would come to anyone's mind would be: The Oberoi Group of Hotels and the Taj Group of Hotels. These groups are in the collective consciousness of the Indian hospitality world. While these two families grew from hotel to hotel and strength to strength, corporates like the Indian Tobacco Company (ITC) also joined the hotel industry with properties under ITC Welcome Group. In 1949 four regional hotels and restaurants associations were organised with head offices in Delhi, Mumbai, Calcutta and Madras. These four associations were linked in a federation called as the Federation of Hotels and Restaurants in India (FHRAI), in the year 1955. The federation serves as an

interface between the hospitality industry and political leadership, government, international associations and other stake holders in the trade. The first luxury hotel built by the government is the Ashok Hotel in Delhi. It was founded in 1956 to host independent India's first ever international event, a United Nations Industrial Development Organisation (UNIDO) conference. The government constituted India Tourism Development Corporation (ITDC) in 1966, looking at the potential of the tourism and hospitality industry, which opened many large and small hotels across the country. Over the last few decades various well known international hotel chains have come to India. These include Hyatt Hotels and Resorts, Inter Continental Hotels and Resorts, Marriott International, Hilton Hotels, Best Western International, Shangri-La Hotels and Resorts, Four Seasons Hotels and Resorts, Carlson Hotels Worldwide and Aman Resorts.

3.1.3 Current Scenario:

The liberalization of the Indian economy has provided a boost to the hotel industry in a big way, leading to a sharp rise in the number of inbound and domestic tourists in the last two decades. India is no longer a backward country and everyone wants to be associated or do business with one of the world's fastest growing economies. (and largest democracy) India is not just about the Taj Mahal monument in Agra or beaches of Goa. Different facets of India and growth opportunities are being acknowledged by the world. The IT boom has been a boon too. The intellectual capital of India is a big asset. Another advantage that works in favour of India is the largest youth population and a fairly large number of English speaking work force. Ogilvy and Mather gave an award winning 'Incredible India! Campaign that helped make inroads in the international scenario. The concerted effort in international print and electronic media, internet and outdoor advertising and road shows to showcase the country's tourism friendly aspects helped tremendously. India's open skies policy has also led to a massive growth in travel for business and pleasure. The upgrading of the roadways and national highways which has connected various parts of India has opened up new avenues for the development of budget hotels here. The net result of all these is that these are exciting opportunities for the hotel industry.

Even though there is great potential for the hotel business, there are several constraints for the industry to grow. Our image, increasing crime rate (safety for women), hygiene factors work against us. The tourist influx has seen a steady growth barring a couple of years. However the numbers are still small compared to many other countries.

Major Players in the Indian Hotel Industry:

The hotel chains comprise major players including the IHCL ie. Indian Hotels Company Limited (the Taj Group) and associate companies, the EIH ie. East India Hotels (the Oberoi group), ITC Hotels Limited (the ITC Welcome Group), Indian Tourism Development Corporation (ITDC) and Hotel Corporation of India (HCI) - the latter two being under public sector. Most of these chains had an established presence in one or more metro cities prior to the tourism boom of the 1980s. Subsequent to the tourism boom, these chains aggressively expanded their presence in other locations. The private players among the hotel chains are industry leaders and have well established brand identities across the different industry segments. They have also ventured internationally and acquired hotels abroad.

The small chains are companies that have come up after the tourism boom of the 1980s and 1990s. Due to lack of prior experience in the hotel industry, these players have preferred to opt for operating / management arrangements with international players of repute. Some of the companies in this category are Hotel Leela Venture (with Kempinski), Asian Hotels (Hyatt International Corporation), Bharat Hotels (formerly with Holiday Inn and Hilton and now with Intercontinental). As late entrants, most of these hotel companies have fewer properties, compared with the big chains. However most of these players have initiated expansion plans during the late 1990s. The public sector chains ITDC and HCI boast of some of the best locations in major cities but are relative under performers as compared with their private counterparts.

The international hotel chains are also looking at India as a major growth destination. These chains are establishing themselves in the Indian market by entering into joint

ventures with Indian partners or by entering into management contracts or franchisee arrangements. Some of the players who have already entered or plan to enter the Indian market include Marriott, Accor, Hyatt, Starwood, Berggruen Hotels, Emaar MGF. Most of these chains have ambitions expansion plans. The localized hotel companies mainly comprise of early entrants who have an established localized presence and who preferred not to expand during the tourism boom but focus on building and catering to a loyal customer base.

3.1.4: Tourism Industry India from 2009 - 2014:

Table No. 3.1: Foreign Tourist Arrival (FTA)

Particulars / Year	2009-10	2010-11	2011-12	2012-13	2013-14
FTA's in numbers (millions)	5.11	5.58	6.29	6.65	6.97
Percentage of growth / decline	(3.3)*	8.1	8.9	5.4	5.9

*Figures in parenthesis shows the percentage decrease

[Source: Annual Reports published by the Ministry of Tourism]

According to the figures of tourist arrivals in India a shown in table no. 3.1, there was an increasing trend in last decade. In 1991, 1677508 tourists have visited India, and 2624259 tourists have visited India during 2000. The above table no. shows the foreign tourist arrival in India during the period in 2009 to 2014. During the period 2002 to 2009, India witnessed an increase in the Foreign Tourist Arrivals (FTAs) from 2.38 million to 5.11 million. The reduction in FTA in the year 2009-10 was due to the terrorist attack on the Taj hotel and other hotels in Mumbai. Due to global slowdown, terrorist activities, H1N1 influenza pandemic, etc., growth rate in FTAs during 2009 fell by 3.3 per cent. The year witnessed a contraction in global tourism by 4.3 per cent; the fall in numbers in India was, therefore, less than that of the scale of global slowdown. After 2009-2010 the tourism industry slowly began to rise and has been growing since then. India's performance in tourism sector has been quite impressive.

In the year 2010, the tourism sector witnessed substantial growth as compared to 2009. The Foreign Tourist Arrivals (FTA) in India during 2010 were 5.58 million as compared to the FTAs of 5.17 million during 2009, showing a growth of 8.1%. The growth rate

during 2009 over 2008 was (-) 2.2%. During the year 2011, the number of Foreign Tourist Arrivals (FTAs) in India reached the level of 6.29 million, registering a growth of 8.9% over the FTAs of 5.78 million in 2010. The growth rate of 8.9% in tourist arrivals in India was almost double the growth of 4.4% in tourist arrivals worldwide. The tourism sector in India, therefore, has fared quite well vis-à-vis the world. The year 2012 witnessed 5.4% growth in foreign tourists arrivals (FTAs) over last year as the FTAs rose from 6.31 million to 6.65million. Foreign Tourist Arrivals (FTAs) in India during 2013 were 6.97 million with a growth of 5.9% as compared to the FTAs of 6.58million during 2012 registering a growth of 4.3% over 2011.

Table No. 3.2: Foreign Exchange Earning (FEE)

Particulars / Year	2009-10	2010-11	2011-12	2012-13	2013-14
Growth rate in earnings as compared to previous year (in %)	8.3	18.1	16.7	21.8	13.6

[Source: Annual Reports published by the Ministry of Tourism]

Table No. 3.2 shows the foreign exchange earnings for the period 2009 – 2014. Even though there was a decline in the foreign tourist arrivals in the year 2009 – 10 due to the terrorist attack in Mumbai the foreign exchange earnings were comparatively good. The FEE has also been steadily increasing. Foreign Exchange Earnings (FEEs) from tourism increased from Rs. 15,064 crore in 2002 to Rs. 54,960 crore in 2009. The growth rate in earnings in 2009 vis-a-vis 2008 was 8.3 per cent. FEE from tourism during 2010 were 64889 crore as compared to 54960 crore during 2009, registering a growth Annual Report 2010-11 @ rate of 18.1%. The growth rate in FEE from tourism during 2009 over 2008 was 8.3%.

Foreign Exchange Earnings (FEE) from tourism in India during 2011 were \$16.56 billion as compared to \$ 14.19 billion in 2010, showing a growth of 16.7%. Ministry of Tourism continued its efforts to develop quality tourism infrastructure at tourist destinations and circuits across the country. During 2012 the foreign Exchange Earning (FEEs) from tourism register a growth of 21.8% from Rs. 77,591 to Rs.94,487 crores when compared to FEEs during 2011. The Foreign Exchange Earnings (FEEs) from tourism in terms of

US dollars during 2013 was US\$ 18.445 billion with a growth of 4.0% as compared to FEE of US\$ 17.737 billion during 2012 registering a growth of 7.1% over 2011. Substantial growth was observed in domestic tourism sector as the domestic tourist visits during the year 2013 was 1145 million, showing a growth of 9.59% over 2012.

3.2 Overview of Hotel Management Education in India:

The hospitality industry dates back to 2000 years ago. Its development was due to the evolution of the transport industry which led to the demand for trained personnel. Tourism is no longer looking at it as a leisure activity but as a major source of employment. To provide employment in this sector there is need for skilled and qualified candidates. This is where the hotel management institutes come into view since they are the ones who train the students and make them industry ready.

3.2.1 Overview of Hotel Management Institutes in India:

The All India Council for Technical Education (AICTE) was set up in 1945 by Govt. of India on the recommendation of Central Advisory Board of Education (CABE) to stimulate, coordinate and control the provision of education facilities which industrial development of the post-war period would need. At that time, AICTE's mandate basically covered only programme in Engineering and Technology. The growth of industries in the country just after independence also demanded the need for qualified professionals in fields such as Business Management, Architecture, Hotel Management, Pharmacy, etc. So, the Hotel Management or Hospitality Education also came under the ambit of AICTE. Hotel Management Education had a modest beginning with short programs in Nutrition and Food Sciences which started in late fifties. Four colleges were established in four major metropolitan cities between 1961 and 1964. The National Council for Hotel Management and Catering Technology (NCHMCT) was set up in 1982-83 to which all the institutions of Hotel Management run by the Government are affiliated (Education, 2001).

For steering and regulating the academic efforts of the IHMs (Institute of Hotel Management) and FCIs (Food Craft Institutes), the Ministry had set up, in 1982, the

National Council for Hotel Management and Catering Technology (NCHMCT). The mandate of the NCHMCT was to coordinate the growth and general advancement in the development of hospitality management education through its affiliated Institutes. The Council undertakes recruitment; its jurisdiction extends over a wide range of administrative matters including admission, fees, bye-laws, syllabus for studies, courses, research and examinations, results; regulating building plans and equipment, training, publishing periodicals, magazines, etc.; as also carrying out of such government approved activities as prescribed from time to time. The NCHMCT is also the affiliating body and the 36 IHMs (21 central and 15 state) and 7 FCIs that have come up with the support of Ministry are affiliated to it for admissions and regulations of examination. The NCHMCT has been given the mandate to affiliate private IHMs. As of now, 50 private Institutes are affiliated to the NCHMCT.

Indian Institute of Tourism and Travel Management (IITTM), set up in 1983, is a pioneer in the field of travel and tourism education and training for providing specialized training and education for tourism and travel industry both in the private and public sector. In order to tap the potential that India's coastline offers for water based and adventure sports, the Ministry had established the National Institute of Water Sports (NIWS in Goa) on the beach of Panjim. The administrative control of NIWS stands entrusted to the IITTM. The Ministry also sanctioned, during the year, the setting up of a South Centre of the IITTM at Nellore, Andhra Pradesh. In order to tap the potential that India's coastline offers for water-based and adventure sports, the Ministry had established the National Institute of Water Sports (NIWS) in Goa. The administrative control of NIWS stands entrusted to the IITTM.

Apart from these there are many universities in India which offer courses in hotel management and travel and tourism. Each university has many institutes affiliated to it who offer the courses of the university which has been described in the next section.

3.2.2 Courses available in the Hotel Management Education in India:

The NCHMCT also conducts Joint Entrance Examination (JEE) on all India basis for

admission to the 1st year of the 3-year B.Sc. programme in Hospitality and Hotel Administration for its affiliated institutes. Admission to M.Sc. in Hospitality Administration is centrally carried out by the Council. In the case of other courses, i.e. P.G. Diploma in Accommodation Operation, P.G. Diploma in Dietetics and Hospital Food Service, Diploma in Food Production; Diploma in Food and Beverage Services; Diploma in Housekeeping Operation, Diploma in Bakery and Confectionery, Craftsmanship Course in Food and Beverage Services and Certificate Course in Hotel and Catering Management, admissions are directly carried out by the respective Institutes as per eligibility criteria prescribed by the Council for the respective courses.

Indian Institute of Tourism and Travel Management (IITTM), set up in 1983, is a pioneer in the field of travel and tourism education and training. It provides specialized training and education for tourism and travel industry. It currently offers the following post-graduate diploma programs.

- Two-year Post Graduate Diploma in Management (Tourism and Travel) – from Gwalior and Bhubaneswar.
- Two-year Post Graduate Diploma in Management (International Business) – from Gwalior and Bhubaneswar.
- Two-year Post Graduate Diploma in Management (Service Sector) – from Gwalior.
- Two-year Post Graduate Diploma in Management (Tourism and Leisure) – from Delhi.
- Two-year Post Graduate Diploma in Management (Tourism and Cargo) – from Nellore

Each university has its own hotel management department comprising of various degree courses like BHMCT, MHMCT, B.Sc. HS etc. and also many diploma and post graduate diploma courses which they offer. The courses differ from university to university.

3.2.3 Efforts taken by the Ministry of Tourism to meet the skill gap:

With the growing realization that it would be necessary to reinforce efforts to bridge the

Skill Gap obtaining in the hospitality sector, the Ministry of tourism is promoting the following six pronged strategy:

- Effort to increase the annual pass out of trained persons by expanding and strengthening the institutional infrastructure for training (Setting up new state IHMs and FCIs);
- Asking the existing IHMs to start craft courses;
- Broad-basing of hospitality education / training;
- A Scheme dedicated to the training and up-skilling of the existing service providers;
- Skill testing and certification of the existing service providers; and
- Hunar se Rozgar tak program for creation of employable skills.

Hunar se Rozgar Tak Program:

The hunar se rozgar tak (HSRT) program was introduced by the ministry of tourism in the year 2009 to provide training to persons in the hospitality industry. The basic objective of the program was to reduce the skill gap affecting the hospitality and tourism sector and to ensure the spread of economic benefit of tourism to the poor. This is a Special program for creation of employable skills amongst youth belonging to economically weaker strata of the society. The no. of persons trained under HSRT program has been presented in table no. 3.3 below.

Table No. 3.3: No. of Persons Trained under Hunar Se Rozgar Tak (HSRT) Program

S. No.	Year	No. of persons trained
1	2009 – 10	1250
2	2010 – 11	4960
3	2011 – 12	8944
4	2012 – 13	21175
5	2013 – 14	67646

[Source: Annual Reports published by the Ministry of Tourism]

The program offers short but quality training courses covering food and beverage service and food production. Initially it was applicable only to those in the age group of 18 to 25

years and with a minimum qualification of 8th standard pass. The first training program was introduced by the ministry on 17th August 2009. In November 2010 the age limit was extended upto 28 years instead of 25 years. HSRT aspires to be innovative in its approach so as to enhance the training output and to reach newer areas.

The efforts taken by the ministry of tourism to meet the skill gap has been presented year wise below.

2009 – 2010:

- i. The Ministry has extended Central Financial Assistance (CFA) for the setting up of 15 new State IHMs (SIHMs) and 10 new FCIs. These SIHMs will be located at Silvassa, Ranchi, Raipur, Rohtak, Hoshiarpur, Bhatinda, Fursatganj, Bodhgaya, Ailawng (Mizoram), Dimapur, Yupia (Arunachal Pradesh), Kozhikode, Sholapur, Tirupati and Jorhat. The CFA for such projects is subject to certain guidelines including allocation of at least 5 acres of land by the State Government concerned and affiliation of the Institute to the NCHMCT. Normal grant is up to Rs.10 crores, of which, Rs. 8 crores is for construction and the balance for the purchase of equipment required by the Institute. An additional Rs. 2 crore can also be paid for the construction of hostels. The expenditure over and above the central grant is met by the respective state governments. The FCIs will be located at Leh, Jammu, Hoshiarpur, Kangra, Garhmukteshwar (Uttar Pradesh), Muzaffarpur, Durgapur, Nagaon, Hassan and Tura. For a Food Craft Institute, the Central assistance is limited to Rs. 4.75 crore. Financial assistance is also extended for Upgradation of institutional infrastructure such as construction of hostels and modernization of laboratories.
- ii. All the existing IHMs have been asked to conduct craft courses for at least 100 students annually besides the degree course. Further, the new IHMs that are being sanctioned will have a composite character, both of an IHM and of an FCI. To begin with, each IHM will run craft courses in five streams (total intake 200) and degree course (B.Sc. in Hospitality and Hotel Administration with intake of 120).

- iii. The Ministry has also decided to mainstream hospitality education through Government vocational schools, Industrial Training Institutes (ITIs), polytechnic institutes, Government colleges, universities and Public Sector undertakings. The Central assistance will be available to all. The assistance will be utilized for creation of infrastructure necessary for the conduct of courses / trainings.
- iv. For upgrading the skills and capacity building of service providers of the Industry, the Ministry commenced the scheme of Capacity Building for Service Providers, under which, trainings are undertaken to cover a wide range of services like health & personal hygiene, cleanliness, basic service techniques, cooking techniques, garbage disposal, etiquette and basic manners, basic nutrition values, energy saving and nutrition saving techniques, guide training etc. It, inter-alia, covers service providers such as cooks, servers, waiters, helpers, front office staff, reception counter staff, food kiosk and dhaba staff, personnel engaged in handling tourists, airport security staff, immigration officials and custom officers. The implementing agencies are, amongst others, India tourism Offices, Institutes of Hotel Management, Food Craft Institutes, Indian Institute of Tourism and Travel Management, NCHMCT, tourism departments of States/UT Governments, State Tourism Development Corporations, India Tourism Development Corporation, State/Central training/academic institutions. Under the scheme, the participants of 4-day programs are compensated for the loss of wages. The fee and other costs of training for all the programs are covered. For the promotion of rural tourism, the Ministry of Tourism extends assistance for capacity building in selected villages.
- v. A programme for certification of skills of service providers employed in the hospitality sector has been initiated by the Ministry under which the service providers would undergo a 3-day orientation followed by practical test and viva voce. To begin with, funds were sanctioned to the NCHMCT and seven IHMs, at PUSA, Mumbai, Kolkata, Chennai, Hyderabad, Bangalore and Goa, for the

institution of testing facilities. In view of the importance of this programme to the Industry, it forms part of the action plan of the Government for first one hundred days. The certification target for the first one hundred days was 1250 persons and has been achieved. Encouraged by the response to this Programme, it was decided to add 7 more IHMs, at Jaipur, Gandhi Nagar, Srinagar, Chandigarh, Dehradun, Bhopal and Guwahati, as the skill testing centers.

- vi. About 300 first class graduates in hospitality and hotel administration will be given intensive training spread over 55 working days so as to en-capacitate them for teaching assignments. The measure is intended to meet the shortage of teachers specific to hospitality education. Presently, the IHMs at Pusa (Delhi), Gwalior, Lucknow, Kolkata, Hyderabad, Bangalore and Gandhi Nagar are conducting the Programme. During the training, each student is entitled to a stipend of Rs. 10,000/- per month.
- vii. With a view to upgrading the skill and enlarging the vision of the teachers in the IHMs, FCIs and IITTM, the Ministry organized the training of 46 teachers during the year. The training included study visits to certain hospitality institutes of repute in other countries.
- viii. Under this Ministry's Programme namely 'Earn While You Learn', the Indian Institute of Tourism and Travel Management conducts training of college-going students for a period of 21 days. The basic purpose of the training is to sensitize youth to tourism in the country and also give skills to handle tourism related functions. The Programme has acquired an added significance as Commonwealth Games – 2010 would be expected to draw volunteers from amongst the pass-outs of the Programme. During the course of this year and up to the Games, about 3000 students would be trained. This Programme is funded under the Ministry's Scheme of Capacity Building for Service Providers.
- ix. These trainings too will be funded under the Capacity Building for Service

Providers Scheme. The trainings are being conducted by the Haryana Institute of Public Administration presently. The first training course was taken up on 11th May, 2009. Soon, the ITDC will also be expected to take initiative for the training of another 500 persons. This number (3000) has been worked out in consultation with the Organizing Committee for the Commonwealth Games. Each training course runs over four days and aims at not only improving the drivers and others in their manners and attitude but also to give them skills in communication, first aids and yoga.

- x. The Ministry of Tourism has launched a Programme to train 8000 auto-rickshaw drivers of Delhi. The partners in the Programme are: Haryana Institute of Public Administration (HIPA), India Tourism Development Corporation, Delhi Institute of Hotel Management (DIHM), Indian Institute of Public administration (IIPA) and Delhi Police. The Programme got underway from 12th October, 2009 when the first course was conducted at HIPA. Later, one course each at the IIPA, the ITDC and the DIHM is being conducted on weekly basis. Each course will be of 3 days duration and take 40 trainees. This Programme complements the Programme for taxi drivers launched earlier.

2010 – 2011:

- i. The gap between the demand and supply of skilled manpower is proposed to be met by (i) periodic assessment of the skilled manpower needs of the hospitality & tourism industry and formulation of policy and strategy to meet the skill gap, (ii) strengthening and expansion of institutional infrastructure for training and education, (iii) steering and regulating the academic efforts of the Ministry sponsored Institutes, and (iv) Training of aspiring and existing service providers, including certification of their skills. The Ministry has extended Central Financial Assistance for setting up 19 new State Institutes of Hotel Management (SIHM) and 11 new FCIs. The SIHMs will be located at Ranchi (Jharkhand), Raipur (Chhattisgarh), Bung bungalow (Mizoram), Dimapur (Nagaland), Fursatganj (Uttar Pradesh), Banderdewa (Arunachal Pradesh), Bodhgaya (Bihar), Rohtak

(Haryana), Solapur (Maharashtra), Jorhat (Assam), Ponda (Goa), Indore (Madhya Pradesh), Agartala (Tripura), Medak (Andhra Pradesh), Hamirpur (Himachal Pradesh), Bhatinda (Punjab), Kozhikode (Kerala), Tirupati (Andhra Pradesh) and Durgapur (West Bengal). Of these, the SIHMs at Bhatinda, Kozhikode and Hamirpur have since become functional. Normal grant to an SIHM is upto 10 crore, of which ` 8 crore is for construction and the balance for the purchase of equipment required by the Institute. An additional 2 crore can also be paid for construction of hostels. The expenditure over and above the central grant is met by the respective state Governments. The FCIs will be located at Jammu, Leh (Ladakh), Garhmukteshwar (Uttar Pradesh), and Hassan (Karnataka), Muzaffarpur (Bihar), Hoshiarpur (Punjab), Dharamshala (Kangra Himachal Pradesh), Nowgaon (Assam), Tura (Meghalaya), Namchi (Sikkim) and Jabalpur (Madhya Pradesh). For an FCI, the central assistance is limited to ` 4.75 crore. Financial assistance for upgradation of institutional infrastructure such as construction of hostels and modernization of laboratories is also extended to Central IHMs.

- ii. It was increasingly being felt that the annual 3-year B.Sc. programme must be converted into a 6 semester programme so as to align it with the academic structure of similar courses generally in place the world over. The merits of the semester system include year-round study and better retention and learning after every six months. After concurrence of Industry and IGNOU, the 6 semester programme was launched during the academic year 2009-2010. Another aspect of specialization in Semester IV, V and VI was also introduced as a pilot programme in selected IHMs. Both the generic and specialization programs would run concurrently at affiliated IHMs. The introduction of the semester program with specialization was consequently reported in the brochure for the Joint Entrance Examination 2009-2010.
- iii. To strengthen and expand the institutional infrastructure for training and education, assistance is extended to vocational schools, ITIs, polytechnic

institutes, government colleges, universities and PSUs for creating infrastructural facilities necessary for starting hospitality and tourism related courses. This new dimension has been brought in view of the realization that it would be difficult to meet the skill gap that afflicted the industry with a sectoral approach to hospitality and tourism education and that the efforts in the direction needed to be broad-based and main-streamed. This initiative has been well received especially in the northern part of the country.

- iv. For upgrading the skills and capacity building of service providers of the Industry, the Ministry has put in place a Scheme of Capacity Building for Service Providers, under which trainings are undertaken to cover a wide range of services like health & personal hygiene, cleanliness, basic service techniques, cooking techniques, garbage disposal, etiquette and basic manners, basic nutrition values, energy saving techniques, guides' training, etc. It, inter-alia, covers service providers such as porters /servers/waiters / helpers/front office staff/ reception and counter staff/ food kiosk and dhaba staff/personnel engaged in handling tourists, airport security staff, immigration officials and customs officers. These training programmes are implemented, amongst others, by IHMSs,FCIs, IITTM, NCHMCT, Tourism Departments of States/UT Governments, State Tourism Development Corporations, India Tourism Development Corporation (ITDC), State/ central training/ academic institutions. Under the scheme, the participants of the 4-day programmes are compensated for the loss of wages. The fee and other costs of training for all the programmes are covered. For the promotion of Rural Tourism, Ministry of Tourism extends assistance for capacity building in selected villages.
- v. A programme for certification of skills of service providers employed in the hospitality sector has been instituted by the Ministry under which the service providers would undergo a 5-day orientation followed by practical test and viva voce. The Programme is being implemented through 16 IHMs, at Delhi (Pusa), Mumbai, Kolkata, Chennai, Hyderabad, Bangalore, Goa, Jaipur, Gandhi Nagar,

Srinagar, Chandigarh, Guwahati, Dehradun, Tiruchirapally, Bhubaneswar and Lucknow.

- vi. To meet the shortage of teachers specific to hospitality education, a Certified Hospitality Trainers Programme is being conducted at IHMs at Pusa (Delhi), Gwalior, Lucknow, Kolkata, Hyderabad, Bangalore and Gandhi Nagar. During the training, each student is entitled to a stipend of ` 10,000/- per month.
- vii. With a view to upgrading the skills and broadening of vision, providing exposure to multiple pedagogical approaches, firsthand experience of tourism milieu in advanced countries, much needed intellectual stimulus, camaraderie, Inter-Institute cohesion, the Ministry has been organizing a Management Development Programme for the teachers of the IHMs, FCIs and IITTM and the officers of the NCHMCT, ITDC and Ministry of Tourism. Under this effort 90 teachers have been trained so far. The Programme also included study visits to certain hospitality institutes of repute in other countries.
- viii. Under the Ministry's 'Earn While You Learn' programme, funded under the scheme of Capacity Building for Service Providers, the Indian Institute of Tourism and Travel Management (IITTM) conducts training of college going students for a period of 21 days. The basic purpose of the training is to sensitize youth to tourism and also give skills to handle tourism in the country. The Programme acquired an added significance as the Organizing Committee of the Commonwealth Games 2010 drew volunteers from amongst the pass-outs of the Programme. During the course of this year and up to the Games, about 2845 students were trained under this programme.
- ix. This Ministry, through Government agencies like Haryana Institute of Public Administration (HIPA), India Tourism Development Corporation, Delhi Institute of Hotel Management (DIHM), Indian Institute of Public Administration, Delhi Police and IHM, Pusa, trained 8855 personnel as a part of its training efforts for

the Commonwealth Games. They included 3595 Student Volunteers, 694 ITDC staff, 1315 Guest House staff, 864 owners of Guest Houses/Hotels, 1552 Taxi Drivers and 835 Auto Rickshaw Drivers. These trainings were funded under the Scheme for Capacity Building for Service Providers.

- x. The Government of India has laid a lot of emphasis on streamlining vocational education so that it fulfills the emerging needs of the market by focusing on employable skills. In consonance with this thrust, the CBSE has introduced Hospitality Programs under its Vocational Education and Training (VET) Scheme. The CBSE in joint collaboration with NCHMCT has launched two vocational packages in (i) Food Production, and (ii) Food & Beverage Service in its 11th and 12th class of +2 stage. The courses would be offered at Jawahar Navodaya Vidyalayas, Central Tibetan Schools, Kendriya Vidyalayas and select CBSE Schools.
- xi. Ministry of Tourism has launched a “Save Our Tiger” campaign. As part of its responsibility, NCHMCT sensitized National Park Authorities, Lodge Employees, Car Drivers etc. about basic courtesies and behaviour. Select Institutes at Guwahati, Bhopal, Bengaluru, Chennai and Hyderabad were identified to conduct surveys and training programs to cover six National Parks of India at Kaziranga – Assam, Kanha and Bandhavgarh – MP, Mudumalai – Tamil Nadu, Pench – MP & Maharashtra and Jim Corbett National Park - Uttarakhand.

2011 – 2012:

- i. During the year 2011 12, the Ministry has sanctioned 4 (four) new Food Craft Institutes (FCIs) to be located at Almora (Uttarakhand), Jhunjhunu (Rajasthan), Sawai Madhopur (Rajasthan), and Rewa (Madhya Pradesh). The Central Financial Assistance (CFA) extended for such setting up of new IHMs / FCIs is subject to certain guidelines including allocation of at least 5 acres of land by the State Government concerned and affiliation of the Institute to the NCHMCT. The normal grant is up to Rs.10 crores, of which, Rs. 8 crores is for construction and

the balance for the purchase of equipment required by the Institute. An additional Rs. 2 crores can also be granted for construction of hostels. The expenditure over and above the Central Grant is met by the respective State Governments. For a Food Craft Institute, the Central assistance is limited to Rs.4.75 crore. Financial assistance is also extended for upgradation of institutional infrastructure such as construction of hostels and modernization of laboratories.

- ii. All the existing IHMs have been asked to conduct craft courses, for at least 100 students annually, besides the degree course.
- iii. The Ministry has also decided to bring hospitality education into the mainstream through Government vocational schools, Industrial Training Institutes (ITIs), polytechnic institutes, Government colleges, Universities and Public Sector Undertakings. The Central assistance will be available to all. The assistance can be utilized for creation of infrastructure necessary for the conduct of courses / trainings. Under the policy of broad basing of hospitality education, grants have so far been provided to 24 ITIs, 7 degree colleges, 4 Polytechnics, 26 Schools and 14 Universities to start new hospitality courses.
- iv. For upgrading the skills and capacity building of service providers of the industry, the Ministry has put in place a Scheme of Capacity Building for Service Providers, under which trainings are undertaken to cover a wide range of services like health & personal hygiene, cleanliness, basic service techniques, cooking techniques, garbage disposal, etiquette and basic manners, basic nutrition values, energy saving techniques, guides training, etc. It, inter-alia, covers service providers such as porters /servers/waiters /helpers/front office staff/ reception and counter staff/food kiosk and dhaba staff/personnel engaged in handling tourists, Airport Security Staff, Immigration Officials and Customs Officers. These training programmes are implemented, amongst others, by the Domestic India tourism Offices, Institutes of Hotel Management, Food Craft Institutes, Indian Institute of Tourism and Travel Management (IITTM), NCHMCT, Tourism

Departments of States /UT Governments, State Tourism Development Corporations, India Tourism Development Corporation (ITDC), and State / Central training / academic institutions. Under the Scheme, the participants of the 4-day programmes are compensated for the loss of wages. The fee and other costs of training for all the programmes are covered. For the promotion of Rural Tourism, the Ministry of Tourism extends assistance for capacity building in selected villages.

- v. Two more Schemes have been launched under the “Hunar se Rozgar” programme:
 - a. Providing for the training of persons to acquire driving skills.
 - b. Train persons for induction as service providers in a specified area of tourism e.g. Stone Masonry. IHM, Hyderabad has, as a special initiative under the Hunar Se Rozgar programme, drawn and trained youth who are differently abled.
- vi. A programme for certification of skills of service providers employed in the hospitality sector has been instituted by the Ministry under which the service providers would undergo a 5-day orientation, followed by practical test and viva voce. For the year 2011-2012, against the target of 6000, skills of 5575 service providers have been certified up to 31/12/2011. 6 more Institutes have been empowered to certify skills of service providers. These are IHMs at Gwalior, Trivandrum, Shimla, State IHM Kurukshetra and CIHM Chandigarh.
- vii. Gurdaspur, The Certified Hospitality Trainers Programme are conducted at the IHMs at Pusa (Delhi), Hyderabad, Chandigarh and Gurdaspur. During the training, each student is entitled to a stipend of Rs.10,000/- per month.
- viii. Under the Ministry's 'Earn While You Learn', programme, funded under the scheme of Capacity Building for Service Providers, the Indian Institute of Tourism and Travel Management (IITTM) has trained 292 college going students.

ix. Details of other training efforts:

- National Council for Hotel Management and Catering Technology (NCHMCT), Noida, offers the following programmes under the CBSP programme:
- Two workshops each of 5 days at Bangalore under Faculty Management Programme on 'Food & Beverage Management'.
- Two training programmes on 'Regional Cuisines of India' at Chandigarh.
- Training of police personnel including those deployed for Tourist Policing for improving the police public interface through Haryana Institute of Public Administration (HIPA).
- Preparation of Manuals on three World Heritage Sites of Delhi and conduct of training workshops at Delhi, Leh and Hampi through Indian National Trust for Art and Cultural Heritage (INTACH).
- As a follow up of the announcement made during the Prime Minister's visit to the State of Jammu & Kashmir on 28 & 29 October, 2009, a programme named "Tourist Facilitators" was launched to train 200 persons every year as tourist escorts by IHM, Srinagar for conducting groups of pilgrims for Vaishno Devi and Amarnath Yatras. 278 persons have been trained as Tourist Facilitators up to 31st October, 2011. Patisserie was also introduced. As on 31st December, 2011, the total number trained including those undergoing training stood at 8944. The coverage of the programme has increased with ITDC joining as a key Implementing Agency. In addition to the State governments already implanting the programme, the State Governments of Maharashtra, Jharkhand, Haryana and Tripura have joined the Programme. Two more Schemes have been launched under the "Hunar se Rozgar" programme:
 - Providing for the training of persons to acquire driving skills.
 - Train persons for induction as service providers in a specified area of tourism e.g. Stone Masonry. IHM, Hyderabad has, as a special initiative under the Hunar Se Rozgar programme, drawn and trained youth who are differently-abled.

2012 – 2013:

For the year 2012-13 the following steps have been taken for HSRT:

- i. The programme on training of locals running home stay arrangements for tourist at Leh (Ladakh) was launched in 2011-12 is being run successfully by IHM Srinagar during the year 2012-13 also.
- ii. Tripartite implementation arrangement has been made involving MOT for funding IHM for academic support and army units for training infrastructure. Training courses are being conducted by Army Unit at Uri 120 persons have been trained under this programme up to 31-12-2012.
- iii. SIHM at Bhatinda has envisaged a training course, as part of HSRT for prisoners at Bhatinda jail to prepare them for their lives post sentence.
- iv. IHM at Hyderabad and Goa have successfully conducted courses for physically challenged persons (deaf and dumb).
- v. IHM Chandigarh has undertaken to train 300 resident children of a Children Home known as Snehalay under the Chandigarh administration. MOT has relaxed the minimum age for the purpose (from 18 to 16 years). The idea is to give the children skills which they may use once they move out of the Home.
- vi. The proposed programme is envisaged as fusion of 3 important initiatives of MOT: HSRT, 'Earn while you learn' and Campaign clean India. The programme to be run on pilot basis in Delhi first, aims at training escorts and volunteers to accompany/guide tourists on identified Heritage Walk stretches. The trainees would be adopting stretches for cleanliness under the Campaign Clean India.
- vii. With funding from Ministry of Tourism under the scheme of Capacity Building of service providers, Uttar Pradesh State Tourism Development cooperation (UPSTDC) imparted training to 2490 persons to develop in the trainees positive

attitudes and personality for their development in various activities related to Kumbh Mela 2013. The disciplines in which trainings were conducted were specific to the organization of the Kumbh Mela 2013 and the no. of candidates in each discipline were based on the specific demand of the organizers. In addition 1650 persons were trained by UPSTDC in different disciplines under the HSRT initiative of the Ministry.

- viii. Trainings to provide for Wellness tourism service providers, Nature guides heritage walk escorts.
- ix. A programme for certification of skill of service providers employed in the hospitality sector has been instituted by the Ministry under which the service providers would undergo a 5 day orientation, followed by practical test and viva voce. So far the facilities have been initiated in 17 central IHMs, 6 SIHMs and 1 FCI for the year 2012-13 against the target of 8800 skills of 5017 service providers have been certified up to 31-12-2012.
- x. Under the Ministry's 'Earn while you learn programme' funded under the scheme of Capacity Building for Service Providers, the Indian Institute of Tourism and Travel management (IITTM) has trained 419 college going students during 2012-13 (up to 31-12-2012)
- xi. As a follow up of announcement made during the Prime Minister's visit to the state of Jammu and Kashmir on 28th and 29th October 2009 a programme named 'Tourist Facilitators' was launched to train 200 persons every year as tourist escorts by IHM Srinagar from conducting groups of pilgrims for Vaishno Devi and Amarnath Yatras, 629 persons have been trained as Tourism Facilitators up to 31-12-2012.
- xii. A six week's training programme has been launched to bring up work force for handling tourists, particularly, pilgrims in the state of Jammu and Kashmir. The

persons so trained will serve at Mata Vaishno Devi, Amarnath yatra, shrines at Srinagar and Buddhist Monasteries at Leh. IHM Srinagar, the implementer of the programme has already trained 25 under the programme.

2013 – 2014:

- i. During the year 2013-14, one Central IHM at Jagdishpur (Uttar Pradesh), one Indian Culinary Institute (ICI) at Tirupati, Andhra Pradesh and three State IHMs at Kakinada (Andhra Pradesh), Imphal (Manipur) and Kottayam (Kerala) respectively were set up. The Indian Culinary Institute as an autonomous body of the Ministry of Tourism will go a long way in addressing the concerns relating to the preservation of heritage Indian cuisine, research, documentation, museum and resource centre and specialized training in culinary skills.
- ii. The Central Financial Assistance (CFA) extended for setting up of new IHMs/FCIs is subject to certain guidelines including allocation of at least 5 acres of land by the State Government concerned and affiliation of the Institute to the NCHMCT. The normal grant is up to 10 crore, of which, 8 crore is for construction and the balance for the purchase of equipment required by the Institute. An additional 2 crore can also be granted for construction of hostels. The expenditure over and above the Central Grant is met by the respective State Governments. For a Food Craft Institute, the Central assistance is limited to .4.75 crore. Financial assistance is also extended for Upgradation of institutional infrastructure such as construction of hostels and modernization of laboratories.
- iii. The Ministry has also decided to bring hospitality education into the mainstream through Government vocational schools, Industrial Training Institutes (ITIs), Polytechnic Institutes, Government Colleges, Universities and Public Sector Undertakings. The Central assistance will be available to all. The assistance can be utilized for creation of infrastructure necessary for the conduct of courses/trainings. Under the policy of broad basing of hospitality education, grants have so far been provided to 31 ITIs, 7 Degree Colleges, 4 Polytechnics, 26

Schools and 15 Universities to start new hospitality courses.

- iv. During the year 2013-14, 5 ITIs in Punjab refunded the funds sanctioned to them with the plea that they were not interested in pursuing the programme. However, Himachal Pradesh who had already taken up proposals for introducing Hospitality Education in 10 ITIs forwarded another proposal for starting Hospitality courses in three more ITIs viz. Baroh, Baijnath and Jogindernagar which are under examination. The ministry has received a proposal from Madurai Kamaraj University, Madurai, Tamil nadu. The University intends to start a 5-year Integrated Course in Tourism and Hotel Management. During the year funds to the tune of Rs.43,89,75,682 was released to various Institutes.
- v. Skill Testing & Certification Programme of the Existing Service Providers: A programme for certification of skills of service providers employed in the hospitality sector has been instituted by the Ministry under which the service providers undergo a 5-day orientation programme, followed by practical test and viva voce. So far the facilities have been instituted at 21 Central IHMs, 16 SIHMs and 5 FCIs. During 2013-14, skills of 17882 service providers were certified. A similar skill training programme for development of skills for the Travel and Tourism sector has also been launched. The programme is being implemented by the Indian Institute of Travel and Tourism Management (IITTM) in collaboration with Indian Tourist Transporter Association (ITTA). IITTM-Noida had completed the certification of 131 candidates during 2013-14.
- vi. Training of locals running Home Stay Arrangements for tourist at Leh (Ladakh). The programme launched in 2011-12 has been run successfully by IHM Srinagar during the year 2013-14 also; Tie-up with Army Units Tripartite implementation arrangement has been made involving MoT for funding, IHM for academic support and Army units for providing training infrastructure. During 2013-14, 221 persons were trained under this initiative; Training of Sentenced Prisoners at Tihar Jail DIHM at Lajpat Nagar has conducted a training course, as part of

HSRT, for prisoners at Tihar Jail, Delhi. 130 candidates have been trained in 2013-14; Training of Differently Abled Persons IHM at Goa have successfully conducted courses for Differently Able persons.

- vii. IHM Srinagar had successfully conducted training of 106 candidates during the year 2013-14. State Government of Himachal Pradesh, Assam Tourism Development Corporation and Madhya Pradesh State Tourism Development Corporation have also trained 3500, 90 and 155 candidates respectively during the year 2013-14.
- viii. Heritage Walk Escorts and Heritage Virsa Sarthi (New Proposed Initiatives): The six week's training programme has been introduced as a fusion of 3 important initiatives of MoT: Hunar Se Rozgar Tak, Earn While You Learn and Campaign Clean India. The programme is being run on pilot basis in Delhi first, aims to bring up escorts and volunteers to accompany/guide tourists on identified Heritage Walk Stretches. The Trainees would be adopting Stretches for cleanliness under the Campaign Clean India. The Programme is being implemented by IITTM at its Noida campus. IITTM had so far trained 23 candidates in Heritage Walk Escort and 40 Candidates as Virsa Sarthi.
- ix. Skin Care & Spa Therapy, Basic Fitness Training, Flower Arrangements in Hotels & Events (New Programmes) Under the Ministry's scheme of Capacity Building for Service Providers, three new Training programmes of 8 weeks duration each, have been introduced. The eligibility for first course is 8th pass and 12th pass. During 2013-14, 1110 persons were trained by Punjab Heritage and Tourism Promotion Board.
- x. Tour Assistants, Transfer Assistance and Office Assistants in Tourism Sector: A six week's training programme has been introduced. The Programme is a specific effort under Earn While You Learn Initiative of the Ministry of Tourism. This is aimed at providing manpower at entry level positions as Tour Assistants, Transfer

Assistance and Office Assistants in Tourism Sector for the age group of 18 to 28 years graduate students. The programme is to be implemented by IITTM with MoT funding.

- xi. A six-week training programme was launched in 2012-13 to bring up the work force for handling tourists, particularly, pilgrims in the State of Jammu & Kashmir. The person so trained will serve at Mata Vaishno Devi, Amarnath Yatra, Shrines at Srinagar and Buddhist Monasteries at Leh. 239 persons were trained during the year 2013-14. ITDC has successfully completed the First pilot programme of training to bring up security guards in Travel/Tourism/ Hospitality sector. ITDC proposes to organize more training programmes for Security Guards. During 2013-14, 60 persons were trained.

3.3 Hotel Industry and Hotel Management Institutes around Pune:

3.3.1 Hotel Industry around Pune:

Pune has always been a great place for food lovers. Puneites are known for their taste buds and are fondly referred to as 'khavaiyas'. They are very particular about the taste and quality of food. Since many decades, Puneites have patronized the best that is offered and available in the city. Even when eating out was not the norm or was not done very often, 'amruta-tulyas' sprang up. These were tea shops where the milk tea was always on the burner. Some accompaniments were served in some of them. Irani cafes, Sweet homes and 'Vishranti-gruhas' for resting a while opened and were popular. There were iconic restaurants, bakeries and stores like Cafe Good Luck, Vaishali's, Dorabjees (1920s), Café Naaz, or Chitales and Karachi sweet mart. These have stood the test of time and continue to be the favorites of many generations. The street food of Pune too is well known. From the ever popular Indian burger i.e. the wada pav to missal, now there are several additions as influences from other states continue. Kacchi Dabeli, sandwiches, juices, idli-wadas, chaat items all jostle for space.

In earlier times, the concentration of these restaurants and hotels was in the Pune city (old city). Then they spread to Deccan - Fergusson College road, Jangli Maharaj road,

Mahatma Gandhi road and Koregaon Park area. The M.G. road popularly known as Camp boasted (and still does) of numerous food and beverage options. The ‘Coffee House’ was famous for their British Menu (1930s) – Fish & Chips, Mutton Cutlet, etc. Kayani Bakery, Mona Foods, Marz-O-Rin, Budhani Waferwala are other iconic outlets.

One has to mention the old British clubs from colonial times like Poona Club, Boat Club, Turf Club with their eateries. They had bars and restaurants which catered to the members and their guests. Most of them are still operational and the memberships are very sought after and expensive (by invitation mostly).

Two well known hotels with 2 iconic restaurants etched in the history of Pune are: Amir Hotel Housing Peshwa Inn, one of the best fine multi-cuisine restaurants in Pune of the 1970s and 80s and the Hotel Blue Diamond housing a great multi-cuisine restaurant (Ashwamedh) and a coffee shop – back when Pune had only one 5 Star Hotel! Hotel Amir has shut down and Blue Diamond has been sold by the Kirloskars to the Taj group of hotels.

With the growing student population (Pune was and is known for its education, thus earning itself the sobriquet ‘Oxford of the East’), many hotels and restaurants mushroomed near educational institutes and colleges. With the expanding boundaries of Pune, suburbs, as we now call them, developed. So we have Kharadi, Hinjewadi, Kondhwa, Mundhwa, Baner, Pashan, Wakad, Undri, Viman Nagar and Wagholi where multiple hotels and restaurants have opened. Most of these are branded, stand alone/chain restaurants and hotels.

Over the last few years, Pune has seen the opening of an array of fine new hotels, restaurants, casual dining options, bars and fast-food joints offering varied cuisine. These include iconic international chains like Starwood properties - Le Meridien and Hotel Westin, the Marriott group (J. W. Marriott hotel and Courtyard by Marriott), Hyatt, Radisson, Orchid, Taj (Vivanta and Gateway brand), the Hard Rock café, Mainland China, fine dining restaurants like Stone Water Grill, a historic heritage hotel – Fort

Jadhavgadh etc. Global fast food giants like McDonalds, KFC, Subway, Pizza Hut etc too have set up multiple outlets covering the length and breadth of the city.

3.3.2 Hotel Management Institutes around Pune:

Pune is the eighth largest developing metro city in India which is referred to as a cultural and educational capital of India. Pune is an educational hub ranging from primary schools to many universities and with the largest number of higher educational campuses and is referred to as Oxford of the East. Pune is a pioneer in women's education with first school for women started way back in 1870 by Mahatma Jyotiba Phule. There are many colleges affiliated under the different universities present in Pune and these colleges offer different courses to the students. One such course is the hotel management course. The hotel management course is offered as a post graduate degree, graduate degree, diploma course and certificate course by different government aided and non aided institutes. These courses are affiliated to the universities or sometimes are private courses run by private institutes. The profile of the hotel management institutes around Pune studied by the researcher is listed below in table no. 3.4.

Table No. 3.4: Profile of the Hotel Management Institutes

S. No.	Name of the Institute	Affiliation	Year	Courses Offered
1	Maharashtra State Institute of Hotel Management and Catering Technology (Aided)	Savitribai Phule Pune University	1969	DHMCT, DTT, PGDFTMT, PGDTT, PGDHO, Certificate courses in House Keeping and Travel and Tourism Management
2	Dr. Arvind B. Telang Institute of Hotel Management	Savitribai Phule Pune University	1995	B.Sc. HS,
3	Institute of Hotel Management and Catering	Bharati Vidyapeeth	1992	BHMCT, B.Sc. H&HA,

	Technology			
4	D.Y. Patil Institute of Hotel Management and Catering Technology	Savitribai Phule Pune University	1998	BHMCT, BSC HS
5	AISSMS College of Hotel Management and Catering Technology	Savitribai Phule Pune University	1997	BHMCT, MHMCT, B.Sc. HS
6	Novel's NIBR College of Hotel Management and Catering Technology	Savitribai Phule Pune University	2002	BSC HS
7	Arihant Education Foundation (AEF) Pune Institute of Hotel Management	Savitribai Phule Pune University, Maharashtra State Board (Vocational Courses), Karnataka Open University, YCMOU		B.Sc. HS – Hotel Management, Cookery / Bakery / Confectionery / Tourism and Travel / Technician Courses, B.Sc. HM, DHM, MBA (HM), B.Sc. HTS, M.Sc. HTS
8	MCE Society's M. A. Rangoonwala Institute of Hotel Management and Research	Savitribai Phule Pune University	2007	B.Sc. HS, B.Sc. – Hotel and Tourism Studies
9	A.J.M.V.P.S. Institute of Hotel Management and Catering Technology College	Savitribai Phule Pune University	1997	BHMCT, Diploma in Hotel Management & Catering Technology
10	Ambrosia Institute of Hospitality Management	Savitribai Phule Pune University	2007	B.Sc. HS, B.Sc. HMC&T, B.Sc.

		University		HM&C, Craftman Course in Cookery / Bakery and Confectionery / F & B Service
11	Suryadatta College of Hospitality Management and Travel Tourism	Savitribai Phule Pune University	2004	B.Sc. HS, B.Sc. HM, B.Sc. HS & CS, B.Sc. H&T, M.Sc. FS
12	Sinhagad Institute of Hotel Management and Catering Technology	Savitribai Phule Pune University	2000	BHMCT, B.Sc. HMC&T
13	M.G.V.'s College of Hotel Management and Catering Tehnology	Savitribai Phule Pune University	1992	Dip. In HM &CT, B.Sc. HM&CT, B.Sc. Hotel & Tourism Studies, Certificate Course in Hotel Operations, Certificate Course in HMCT
14	T.M.V.'s Department of Hotel Management & Catering Technology	Tilak Maharashtra Vidyapeeth	2007	B.B.A. HT, BHMCT,
15	Maharashtra State Institute of Hotel Management, Catering Technology and Research Centre (Non- Aided)	Savitribai Phule Pune University	2003	BHMCT, MHMCT, Certificate courses in bakery, Cookery, House Keeping and F&B Service

(Source: Field Work)

3.4 References

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CHAPTER – 4

DATA ANALYSIS & INTERPRETATION – INDUSTRY

4.1 Data Analysis of Industry Questionnaire	-	135
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In this chapter the data analysis and interpretation of data collected from the industry and the students is analyzed and interpreted. The chapter presents: 4.1 Data Analysis of Industry Questionnaire.

Let us look at the analysis in brief.

4.1 Data Analysis of Industry Questionnaire:

Table No. 4.1: Department of the Respondent:

Department	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Human Resources	18	15.3	15.3	15.3
Front Office	13	11.0	11.0	26.3
Housekeeping	14	11.9	11.9	38.1
Kitchen	9	7.6	7.6	45.8
Food & Beverage	18	15.3	15.3	61.0
Sales & Marketing	27	22.9	22.9	83.9
Administration	19	16.1	16.1	100.0
Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

There are different departments involved in the functioning of a hotel like HR, marketing, food and beverage, administration, front office, housekeeping etc. This variable has been chosen since the research study is regarding the hotel management education and hence it was important to collect opinion from the heads of these departments since the hotel management students will be working in different departments in the hotel as per their specialization. The table no. 4.1 shows the information regarding the department of the respondent. It can be seen that around 18 respondents representing 15.3 percent of the total respondents were from the human resource department; 13 respondents representing 11 percent of the total respondents were from the front office department; 14 respondents representing 11.9 percent of the total respondents were from the housekeeping department; 9 respondents representing 7.6 percent of the total respondents were from the kitchen department; 18 respondents representing 15.3 percent of the total respondents

were from the food and beverage department; 27 respondents representing 22.9 percent of the total respondents were from the sales and marketing department and 19 respondents representing 16.1 percent of the total respondents were from the administration department.

Data Interpretation:

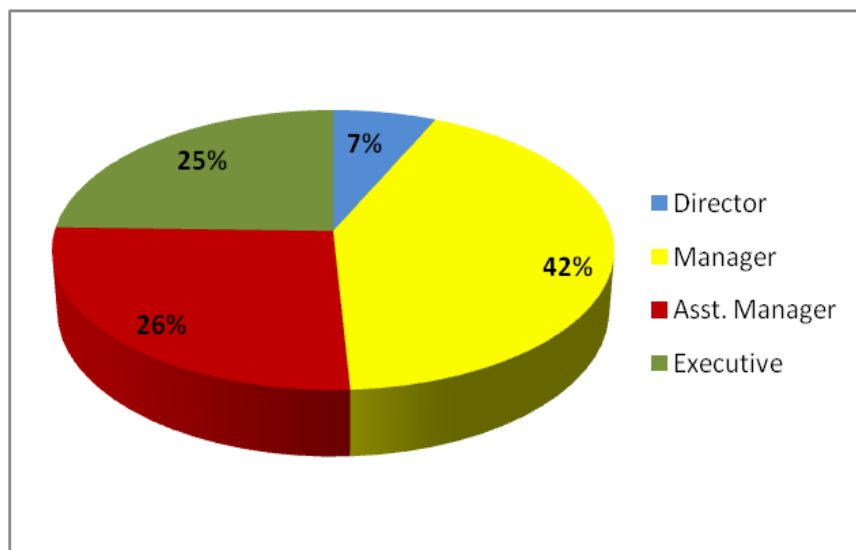
From the analysis it can be seen that none of the departments have got a clear majority of percentage. The frequency is almost equally divided and hence it can be interpreted that the respondent has collected data from the heads of different departments and has covered all the departments and collected the information from them as was required.

Table No. 4.2: Designation of the Respondent:

Designation	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Director	8	6.8	6.8	6.8
Manager	50	42.4	42.4	49.2
Asst. Manager	31	26.3	26.3	75.4
Executive	29	24.6	24.6	100.0
Total	118	100.0	100.0	

Source: Field Work

Graph No. 4.1 Designation of the Respondent



Data Analysis:

In every organization there are certain people who are given the responsibility of choosing, training and guiding the employees regarding their job. Since this study is about the skills required by the industry and those possessed by the candidate the best person to answer regarding the skill gap would be the person who is responsible for selecting, recruiting, training and placing the candidate at the right post. Hence the respondents were chosen on the basis of their designation since these people handle the new candidates under them. Table no. 4.2 and graph no. 4.1 gives information regarding the designation of the respondent. Out of the total respondents 8 respondents representing 6.8 percent of the total respondents were directors while 50 respondents representing 42.4 percent of the total respondents were managers and 31 respondents representing 26.3 percent of the total respondents were assistant managers whereas 29 respondents representing 24.6 percent of the total respondents were executives.

Data Interpretation:

From the analysis it can be interpreted that more than 75 percent of the total respondents were of the designation of assistant manager and above. This means that the researcher has chosen the right respondents to answer the questions since these are the people who handle fresh candidates from the institutes on their job.

Table No. 4.3: Gender of the Respondent:

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	94	79.7	79.7	79.7
	Female	24	20.3	20.3	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.3 provides details regarding the gender of the respondents. It can be seen that 94 respondents representing 79.7 percent of the total respondents were male and 24 respondents representing 20.3 percent of the total respondents were female.

Data Interpretation:

From the analysis it can be interpreted that majority of the respondents i.e. around 80 percent were found to be of male gender. This also highlights the fact that there are more number of men found in higher level jobs than women.

Table No. 4.4: Experience with the Hotel Industry:

No. of Years	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5	35	29.7	29.7	29.7
6-10	49	41.5	41.5	71.2
11-15	23	19.5	19.5	90.7
16-20	5	4.2	4.2	94.9
>20	6	5.1	5.1	100.0
Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 4.4 displays the experience of the industry respondents i.e. the hotel industry professionals. The study is related to the gap analysis in the hospitality education and hence the experience of the hotel industry professionals plays an important role. Out of the total 118 respondents, those having upto 5 years industry experience was 35 respondents representing 29.7 percent, 49 respondents representing 41.5 percent have 6 to 10 years of experience in the industry, 23 respondents representing 19.5 percent have 11 to 15 years experience, 5 respondents representing 4.2 percent have 16 to 20 years of experience and 6 respondents representing 5.1 percent have more than 20 years experience.

Interpretation:

It is clear that most of the respondents are hotel professionals with a lot of industry experience with 60 percent of the respondents having an experience of 6 to 15 years.

Table No. 4.5: Educational Qualification of the Respondent:

Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Hospitality Management Degree	47	39.8	39.8	39.8
Hospitality Management Diploma	21	17.8	17.8	57.6
Other Degree	43	36.4	36.4	94.1
Other Diploma	4	3.4	3.4	97.5
Professional Course	3	2.5	2.5	100.0
Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.5 displays the educational qualifications of the hotel industry respondents. The study is related to the gap analysis in the hospitality education hence hotel industry professionals educational qualifications plays an important role. Out of the total 118 respondents, 47 respondents representing 39.8 percent have a hospitality management degree, 21 respondents representing 17.8 percent have a hospitality diploma, 43 respondents representing 36.4 percent have another degree and 4 respondents representing 3.4 percent have another diploma whereas 3 respondents representing 2.5 percent hold professional degrees.

Interpretation:

It is clear that more than 55 percent of the respondents working in the hotel industry have a hotel management qualification, i.e. either a degree or diploma while others have any other degree or diploma. Departments like Front Office and Sales and Marketing have professionals with other degrees or diplomas while the core departments like the kitchen, food and beverage, housekeeping, accommodation etc. have candidates with hotel management qualification.

Table No. 4.6: Liaison between Hotel Industry and Hotel Management Institutes:

Liaison		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	68	57.6	57.6	57.6
	No	50	42.4	42.4	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.6 displays the respondents' opinion on whether there is liaison between hotel industry and hotel management institutes or not. The study is related to the gap analysis in the hospitality education hence respondent's opinion on whether there is liaison between hotel industry and hotel management institutes plays an important role. Out of the total 118 respondents, 68 respondents representing 57.6 percent have said that there is liaison between the hotel industry and hotel management institutes and 50 respondents representing 42.4 percent have said that there is no liaison between the hotel industry and the hotel management institutes.

Interpretation:

It is clear from the analysis that it is a divided verdict on whether there is liaison between hotel industry and hotel management institutes. Around 58 percent of the respondents agree that there is a liaison. This shows that there is definitely scope to improve the liaison. Increase in the liaison between hotel management institutes and hotel industry will lead to better quality of candidates.

Table No. 4.7: Factors considered while selecting an employee – Enthusiasm:

Enthusiasm		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	50	42.4	42.4	42.4
	Yes	68	57.6	57.6	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.7 displays the respondents' opinion on 'Enthusiasm' as one of the factors considered while selecting an employee. The study is related to the gap analysis in the hospitality education hence respondents' opinion on the factors considered while selecting an employee play an important role. Out of the total 118 respondents, 50 respondents representing 42.4 percent have said that they do not consider enthusiasm as a factor while selecting an employee and 68 respondents representing 57.6 percent have said that they consider enthusiasm as a factor for selecting an employee.

Interpretation:

From the analysis it can be seen that 'Enthusiasm' is one of the factors considered while selecting an employee with around 58 percent considering the factor.

Table No. 4.8: Factors considered while selecting an employee – Willingness:

Willingness		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	45	38.1	38.1	38.1
	Yes	73	61.9	61.9	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.8 demonstrates the respondents' opinion on 'Willingness' as one of the factors considered while selecting an employee. The study is related to the gap analysis in the hospitality education hence respondents' opinion on the factors considered while selecting an employee play an important role. Out of the total 118 respondents, 45 respondents representing 38.1 percent have agreed that they do not consider willingness as a factor while selecting the candidates whereas 73 respondents representing 61.9 percent have said that they consider willingness as a factor.

Interpretation:

It is clear from the analysis that 'Willingness' is a priority factor considered while selecting an employee as per the opinion of around 62 percent of the respondents.

Table No. 4.9: Factors considered while selecting an employee – Dedication:

Dedication		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	55	46.6	46.6	46.6
	Yes	63	53.4	53.4	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.9 shows the respondents' opinion on 'Dedication' as one of the factors considered while selecting an employee. The study is related to the gap analysis in the hospitality education hence respondents' opinion on the factors considered while selecting an employee play an important role. Out of the total 118 respondents, 55 respondents representing 46.6 percent do not consider dedication as a factor while selecting an employee while 63 respondents representing 53.4 percent consider dedication as a factor while selecting an employee. .

Interpretation:

From the analysis it is clear that 'Dedication' is a factor considered while selecting an employee with around 63 respondents saying so.

Table No. 4.10: Factors considered while selecting an employee – Commitment:

Commitment		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	48	40.7	40.7	40.7
	Yes	70	59.3	59.3	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.10 display the respondents' opinion on 'Commitment' as one of the factors considered while selecting an employee. The study is related to the gap analysis in the hospitality education hence respondents' opinion on the factors considered while

selecting an employee play an important role. Out of the total 118 respondents, 48 respondents representing 40.7 percent have accepted that they do not consider commitment as a factor while selecting an employee and 70 respondents representing 59.3 percent have said that they do consider commitment as a factor while selecting an employee.

Interpretation:

It is clear from the analysis that around 59 percent of the respondents consider ‘Commitment’ as a factor while selecting an employee.

Table No. 4.11: Factors considered while selecting an employee – Soft Skills:

Soft Skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	46	39.0	39.0	39.0
	Yes	72	61.0	61.0	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.11 depicts the respondents’ opinion on ‘Soft Skills’ as one of the factors considered while selecting an employee. The study is related to the gap analysis in the hospitality education hence respondents’ opinion on the factors considered while selecting an employee play an important role. Out of the total 118 respondents, 46 respondents representing 39 percent have said that they do not consider soft skills as a factor while selecting an employee and 72 respondents representing 61 percent have said that they consider soft skills as a factor while selecting an employee.

Interpretation:

From the analysis it can be interpreted that soft skills is considered as a factor for selecting an employee with 61 percent of the respondents saying so.

Table No. 4.12: Factors considered while selecting an employee – Technical Skills:

Technical Skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	58	49.2	49.2	49.2
	Yes	60	50.8	50.8	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.12 displays the respondents' opinion on 'Technical Skills' as one of the factors considered while selecting an employee. The study is related to the gap analysis in the hospitality education hence respondents' opinion on the factors considered while selecting an employee play an important role. Out of the total 118 respondents, 58 respondents representing 49.2 percent have said that they do not consider technical skills as a factor while selecting an employee and 60 respondents representing 50.8 percent have said that they consider technical skills as a factor while selecting an employee.

Interpretation:

It is clear that there is a mixed verdict on 'Technical Skills' as a factor considered while selecting an employee. But still it can be interpreted that technical skills is considered as a factor since around 51 percent of the respondents saying so.

Table No. 4.13: Factors considered while selecting an employee – Knowledge:

Knowledge		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	55	46.6	46.6	46.6
	Yes	63	53.4	53.4	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.13 displays the respondents' opinion on 'Industry Knowledge' as one of the factors considered while selecting an employee. Out of the total 118 respondents, 55

respondents representing 46.6 percent have accepted that they do not consider knowledge about the industry as a factor while selecting an employee while 63 respondents representing 53.4 percent have said that they consider industry knowledge as a factor while selecting an employee.

Interpretation:

It is clear that there is a mixed verdict on ‘Industry Knowledge’ as a factor considered while selecting an employee. But a little above half of the respondents i.e. 53 percent have said that they consider knowledge about the industry as a factor while selecting an employee.

Table No. 4.14: Factors considered while selecting an employee – Personality:

Personality		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	30	25.4	25.4	25.4
	Yes	88	74.6	74.6	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.14 portrays the respondents’ opinion on ‘Personality’ as one of the factors considered while selecting an employee. The study is related to the gap analysis in the hospitality education hence respondents’ opinion on the factors considered while selecting an employee play an important role. Out of the total 118 respondents, 30 respondents representing 25.4 percent have said that they do not consider personality as a factor while selecting an employee whereas 88 respondents representing 74.6 percent have said that they consider personality as a factor while selecting an employee.

Interpretation:

From the analysis it can be interpreted that ‘Personality’ is a priority factor considered while selecting an employee with around 75 percent of the respondents saying so.

Table No. 4.15: Factors considered while selecting an employee – Communication:

Communication		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	49	41.5	41.5	41.5
	Yes	69	58.5	58.5	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.15 depicts the respondents' opinion on 'Communication Skills' as one of the factors considered while selecting an employee. Out of the total 118 respondents, 49 respondents representing 41.5 percent were of the opinion that they do not consider communication skills as factor while selecting an employee while 69 respondents representing 58.5 percent have said that they consider communication skills as a factor while selecting an employee.

Interpretation:

From the analysis it can be interpreted that 'Communication Skills' is also a factor considered while selecting an employee as per the opinion of 58.5 percent of the respondents.

Table No. 4.16: Factors considered while selecting an employee – Qualification:

Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	23.7	23.7	23.7
	Yes	90	76.3	76.3	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

Table No. 4.16 displays the respondents' opinion on 'Qualification' as one of the factors considered while selecting an employee. The study is related to the gap analysis in the

hospitality education hence respondents’ opinion on the factors considered while selecting an employee play an important role. Out of the total 118 respondents, 28 respondents representing 23.7 percent accepted that they do not consider qualification as a factor while selecting an employee while 90 respondents representing 76.3 percent said that they consider qualification as a factor while selecting an employee.

Interpretation:

From the analysis it is clear that ‘Qualification’ is a priority factor considered while selecting an employee since most of the respondents i.e. 76 percent have accepted so.

Table No. 4.17: Factors considered while selecting an employee – Experience:

Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	23.7	23.7	23.7
	Yes	90	76.3	76.3	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.17 displays the respondents’ opinion on ‘Experience’ as one of the factors considered while selecting an employee. The study is related to the gap analysis in the hospitality education hence respondents’ opinion on the factors considered while selecting an employee play an important role. Out of the total 118 respondents, 28 respondents representing 23.7 percent have said that they do not consider experience as a factor while selecting an employee and 90 respondents representing 76.3 percent have said that they consider experience as a factor while selecting an employee.

Interpretation:

From the analysis it can be interpreted ‘Experience’ is a priority factor considered while selecting an employee with around 76 percent of the respondents saying so.

Table No. 4.18: Important Skill for Career Development – Communication:

Communication		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	74	62.7	62.7	62.7
	No	44	37.3	37.3	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.18 depicts the respondents' opinion on 'Communication Skills' as one of the important skills for their own career development. Out of the total 118 respondents, 74 respondents representing 62.7 percent have accepted that communication was an important skill in their career development while 44 respondents representing 37.3 percent did not accept that communication was an important skill in their career development.

Interpretation:

It is clear that a majority i.e. around 63 percent have marked 'Communication skills' as an important skill for their own career development. This is indeed an area of importance but one which is often ignored or not paid enough attention to in hotel management colleges. Even areas like food production which were traditionally considered back areas or 'behind the scenes' involve guest interaction nowadays.

Table No. 4.19: Important Skill for Career Development – Initiative:

Initiative		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	39.8	39.8	39.8
	No	71	60.2	60.2	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.19 displays the respondents' opinion on 'Initiative' as one of the important skills for their own career development. Out of the total 118 respondents, 47 respondents representing 39.8 percent have said that initiative to do the work was one of the important skills in their career development and 71 respondents representing 60.2 percent have said that initiative was not an important skill.

Interpretation:

From the analysis it is clear that 'Initiative' has not been considered as a priority skill by most respondents for their own career development according to the opinion of around 60 percent of the respondents.

Table No. 4.20: Important Skill for Career Development – Human Relation:

Human Relation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	63	53.4	53.4	53.4
	No	55	46.6	46.6	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.20 displays the respondents' opinion on 'Human Relation' as one of the important skills for their own career development. Out of the total 118 respondents, 55 respondents representing 46.6 percent have said that human relations is not an important skill for career development while 63 respondents representing 53.4 percent have said that human relation is an important skill for career.

Interpretation:

From the analysis it is clear that 'Human Relation' has been marked as a priority skill by many respondents i.e. around 53 percent for their own career development. But there is only a marginal difference in the opinion.

Table No. 4.21: Important Skill for Career Development – Food & Beverage:

Food & Beverage		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	83	70.3	70.3	70.3
	No	35	29.7	29.7	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.21 displays the respondents' opinion on 'Food & Beverage' as one of the important skills for their own career development. Out of the total 118 respondents, 35 respondents representing 29.7 percent are of the opinion that food and beverage skills was not important for their career and 83 respondents representing 70.3 percent have agreed that food and beverage skills was an important skill for their career development.

Interpretation:

From the analysis it is clear that 'Food & Beverage' is a priority skill in the career development of those in the food and beverage department as accepted by most respondents i.e. around 70 percent.

Table No. 4.22: Important Skill for Career Development: Problem Solving:

Problem Solving		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	59	50.0	50.0	50.0
	No	59	50.0	50.0	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.22 depicts the respondents' opinion on 'Problem Solving' as one of the important skills for their own career development. Out of the total 118 respondents, 59 respondents representing 50 percent have accepted that problems solving was an

important skill in their career development and exactly the same number of respondent's i.e. 59 respondents representing 50 percent have said that problem solving was not an important skill in the career development of the respondents.

Interpretation:

From the analysis it is clear that 'Problem Solving' has an equally divided verdict as an important skill for their career development. In managerial positions where decision making and human relations are concerned then the problem solving skills help the employees to overcome the situations.

Table No. 4.23: Important Skill for Career Development – Self Management:

Self Management		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	70	59.3	59.3	100.0
	No	48	40.7	40.7	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.23 displays the respondents' opinion on 'Self Management' as one of the important skills for their own career development. Out of the total 118 respondents, 48 respondents representing 40.7 percent have accepted that self management skill was not important in their career development and 70 respondents representing 59.3 percent have said that self management skill was important in their career development.

Interpretation:

It is clear that 'Self Management' is an important skill in the career development as per the opinion of around 59 percent of the respondents. Self management skills help the employee to organize their work properly.

Table No. 4.24: Important Skill for Career Development – Rooms Division:

Rooms Division		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	81	68.6	68.6	68.6
	No	37	31.4	31.4	100.0
	Total	118	100.0	100.0	

*Source: Field Work***Data Analysis:**

The table no. 4.24 shows the respondents' opinion on 'Rooms Division' as one of the important skills for their own career development. Out of the total 118 respondents, 37 respondents representing 31.4 percent have agreed that rooms division was not an important skill for their career development whereas 81 respondents representing 68.6 percent have agreed that rooms division was an important skill in their career development.

Interpretation:

From the analysis it can be interpreted that 'Rooms Division' has clearly been marked as a priority skill by most respondents i.e. around 69 percent, for their own career development. For the employees who work in the accommodation and rooms division departments this skill is surely very important.

Table No. 4.25: Preferred Qualification while selecting candidates:

Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private Institute degree / diploma	2	1.7	1.7	1.7
	University degree / diploma	83	70.3	70.3	72.0
	AICTE approved degree / diploma	30	25.4	25.4	97.5
	Others	3	2.5	2.5	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.25 portrays the respondents' opinion on preferred qualification while selecting employees. The study is related to the gap analysis in the hospitality education hence respondents opinion on preferred qualification while selecting employees is important. Out of the total 118 respondents, 2 respondents representing 1.7 percent have said that they prefer 'Private institute degree/diploma' while 83 respondents representing 70.3 percent prefer University degree/diploma, 30 respondents representing 25.4 percent prefer AICTE approved degree/diploma and 3 respondents representing 2.5 percent prefer 'Others' qualifications.

Interpretation:

It is clear that 'University degree or Diploma' is preferred by most of the respondents with around 70 percent of the respondents saying so but there are all kinds and combinations of qualifications that hotel industry professionals have and seek.

Table No. 4.26: Campus connect program of the hotel with the academia:

Campus Connect		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	36.4	36.4	36.4
	No	75	63.6	63.6	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 4.26 presents the responses on whether their hotel/chain has any campus connect programme for better and frequent interactions with the academia. Out of the total 118 respondents, 43 respondents representing 36.4 percent have said that their hotel / chain has campus connect program for interaction with the academia whereas 75 respondents representing 63.6 percent have said that they do not have any campus connect program for interaction with the academia.

Interpretation:

From the analysis it is clear most hotels/chains i.e. around 64 percent do not have a formal campus connect programme and most interactions are infrequent and ad-hoc. There is scope here for the hotels to interact with the academia and they can contribute in training the students by being their mentor during practical training schedules.

Table 4.27: Expected score to be scored by the candidate – Commitment:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	0.8	0.8	0.8
	2	12	10.2	10.2	11.0
	3	34	28.8	28.8	39.8
	4	38	32.2	32.2	72.0
	5	33	28.0	28.0	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.27 displays the respondent's opinion on the factor 'Commitment' that a candidate is expected to score during the interview. Out of the total 118 respondents, one respondent representing 0.8 percent have said that they expect the candidate to score at least one while 12 respondents representing 10.2 percent expect the candidates to score at least 2 and 34 respondents representing 28.8 percent expect the candidates to score at least 3 whereas 38 respondents representing 32.2 percent and 33 respondents representing 28 percent expect the candidates to score 4 and 5 respectively..

Interpretation:

From the analysis it can be interpreted that majority of the respondents i.e. 89 percent expect the candidates to score around 3 to 5 during the interview. Commitment is definitely an import factor that the industry looks for in a candidate.

Table No. 4.28: Expected score to be scored by the candidate – Willingness to learn:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.7	1.7	1.7
	2	2	1.7	1.7	3.4
	3	26	22.0	22.0	25.4
	4	63	53.4	53.4	78.8
	5	25	21.2	21.2	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.28 displays the respondent's opinion on the factor 'Willingness to learn' that a candidate is expected to score during the interview. Out of the total 118 respondents, 2 respondents representing 1.7 percent said that they expect the candidates to score at least 1, and the same number of respondents have said that they expect the candidates to score at least 2 while 26 respondents representing 22 percent expect the candidates to score 3 and 63 respondents representing 53.4 percent and 25 respondents representing 21.2 percent expect the candidates to score 4 and 5 respectively.

Interpretation:

From the analysis it is clear that majority of the respondents i.e. 96.6 percent expect the candidates to score between 3 to 5 during the interview. Hence it can be interpreted that the factor 'Willingness to learn' is also important for getting a job in the industry.

Table No. 4.29: Expected score to be scored by the candidate – Industry Knowledge:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	5.1	5.1	5.1
	3	35	29.7	29.7	34.7
	4	48	40.7	40.7	75.4
	5	29	24.6	24.6	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.29 shows the respondent's opinion on the factor 'Industry Knowledge' that a candidate is expected to score during the interview. Out of the total 118 respondents, 6 respondents representing 5.1 percent said that they expect the candidate to score at least 2 while 35 respondents representing 29.7 percent expect the candidates to score at least 3 whereas 48 respondents representing 40.7 percent and 29 respondents representing 24.6 percent expect the candidates to score 4 and 5 respectively.

Interpretation:

From the analysis it is clear that majority of the respondents i.e. 94.9 percent expect a candidate to score between 3 and 5 in terms of the factor 'Knowledge of the industry' during the interview. Hence it can be interpreted that the knowledge regarding the industry is also an important factor considered while selecting a candidate for a job. It is important for the candidates to collect information regarding the place and the type of industry he is going to work for since it will help the candidates to prepare themselves for the job.

Table No. 4.30: Expected score to be scored by the candidate – Team Work:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	0.8	0.8	0.8
	2	5	4.2	4.2	5.1
	3	26	22.0	22.0	27.1
	4	61	51.7	51.7	78.8
	5	25	21.2	21.2	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.30 displays the respondent's opinion on the factor 'Team Work' that a candidate is expected to score during the interview. The study is related to the gap analysis in the hospitality education hence the respondent's opinion on various factors

that a candidate is expected to score during the interview is important. Out of the total 118 respondents, one respondent representing 0.8 percent have accepted that they expect the candidate to score at least 1 while 5 respondents representing 4.2 percent said that they expect the candidate to score at least 2 and 26 respondents representing 22 percent said that they expect the candidates to score 3 whereas 61 respondents representing 51.7 percent and 25 respondents representing 21.2 percent said that they expect the candidates to score 4 and 5 respectively.

Interpretation:

From the analysis it is clear that majority of the respondents i.e. 95 percent expect a candidate to score between 3 and 5 in terms of the factor ‘Team Work’ during the interview. Hence it can be interpreted that team work is also an important factor which is considered while selecting a candidate.

Table No. 4.31: Expected score to be scored by the candidate – Enthusiasm:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	5.1	5.1	5.1
	3	36	30.5	30.5	35.6
	4	41	34.7	34.7	70.3
	5	35	29.7	29.7	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.31 depicts the respondent’s opinion on the factor ‘Enthusiasm’ that a candidate is expected to score during the interview. Out of the total 118 respondents, 6 respondents representing 5.1 percent have agreed that they expect the candidates to score at least 2 while 36 respondents representing 30.5 percent expect the candidates to score 3 whereas 41 respondents representing 34.7 percent and 35 respondents representing 29.7 percent expect the candidates to score 4 and 5 respectively.

Interpretation:

From the analysis it is clear that majority of the respondents i.e. 94.9 percent expect a candidate to score between 3 and 5 in terms of the factor ‘Enthusiasm’ during the interview. Hence it can be interpreted that enthusiasm is also an important factor considered while selecting a candidate for a job.

Table No. 4.32: Expected score to be scored by the candidate – Dedication:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	5.1	5.1	5.1
	3	26	22.0	22.0	27.1
	4	57	48.3	48.3	75.4
	5	29	24.6	24.6	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.32 portrays the respondent’s opinion on the factor ‘Dedication’ that a candidate is expected to score during the interview. The study is related to the gap analysis in the hospitality education hence the respondent’s opinion on the rating on various factors that a candidate is expected to score during the interview is important since it will show the expectation of the industry. Out of the total 118 respondents, 6 respondents representing 5.1 percent have expect the candidates to score at least 2 while 26 respondents representing 22 percent expect the candidates to score 3 whereas 57 respondents representing 48.3 percent and 29 respondents representing 24.6 percent expect the candidate to score 4 and 5 respectively.

Interpretation:

From the analysis it is clear that majority of the respondents i.e. 94.9 percent expect a candidate to score between 3 and 5 in terms of the factor ‘Dedication’ during the interview. Hence it can be interpreted that dedication is an important factor while selecting a candidate for a job.

Table No. 4.33: Expected score to be scored by the candidate – Soft Skills:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.8	.8	.8
	2	11	9.3	9.3	10.2
	3	40	33.9	33.9	44.1
	4	48	40.7	40.7	84.7
	5	18	15.3	15.3	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.33 shows the respondent's opinion on the factor 'Soft Skills' that a candidate is expected to score during the interview. The study is related to the gap analysis in the hospitality education hence the respondent's opinion on the rating on various factors that a candidate is expected to score during the interview is important. Out of the total 118 respondents, one respondent representing 0.8 percent have said that they expect the candidate to score at least 1 while 11 respondents representing 9.3 percent have said that they expect the candidates to score at least 2 and 40 respondents representing 33.9 percent said that they expect the candidates to score at least 3 whereas 48 respondents representing 40.7 percent and 18 respondents representing 15.3 percent expect the candidates to score 4 and 5 respectively.

Interpretation:

From the analysis it is clear that majority of the respondents i.e. 89.9 percent expect a candidate to score between 3 and 5 in terms of the factor 'Soft Skills' during the interview. Hence it can be interpreted that soft skills is also one of the important factors while selecting a candidate for a job.

Table No. 4.34: Expected score to be scored by the candidate – Technical Skills:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	3.4	3.4	3.4
	3	33	28.0	28.0	31.4
	4	48	40.7	40.7	72.0
	5	33	28.0	28.0	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.34 depicts the respondent's opinion on the factor 'Technical Skills' that a candidate is expected to score during the interview. Out of the total 118 respondents, 4 respondents representing 3.4 percent have said that they expect the candidates to score at least 2 while 33 respondents representing 28 percent expect the candidates to score 3 whereas 48 respondents representing 40.7 percent and 33 respondents representing 28 percent expect the candidates to score 4 and 5 respectively.

Interpretation:

From the analysis it is clear that majority of the respondents i.e. 96.6 percent expect a candidate to score between 3 and 5 in terms of the factor 'Technical Skills' during the interview. Hence it can be interpreted that technical skills are also one of the important factor while selecting a candidate for the job.

Table No. 4.35: Expected score to be scored by the candidate – Problem Solving:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	10	8.5	8.5	8.5
	3	39	33.1	33.1	41.5
	4	47	39.8	39.8	81.4
	5	22	18.6	18.6	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.35 displays the respondent's opinion on the factor 'Problem Solving Skills' that a candidate is expected to score during the interview. The study is related to the gap analysis in the hospitality education hence the respondent's opinion on the various factors that a candidate is expected to score during the interview is important. Out of the total 118 respondents, 10 respondents representing 8.5 percent have agreed that they expect the candidates to score at least 2 while 39 respondents representing 33.1 percent expect the candidates to score 3 whereas 47 respondents representing 39.8 percent and 22 respondents representing 18.6 percent expect the candidates to score 4 and 5 respectively.

Interpretation:

From the analysis it is clear that majority of the respondents i.e. 91.5 percent expect a candidate to score between 3 and 5 in terms of the factor 'Problem Solving Skills' during the interview. Hence it can be interpreted that problem solving skills are one of the factors considered while selecting a candidate for the job.

Table No. 4.36: Expected score to be scored by the candidate – Time Management:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8	6.8	6.8	6.8
	3	33	28.0	28.0	34.7
	4	47	39.8	39.8	74.6
	5	30	25.4	25.4	100.0
	Total	118	100.0	100.0	

Source: Field work

Data Analysis:

Table no. 4.36 portrays the respondent's opinion on the factor 'Time Management Skills' that a candidate is expected to score during the interview. The study is related to the gap analysis in the hospitality education hence the respondent's opinion on various factors that a candidate is expected to score during the interview is important. Out of the total 118 respondents, 8 respondents representing 6.8 percent have accepted that they expect

the candidate to score at least 2 while 33 respondents representing 28 percent expect the candidates to score 3 whereas 47 respondents representing 39.8 percent and 30 respondents representing 25.4 percent expect the candidates to score 4 and 5 respectively.

Interpretation:

From the analysis it can be interpreted that ‘Time Management Skills’ are one of the important factors considered while selecting a candidate for the job since majority of the respondents i.e. 93.2 percent of the respondents expect the candidates to score between 3 and 5 during the interview.

Table No. 4.37: Expected score to be scored by the candidate – Classroom Training:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.7	1.7	1.7
	2	13	11.0	11.0	12.7
	3	46	39.0	39.0	51.7
	4	36	30.5	30.5	82.2
	5	21	17.8	17.8	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.37 depicts the respondent’s opinion on the factor ‘Classroom Training’ that a candidate is expected to score during the interview. The study is related to the gap analysis in the hospitality education hence the respondent’s opinion on various factors that a candidate is expected to score during the interview is important. Out of the total 118 respondents, 2 respondents representing 1.7 percent have said that they expect the candidates to score at least 1 while 13 respondents representing 11 percent have said that they expect the candidates to score at least 2 and 46 respondents representing 39 percent expect the candidates to score 3 whereas 36 respondents representing 30.5 percent and 21 respondents representing 17.8 percent expect the candidates to score 4 and 5 respectively.

Interpretation:

From the analysis it is clear that majority of the respondents i.e. 87.3 percent expect a candidate to score between 3 and 5 in terms of the factor ‘Classroom Training’ during the interview. Hence it can be interpreted that classroom training is also an important factor considered while selecting a candidate for the job.

Table No. 4.38: Expected score to be scored by the candidate – Practical Training:

	Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	2.5	2.5	2.5
	3	26	22.0	22.0	24.6
	4	48	40.7	40.7	65.3
	5	41	34.7	34.7	100.0
	Total	118	100.0	100.0	

Source: Field work

Data Analysis:

The table no. 4.38 shows the respondent’s opinion on the factor ‘Practical Training’ that a candidate is expected to score during the interview. The study is related to the gap analysis in the hospitality education hence the respondent’s opinion on various factors that a candidate is expected to score during the interview is important. Out of the total 118 respondents, 3 respondents representing 2.5 percent have said that they expect the candidates to score at least 2 while 26 respondents representing 22 percent expect the candidates to score 3 whereas 48 respondents representing 40.7 percent expect the candidates to score 4 and 41 respondents representing 34.7 percent expect the candidates to score 5.

Interpretation:

It is clear from the analysis that majority of the respondents i.e. 97.5 percent expect a candidate to score between 3 and 5 in terms of the factor ‘Practical Training’ during the

interview. Hence it can be interpreted that practical training is a very important factor considered while selecting a candidate for the job.

Table No. 4.39: Importance with respect to employability – Commitment:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	24	20.3	20.3	20.3
	2	7	5.9	5.9	26.3
	3	3	2.5	2.5	28.8
	4	10	8.5	8.5	37.3
	5	22	18.6	18.6	55.9
	6	10	8.5	8.5	64.4
	7	16	13.6	13.6	78.0
	8	6	5.1	5.1	83.1
	9	4	3.4	3.4	86.4
	10	3	2.5	2.5	89.0
	11	1	.8	.8	89.8
	12	12	10.2	10.2	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.39 displays the respondent’s ranking of factor ‘Commitment’ according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent’s ranking of factors according to their importance with respect to employability in star hotels is important. Out of the total 118 respondents, 24 respondents representing 20.3 percent have ranked commitment at no. 1; 7 respondents representing 5.9 percent ranked commitment at no. 2; 3 respondents representing 2.5 percent ranked commitment at number 3; 10 respondents representing 8.5 percent ranked commitment at no. 4; 22 respondents representing 18.6 percent ranked commitment at no. 5; 10 respondents representing 8.5 percent ranked it at no. 6; 16 respondents representing 13.6 percent ranked it at no. 7; 6 respondents

representing 5.1 percent ranked it at no. 8. 4 respondents representing 3.4 percent ranked it at no. 9; 3 respondents representing 2.5 percent ranked it at no. 10; one respondent representing 0.8 percent ranked it at no. 11 and 12 respondents representing 10.2 percent have ranked commitment at no. 12.

Interpretation:

From the analysis it can be interpreted that commitment is placed in the top six important factors with around 64 percent of the respondents placing commitment in the first six ranks.

Table No. 4.40: Importance with respect to employability – Willingness to Learn:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	11.9	11.9	11.9
	2	9	7.6	7.6	19.5
	3	9	7.6	7.6	27.1
	4	6	5.1	5.1	32.2
	5	16	13.6	13.6	45.8
	6	15	12.7	12.7	58.5
	7	11	9.3	9.3	67.8
	8	15	12.7	12.7	80.5
	9	5	4.2	4.2	84.7
	10	6	5.1	5.1	89.8
	11	8	6.8	6.8	96.6
	12	4	3.4	3.4	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.40 portrays the respondent’s ranking of factor ‘Willingness to work’ according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent’s ranking of

factors according to their importance with respect to employability in star hotels is important. Out of the total 118 respondents, 14 respondents representing 11.9 percent have ranked it as no. 1; 9 respondents representing 7.6 percent have ranked willingness to learn at no. 2 and the same number of respondents have ranked it at no. 3; 6 respondents representing 5.1 percent have ranked it at no. 4; 16 respondents representing 13.6 percent have ranked it at no. 5; 15 respondents representing 12.7 percent have ranked willingness to learn at no. 6 and the same number of respondents has ranked it at no. 8; 11 respondents representing 9.3 percent have ranked it at no. 7; 5 respondents representing 4.2 percent have ranked it at no. 9; 6 respondents representing 5.1 percent have ranked it at no. 10; 8 respondents representing 6.8 percent have ranked no. 11 and 4 respondents representing 3.4 percent have ranked no. 12.

Interpretation:

From the analysis it can be interpreted that ‘Willingness to learn’ has been placed in the top 7 important factors with respect to employability with around 68 percent of the respondents placing it in the top 7 ranks.

Table No. 4.41: Importance with respect to employability – Industry Knowledge:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	22	18.6	18.6	18.6
	2	9	7.6	7.6	26.3
	3	10	8.5	8.5	34.7
	4	10	8.5	8.5	43.2
	5	6	5.1	5.1	48.3
	6	19	16.1	16.1	64.4
	7	13	11.0	11.0	75.4
	8	5	4.2	4.2	79.7
	9	7	5.9	5.9	85.6
	10	8	6.8	6.8	92.4
	11	6	5.1	5.1	97.5

	12	3	2.5	2.5	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.41 reveals the respondent's ranking of factor 'Knowledge of the industry' according to their importance with respect to employability in star hotels. The study is related to the hospitality education hence the respondent's ranking of factors according to their importance with respect to employability in star hotels is important. Out of the total 118 respondents, 22 respondents representing 18.6 percent have ranked knowledge of the industry as no. 1; 9 respondents representing 7.6 percent as no. 2; 10 respondents representing 8.5 percent ranked it at number 3 and the same number of respondents ranked knowledge of the industry at no. 4; 6 respondents representing 5.1 percent ranked it at no. 5; 19 respondents representing 16.1 percent have ranked it at no. 6; 13 respondents representing 11 percent have ranked it at no. 7; 5 respondents representing 4.2 percent have ranked it at no. 8; 7 respondents representing 5.9 percent have ranked it at no. 9; 8 respondents representing 6.8 percent have ranked it at no. 10; 6 respondents representing 5.1 percent have ranked it at no. 11 and 3 respondents representing 2.5 percent have ranked knowledge of the industry at no. 12.

Interpretation:

From the analysis it can be interpreted that 'Knowledge of the Industry' is among the top six important factors with respect to employability with around 64 percent of the respondents placing it in the top 6 ranks.

Table No. 4.42: Importance with respect to employability – Team Work:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	8.5	8.5	8.5
	2	8	6.8	6.8	15.3
	3	11	9.3	9.3	24.6
	4	13	11.0	11.0	35.6

5	10	8.5	8.5	44.1
6	12	10.2	10.2	54.2
7	16	13.6	13.6	67.8
8	15	12.7	12.7	80.5
9	6	5.1	5.1	85.6
10	9	7.6	7.6	93.2
11	6	5.1	5.1	98.3
12	2	1.7	1.7	100.0
Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.42 depicts the respondent's ranking of factor 'Team Work' according to their importance with respect to employability in star hotels. Out of the total 118 respondents, 10 respondents representing 8.5 percent have ranked team work at no. 1; 8 respondents representing 6.8 percent ranked it at no. 2; 11 respondents representing 9.3 percent ranked it number 3; 13 respondents representing 11 percent ranked it at no. 4; 10 respondents representing 8.5 percent ranked it at no. 5; 12 respondents representing 10.2 percent ranked it at no. 6; 16 respondents representing 13.6 percent ranked it at no. 7; 15 respondents representing 12.7 percent ranked it at 8; 6 respondents representing 5.1 percent ranked it at no. 9; 9 respondents representing 7.6 percent have ranked it at no. 10; 6 respondents representing 5.1 percent have ranked it at no. 11 and 2 respondents representing 1.7 percent have ranked team work at no. 12.

Interpretation:

From the analysis it can be interpreted that 'Team Work' is a moderately important factor for employability with around 65 percent of the respondents placing it between 3 and 8 ranks.

Table No. 4.43: Importance with respect to employability – Enthusiasm:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	4.2	4.2	4.2
	2	20	16.9	16.9	21.2
	3	20	16.9	16.9	38.1
	4	17	14.4	14.4	52.5
	5	7	5.9	5.9	58.5
	6	8	6.8	6.8	65.3
	7	5	4.2	4.2	69.5
	8	12	10.2	10.2	79.7
	9	11	9.3	9.3	89.0
	10	9	7.6	7.6	96.6
	11	1	.8	.8	97.5
	12	3	2.5	2.5	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.43 displays the respondent's ranking of factor 'Enthusiasm' according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent's ranking of factors according to their importance with respect to employability in star hotels is important. Out of the total 118 respondents, 5 respondents representing 4.2 percent have ranked enthusiasm at as no. 1; 20 respondents representing 16.9 percent ranked it at no. 2 and the same number of respondents ranked it at no. 3; 17 respondents representing 14.4 percent ranked it at no. 4; 7 respondents representing 5.9 percent ranked it at no. 5, 8 respondents representing 6.8 percent have ranked it at no. 6; 5 respondents representing 4.2 percent have ranked it at no. 7; 12 respondents representing 10.2 percent have ranked it at no. 8; 11 respondents representing 9.3 percent have ranked it at no. 9; 9 respondents representing 7.6 percent have ranked it at no. 10; one respondent representing 0.8 percent

has ranked it at no. 11 and 3 respondents representing 2.5 percent have ranked enthusiasm at no. 12.

Interpretation:

From the analysis it can be interpreted that ‘Enthusiasm’ is one of the top six important factors with respect to employability in star hotels since around 65 percent of the respondents have placed it in the top six ranks.

Table No. 4.44: Importance with respect to employability – Dedication:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	8.5	8.5	8.5
	2	20	16.9	16.9	25.4
	3	17	14.4	14.4	39.8
	4	10	8.5	8.5	48.3
	5	13	11.0	11.0	59.3
	6	4	3.4	3.4	62.7
	7	7	5.9	5.9	68.6
	8	11	9.3	9.3	78.0
	9	11	9.3	9.3	87.3
	10	13	11.0	11.0	98.3
	11	2	1.7	1.7	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 4.44 portrays the respondent’s ranking of factor ‘Dedication’ according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent’s ranking of factors according to their importance with respect to employability in star hotels is important. Out of the total 118 respondents, 10 respondents representing 8.5 percent have

ranked dedication at no. 1; 20 respondents representing 16.9 percent ranked it at no. 2; 17 respondents representing 14.4 percent ranked it at number 3; 10 respondents representing 8.5 percent ranked it at no. 4; 13 respondents representing 11 percent ranked it at no. 5; 4 respondents representing 3.4 percent ranked it at no. 6; 7 respondents representing 5.9 percent ranked it at 7; 11 respondents representing 9.3 percent ranked it at no. 8; and another same number of respondents ranked it at no. 9; 13 respondents representing 11 percent have ranked it at no. 10 and 2 respondents representing 1.7 percent have ranked dedication at no. 11.

Interpretation:

From the analysis it can be interpreted that ‘Dedication’ is one of the top six important factors with respect to employability in star hotels with around 63 percent of the respondents placing it in the top six ranks.

Table No. 4.45: Importance with respect to employability – Soft Skills:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	7.6	7.6	7.6
	2	15	12.7	12.7	20.3
	3	11	9.3	9.3	29.7
	4	16	13.6	13.6	43.2
	5	10	8.5	8.5	51.7
	6	6	5.1	5.1	56.8
	7	8	6.8	6.8	63.6
	8	13	11.0	11.0	74.6
	9	15	12.7	12.7	87.3
	10	7	5.9	5.9	93.2
	11	7	5.9	5.9	99.2
	12	1	.8	.8	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 4.45 displays the respondent's ranking of factor 'Soft Skills' according to their importance with respect to employability in star hotels. Out of the total 118 respondents, 9 respondents representing 7.6 percent have ranked soft skills at no. 1; 15 respondents representing 12.7 percent ranked it at no. 2; 11 respondents representing 9.3 percent ranked it at no. 3; 16 respondents representing 13.6 percent ranked it at no. 4; 10 respondents representing 8.5 percent ranked it at no. 5; 6 respondents representing 5.1 percent have ranked it at no. 6; 8 respondents representing 6.8 percent have ranked it at no. 7; 13 respondents representing 11 percent have ranked it at no. 8; 15 respondents representing 12.7 percent have ranked it at no. 9; 7 respondents representing 5.9 percent have ranked it at no. 10 and the same number of respondents have ranked it at no. 11 and one respondent representing 0.8 percent has ranked soft skills at no. 12.

Interpretation:

From the analysis it can be interpreted that 'Soft Skills' is another important factor with respect to employability in star hotels since around 64 percent of the respondents have placed it in the top seven ranks.

Table No. 4.46: Importance with respect to employability – Technical Skills:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	8.5	8.5	8.5
	2	15	12.7	12.7	21.2
	3	14	11.9	11.9	33.1
	4	15	12.7	12.7	45.8
	5	17	14.4	14.4	60.2
	6	4	3.4	3.4	63.6
	7	11	9.3	9.3	72.9
	8	7	5.9	5.9	78.8
	9	15	12.7	12.7	91.5
	10	4	3.4	3.4	94.9

	11	4	3.4	3.4	98.3
	12	2	1.7	1.7	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.46 shows the respondent's ranking of factor 'Technical Skills' according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent's ranking of factors according to their importance with respect to employability in star hotels is important. Out of the total 118 respondents, 10 respondents representing 8.5 percent have ranked technical skills at no. 1; 15 respondents representing 12.7 percent have ranked it at no. 2 and the same number of respondents has ranked it at no. 4; 14 respondents representing 11.9 percent ranked it at number 3; 17 respondents representing 14.4 percent ranked it at no. 5; 4 respondents representing 3.4 percent have ranked it at no. 6; 11 respondents representing 9.3 percent have ranked it at no. 7; 7 respondents representing 5.9 percent have ranked it at no. 8; 15 respondents representing 12.7 percent have ranked it at no. 9; 4 respondents representing 3.4 percent have ranked it at no. 10 and the same number of respondents have ranked it at no. 11 and 2 respondents representing 1.7 percent have ranked technical skills at no. 12.

Interpretation:

From the analysis it can be interpreted that 'Technical Skills' is one of the top 5 important skills with respect to employability in star hotels since around 60 percent of the respondents have placed it in the top five ranks.

Table No. 4.47: Importance with respect to employability – Problem Solving:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.7	1.7	1.7
	2	3	2.5	2.5	4.2
	3	6	5.1	5.1	9.3

4	14	11.9	11.9	21.2
5	16	13.6	13.6	34.7
6	9	7.6	7.6	42.4
7	7	5.9	5.9	48.3
8	6	5.1	5.1	53.4
9	18	15.3	15.3	68.6
10	18	15.3	15.3	83.9
11	11	9.3	9.3	93.2
12	8	6.8	6.8	100.0
Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.47 depicts the respondent's ranking of factor 'Problem Solving Skills' according to their importance with respect to employability in star hotels. Out of the total 118 respondents, 2 respondents representing 1.7 percent have ranked problem solving skills at no. 1, 3 respondents representing 2.5 percent have ranked it at no. 2; 6 respondents representing 5.1 percent have ranked it at no. 3; 14 respondents representing 11.9 percent have ranked it at no. 4; 16 respondents representing 13.6 percent have ranked it at no. 5; 9 respondents representing 7.6 percent have ranked it at no. 6; 7 respondents representing 5.9 percent have ranked it at no.7; 6 respondents representing 5.1 percent have ranked it at no. 8; 18 respondents representing 15.3 percent have ranked it at no. 9 and another same number of respondents has ranked it at no. 10; 11 respondents representing 9.3 percent have ranked it at no. 11 and 8 respondents representing 6.8 percent have ranked it at no. 12.

Interpretation:

From the analysis it can be interpreted that 'Problem Solving Skills' is a moderately important factor with respect to employability in star hotels since around 65 percent of the respondents have placed it between the ranks 6 and 12.

Table No. 4.48: Importance with respect to employability – Time Management:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.5	2.5	2.5
	2	2	1.7	1.7	4.2
	3	14	11.9	11.9	16.1
	4	8	6.8	6.8	22.9
	5	14	11.9	11.9	34.7
	6	5	4.2	4.2	39.0
	7	8	6.8	6.8	45.8
	8	9	7.6	7.6	53.4
	9	5	4.2	4.2	57.6
	10	24	20.3	20.3	78.0
	11	23	19.5	19.5	97.5
	12	3	2.5	2.5	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.48 depicts the respondent's ranking of factor 'Time Management Skills' according to their importance with respect to employability in star hotels. Out of the total 118 respondents, 3 respondents representing 2.5 percent have ranked time management skills at no. 1, 2 respondents representing 1.7 percent have ranked it at no. 2; 14 respondents representing 11.9 percent have ranked it at no. 3; 8 respondents representing 6.8 percent have ranked it at no. 4; 14 respondents representing 11.9 percent have ranked it at no. 5; 5 respondents representing 4.2 percent have ranked it at no. 6; 8 respondents representing 6.8 percent have ranked it at no. 7; 9 respondents representing 7.6 percent have ranked it at no. 8; 5 respondents representing 4.2 percent have ranked it at no. 9; 24 respondents representing 20.3 percent have ranked it at no. 10, 23 respondents representing 19.5 percent have ranked it at no. 11 and 3 respondents representing 2.5 percent have ranked it at no. 12.

Interpretation:

From the analysis it can be interpreted that ‘Time Management Skills’ is of moderate importance with respect to employability in star hotels since around 61 percent of the respondents have placed in the last six ranks i.e. 7 to 12 ranks.

Table No. 4.49: Importance with respect to employability – Classroom Training:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	2.5	2.5	2.5
	3	1	.8	.8	3.4
	4	7	5.9	5.9	9.3
	5	7	5.9	5.9	15.3
	6	5	4.2	4.2	19.5
	7	4	3.4	3.4	22.9
	8	5	4.2	4.2	27.1
	9	9	7.6	7.6	34.7
	10	7	5.9	5.9	40.7
	11	22	18.6	18.6	59.3
	12	48	40.7	40.7	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.49 displays the respondent’s ranking of factor ‘Classroom Training’ according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent’s ranking of factors according to their importance with respect to employability in star hotels is important. Out of the total 118 respondents, 3 respondents representing 2.5 percent have ranked classroom training at no. 2; one respondent representing 0.8 percent have ranked it at number 3; 7 respondents representing 5.9 percent have ranked it at no. 4 and a similar number of respondents have ranked it at no. 5; 5 respondents representing 4.2 percent have ranked it at no. 6 and a similar number of respondents have ranked it at

no.8; 4 respondents representing 3.4 percent have ranked it at no. 7; 9 respondents representing 7.6 percent have ranked it at no.9; 7 respondents representing 5.9 percent have ranked it at no. 10 while 22 respondents representing 18.6 percent have ranked it at no. 11 and 48 respondents representing 40.7 percent have ranked it at no. 12.

Interpretation:

From the analysis it can be interpreted that ‘Classroom Training’ has relatively very less important with respect to employability in star hotels since around 65 percent of the respondents have placed it in the last two ranks i.e. 11 and 12.

Table No. 4.50: Importance with respect to employability – Practical Training:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	5.9	5.9	5.9
	2	4	3.4	3.4	9.3
	3	5	4.2	4.2	13.6
	4	10	8.5	8.5	22.0
	5	10	8.5	8.5	30.5
	6	13	11.0	11.0	41.5
	7	6	5.1	5.1	46.6
	8	8	6.8	6.8	53.4
	9	6	5.1	5.1	58.5
	10	4	3.4	3.4	61.9
	11	21	17.8	17.8	79.7
	12	24	20.3	20.3	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.50 displays the respondent’s ranking of factor ‘Practical Training’ according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent’s ranking of

factors according to their importance with respect to employability in star hotels is important. Out of the total 118 respondents, 7 respondents representing 5.9 percent have ranked it as no. 1; 4 respondents representing 3.4 percent have ranked practical training at no. 2; 5 respondents representing 4.2 percent have ranked it at no. 3; 10 respondents representing 8.5 percent have ranked it at no. 4 and a similar number of respondents have ranked it at no. 5; 13 respondents representing 11 percent of the total respondents have ranked it at no. 6; 6 respondents representing 5.1 have ranked it at no. 7 and another similar number of respondents have ranked it at no. 9; 8 respondents representing 6.8 percent have raked it at no. 8; 4 respondents representing 3.4 percent have ranked it no. 10; 21 respondents representing 17.8 percent have ranked it at no. 11 and 24 respondents representing 20.3 percent have ranked practical training at no. 12.

Interpretation:

From the analysis it can be interpreted that most of the respondents i.e. around 53 percent have ranked ‘Practical Training’ as one of the important factors with respect to employability in star hotels and they have placed practical training in the top 8 ranks.

Table No. 4.51: Internship or Collaborative Education may help students career:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	106	89.8	89.8	89.8
	Neutral	10	8.5	8.5	98.3
	Disagree	2	1.7	1.7	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 4.51 displays the respondents’ opinion on whether an internship or a collaborative education programme may help students career in the hotel industry. The study is related to the gap analysis in the hospitality education hence respondents opinion on whether an internship or a collaborative education programme may help students career in the hotel industry is important. Out of the total 118 respondents, 106 respondents representing 89.8 percent have agreed that an internship or collaborative

education may help students career while 10 respondents representing 8.5 percent stayed neutral about the statement and 2 respondents representing 1.7 percent have disagreed to it.

Interpretation:

It is clear from the analysis that most respondents i.e. around 90 percent agree that internship or a collaborative education programme may help students career in the hotel industry. The hotel industry is a service industry and this would bring a practical orientation to the course.

Table No. 4.52: Career expectations are understood differently by the educators and industry:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	79	66.9	66.9	66.9
	Neutral	27	22.9	22.9	89.8
	Agree	12	10.2	10.2	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 4.52 shows the respondents’ opinion on whether career expectations are understood differently by the educators and industry or not. The study is related to the gap analysis in the hospitality education hence respondents’ opinion on whether career expectations is understood differently by the educators and the industry is important. Out of the total 118 respondents, 12 respondents representing 10.2 percent have agreed to the statement while 27 respondents representing 22.9 percent have been neutral about it and 79 respondents representing 66.9 percent have disagreed to the statement.

Interpretation:

It is clear from the analysis that most of the respondents i.e. around 70 percent do not agree that career expectations are understood differently by the educators and industry.

Table No. 4.53: Government recognized Certificate in Hotel Management is an important criterion while selecting a new employee:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	68	57.6	57.6	57.6
	Neutral	47	39.8	39.8	97.5
	Agree	3	2.5	2.5	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 4.53 reveals the respondents' opinion on whether Govt. Recognized certificate in hotel management is an important criteria while selecting a new employee or not. The study is related to the gap analysis in the hospitality education hence respondents' opinion on whether Govt. Recognized certificate in hotel management is important criteria while selecting a new employee is important. Out of the total 118 respondents, 3 respondents representing 2.5 percent have agreed to the statement while 47 respondents representing 39.8 percent have been neutral about it and 68 respondents representing 57.6 percent have disagreed to the statement.

Interpretation:

It is clear from the analysis that most of the respondents i.e. around 58 percent do not agree that Govt. Recognized certificate in hotel management is important criteria while selecting a new employee. There are hotel employees with diverse degrees, diplomas and other certificate or craft courses.

Table No. 4.54: Work experience is more important than a Degree Qualification for an employee to perform as per industry requirements:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	83	70.3	70.3	70.3
	Neutral	22	18.6	18.6	89.0

Agree	13	11.0	11.0	100.0
Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.54 portrays the respondents' opinion on whether Work Experience is more important than a Degree Qualification for an employee to perform as per industry requirements or not. The study is related to the gap analysis in the hospitality education hence respondents opinion on whether Work Experience is more important than a Degree Qualification for an employee to perform as per industry requirements is important. Out of the total 118 respondents, 13 respondents representing 11 percent have agreed to the statement and 22 respondents representing 18.6 percent have been neutral about it whereas 83 respondents representing 70.3 percent have disagreed with the statement.

Interpretation:

It is clear from the analysis that most respondents i.e. around 70 percent do not agree that Work Experience is more important than a Degree Qualification for an employee to perform as per industry requirements.

Table No. 4.55: Students selected through campus require further training:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	65	55.1	55.1	55.1
	Neutral	48	40.7	40.7	95.8
	Agree	5	4.2	4.2	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.55 displays the respondents' opinion on whether students selected through campus require further training. Out of the total 118 respondents, 5 respondents representing 4.2 percent have agreed to the statement and 48 respondents representing 40.7 percent have been neutral about it while 65 respondents representing 55.1 percent

have disagreed to the statement that the students selected through campus require further training.

Interpretation:

It is clear from the analysis that around 55 percent of the respondents have disagreed that the students selected through campus require further training but the fact that many respondents i.e. around 41 percent have chosen to remain neutral or disagree about students selected through campus requiring further training cannot be ignored since almost all star hotels have training programs for trainees / new joiners. Some schools like the Oberoi school train the campus selected students for almost 2 years full time, dedicated to the same. Students definitely do require specific inputs related to their job profile, the hotel chain, its culture and procedures.

Table No. 4.56: Industry can contribute more actively in the curriculum design:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	97	82.2	82.2	82.2
	Neutral	16	13.6	13.6	95.8
	Agree	5	4.2	4.2	100.0
	Total	118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.56 depicts the respondents’ opinion on whether the industry can contribute more actively in the curriculum design or not. Out of the total 118 respondents, 5 respondents representing 4.2 percent have agreed to the statement and 16 respondents representing 13.6 percent have been neutral about it whereas 97 respondents representing 82.2 percent have disagreed to the statement.

Interpretation:

It is clear from the analysis that majority of the respondents i.e. around 96 percent have chosen to remain neutral or disagree about the statement that industry can contribute more actively in the curriculum design. On one hand, the industry says that the

curriculum, faculty and education quality in general is not adequate and then there is a reluctance in accepting that they can contribute to curriculum design. This could be due to the fear that they might be given the additional burden of coordinating with the academia regarding the curriculum. It can be said that the industry is not much willing to cooperate with the academia on this part.

Table No. 4.57: Hotel Management Educators know the Industry well:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	64	54.2	54.2	54.2
	Neutral	36	30.5	30.5	84.7
	Agree	18	15.3	15.3	100.0
Total		118	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 4.57 displays the respondents' opinion on whether hotel management educators know the industry well or not. The study is related to the gap analysis in the hospitality education hence respondents' opinion on whether hotel management educators know the industry well is important. Out of the total 118 respondents, 18 respondents representing 15.3 percent have agreed to the statement and 36 respondents representing 30.5 percent have been neutral about it while 64 respondents representing 54.2 percent have disagreed to the statement that the hotel management educators know the industry well.

Interpretation:

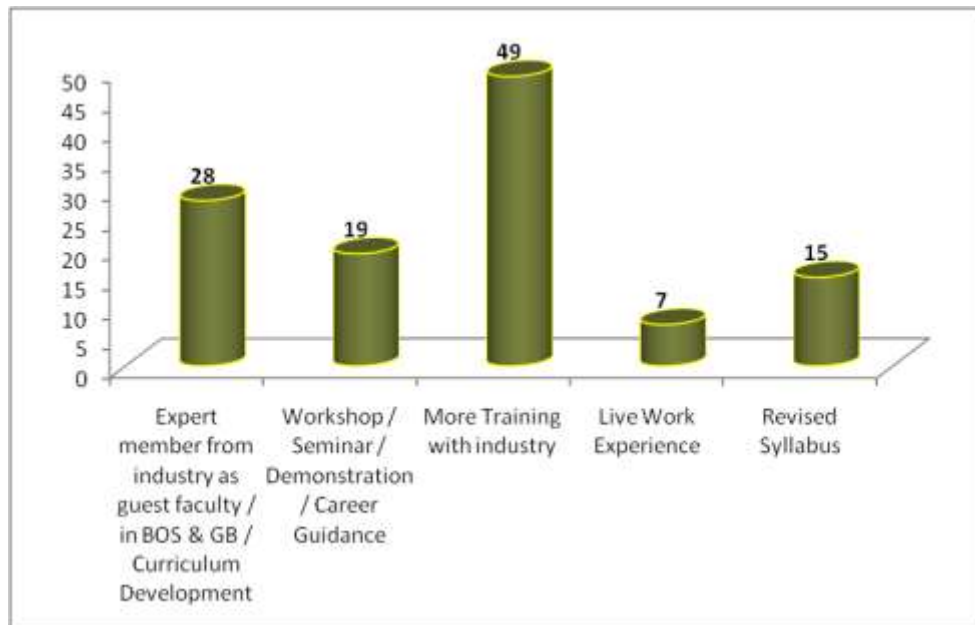
It is clear from the analysis that most respondents i.e. around 85 percent have chosen to remain neutral or disagree about the statement that hotel management educators know the industry well. This means that according to the industry people the hotel management educators do not know the industry well.

Table No. 4.58: Initiatives with Industry – Institute Liaison:

Initiatives		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Expert member from industry as guest faculty / in BOS & GB / Curriculum Development	28	23.7	23.7	23.7
	Workshop / Seminar / Demonstration / Career Guidance	19	16.1	16.1	39.8
	More Training with industry	49	41.5	41.5	81.4
	Live Work Experience	7	5.9	5.9	87.3
	Revised Syllabus	15	12.7	12.7	100.0
	Total	118	100.0	100.0	

Source: Field Work

Graph No. 4.2: Initiatives with Industry – Institute Liaison



Data Analysis:

The table no. 4.58 and graph no. 4.2 display the respondents' opinion on initiatives with industry institute liaison. The study is related to the gap analysis in the hospitality

education hence respondents' opinion on initiatives with industry – institute liaison is important. Out of the total 118 respondents, 28 respondents representing 23.7 percent have marked 'Expert member from industry / Curriculum development'; 19 respondents representing 16.1 percent have mentioned 'Workshops/Seminars/Demonstration/Career Guidance'; 49 respondents representing 41.5 percent have opined 'More training with industry'; 7 respondents representing 5.9 percent have said 'Live Work experience' and 15 respondents representing 12.7 percent have written 'Revised Syllabus' as the initiatives with industry institute liaison that will help the candidates to perform better.

Interpretation:

It is clear from the analysis that all the respondents have provided the initiatives that can be worked upon and enhanced to increase the interaction and liaison between industry and academia.

CHAPTER – 5

DATA ANALYSIS & INTERPRETATION – STUDENTS

5.1 Data Analysis of Students Questionnaire	-	187
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5.1 Data Analysis of Students Questionnaire:

Table No. 5.1: Gender of the Student:

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	192	79.0	79.0	79.0
	Female	51	21.0	21.0	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table No. 5.1 provides information regarding the gender of the students who have taken admission to the hospitality management course. The gender of the student is an important variable which could decide the admission taken with respect to the specialization and hence it has been included in the study. Out of the total 243 respondents 192 respondents representing 79 percent were male students and 51 respondents representing 21 percent were female students.

Data Interpretation:

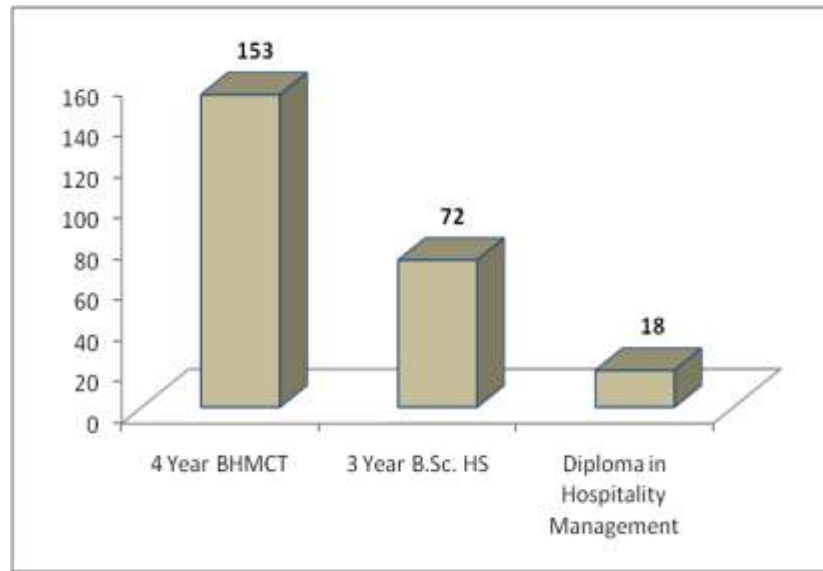
From the analysis it can be interpreted that most of the respondents i.e. 79 percent were male students who had taken admission to the course. Hence it can be said that more male students seek admission to the hotel management course when compared to their female counterparts.

Table No. 5.2: Name of the Course:

Course Name		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 Year BHMCT	153	63.0	63.0	63.0
	3 Year B.Sc. HS	72	29.6	29.6	92.6
	Diploma in Hospitality Management	18	7.4	7.4	100.0
	Total	243	100.0	100.0	

Source: Field Work

Graph No. 5.1: Name of the Course



Data Analysis:

Table no. 5.2 and graph no. 5.1 show the information regarding the name of the course to which the students have taken admission. Out of the total 243 respondents 153 respondents representing 63 percent have taken admission to the 4 year BHMCT course while 72 respondents representing 29.6 percent of the total respondents have taken admission to the 3 year B.Sc. HS. Course whereas 18 students representing 7.4 percent have taken admission to the diploma course in hospitality management.

Data Interpretation:

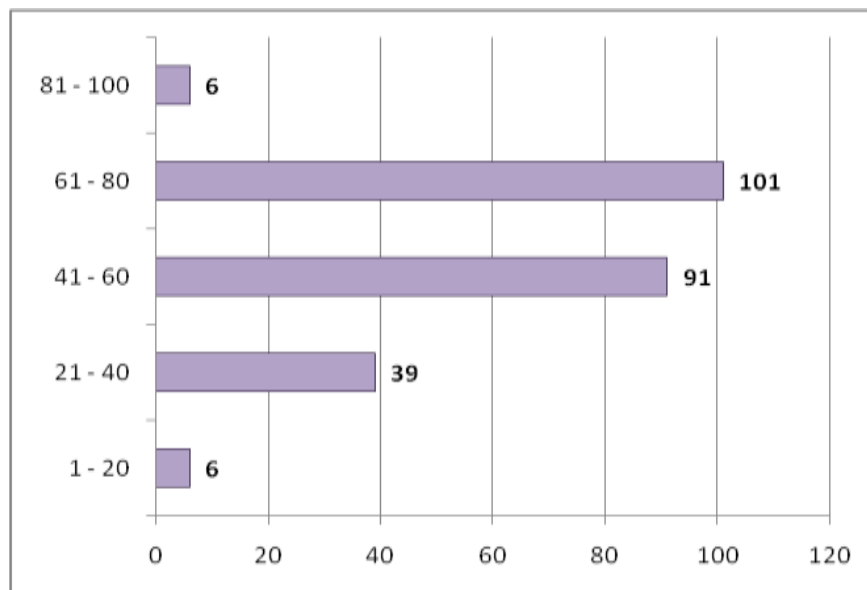
From the analysis it can be interpreted that most of the students preferred the degree courses offered by the university while there were very few takers for the diploma course. But before the year 2005 there was only diploma course available in the hospitality management sector and so the diploma courses were well received then. After 2005 the degree course was offered by the university and from then the trend moved over to degree courses from the diploma courses.

Table No. 5.3: Percentage of Training Received – Classroom:

	Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 – 20	6	2.5	2.5	2.5
	21 – 40	39	16.0	16.0	18.5
	41 – 60	91	37.4	37.4	56.0
	61 – 80	101	41.6	41.6	97.5
	81 – 100	6	2.5	2.5	100.0
	Total	243	100.0	100.0	

Source: Field Work

Graph No. 5.2: Percentage of Training Received – Classroom



Data Analysis:

The table no. 5.3 and graph no. 5.2 displays the classroom training received by the respondents during the course run by the hotel management institutes in Pune. The study is related to the gap analysis in the hospitality education hence the classroom training offered by the institutes play an important part. Out of the total 243 respondents, 6 respondents representing 2.5 percent felt that the class room training is only upto 20 percent; 39 respondents representing 16 percent of the total respondents felt that classroom training was between 21 to 40 percent; 91 respondents representing 37.4

percent felt that classroom training was between 41 to 60 percent; 101 respondents representing 41.6 percent felt that they received 61 to 80 percent classroom training whereas 6 respondents representing 2.5 percent felt that they had 81 to 100 percent of classroom training.

Interpretation:

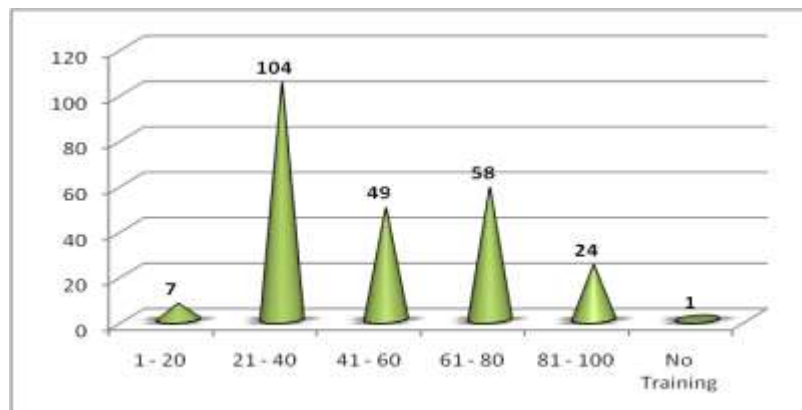
It is clear from the analysis that most of the respondents i.e. 79 percent feel that the classroom training component is very high i.e. the classroom training is between 41 to 80 percent. On an average it can be said that around 60 percent class room training is provided to the students. This means that there are more theory contact hours and the course content tilts more towards the theoretical aspect.

Table No. 5.4: Percentage of Training Received – Practical:

	Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 – 20	7	2.9	2.9	2.9
	21 – 40	104	42.8	42.8	45.7
	41 – 60	49	20.2	20.2	65.8
	61 – 80	58	23.9	23.9	89.7
	81 – 100	24	9.9	9.9	99.6
	No Training	1	.4	.4	100.0
Total		243	100.0	100.0	

Source: Field Work

Graph No. 5.3: Percentage of Training Received – Practical



Data Analysis:

Practical training is an important aspect for bridging the gap between theory and practice and that is the reason for choosing this variable for the study. Table no.5.4 and graph no.5.3 portray the practical training received by the respondents during the course run by the hotel management institutes in Pune. Out of the total 243 respondents, 7 respondents representing 2.9 percent of the total respondents felt that practical training was upto 20 percent; 104 respondents representing 42.8 percent felt that the practical training was between 21 to 40 percent; 49 respondents representing 20.2 percent felt that practical training was between 41 to 60 percent; 58 respondents representing 23.9 percent felt that practical training was between 61 to 80 percent and 24 respondents representing 9.9 percent of respondents have marked 81 to 100 as practical training percentage. A negligible number of one respondent representing 0.4 percent has said that no practical training is imparted.

Interpretation:

It is clear from the analysis that most of the respondents i.e. around 63 percent feel that the practical training component is on the lower side as compared with the theory component i.e. practical training is between 21 to 60 percent. On an average it can be said that around 40 percent of practical training is provided to the students. This means that there are more theory contact hours than practical as marked by a majority and the course content tilts more towards the theoretical aspect in spite of the practical nature of the industry.

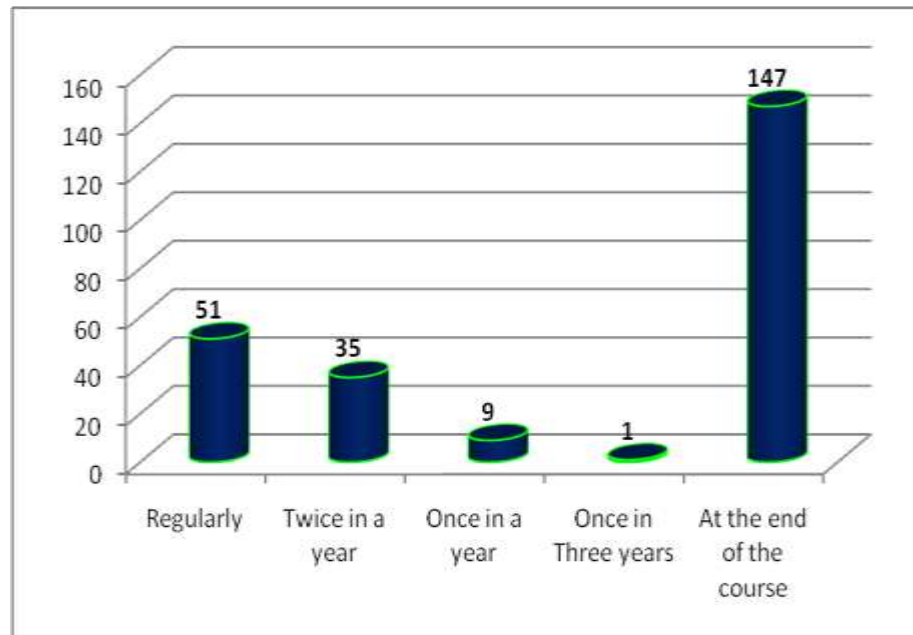
Table No. 5.5: Frequency of Training Sessions:

Training Sessions		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	51	21.0	21.0	21.0
	Twice in a year	35	14.4	14.4	35.4
	Once in a year	9	3.7	3.7	39.1
	Once in Three years	1	.4	.4	39.5

At the end of the course	147	60.5	60.5	100.0
Total	243	100.0	100.0	

Source: Field Work

Graph No. 5.4: Frequency of Training Sessions



Data Analysis:

Practice makes a man perfect. Recurring practice sessions help the individuals to perfect their work. The table no. 5.5 and graph no. 5.4 depict the frequency of training sessions in the courses run by the hotel management institutes in Pune. Out of the total 243 respondents, 51 respondents representing 21 percent have said that they have regular training sessions; 35 respondents representing 14.4 percent have mentioned that they have training sessions twice in a year; 9 respondents representing 3.7 percent said that they have training sessions once in a year and 147 respondents representing 60.5 percent have said they have training sessions at the end of the course.

Interpretation:

More training sessions help students to get in depth knowledge about the practical aspect of the course where they can try all that they have learnt in the classroom training. From

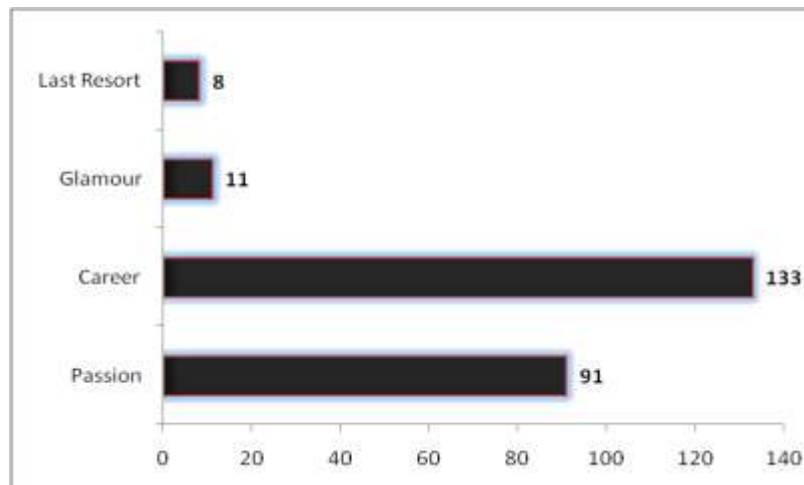
the analysis it is clear that majority of the respondents i.e. around 61 percent have only one training stint, mostly towards end of the course. Also the syllabus of the various courses (diplomas, 3 year and 4 year degrees) mandates only one training stint of 20 weeks during the entire course. There is no weekend training, on-the-job training (OJT) etc.

Table No. 5.6: Reason for choosing the Course:

	Reason	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Passion	91	37.4	37.4	37.4
	Career	133	54.7	54.7	92.2
	Glamour	11	4.5	4.5	96.7
	Last Resort	8	3.3	3.3	100.0
	Total	243	100.0	100.0	

Source: Field Work

Graph No. 5.5: Reason for choosing the Course



Data Analysis:

The table no. 5.6 and graph no. 5.5 display the respondent’s reason for choosing the course run by the hotel management institutes in Pune. Out of the total 243 respondents, 91 respondents representing 37.4 percent have expressed that the reason for choosing this course was passion while 133 respondents representing 54.7 percent have mentioned

Career as the reason for choosing the course and 11 respondents representing 4.5 percent have chosen the course for the Glamour part of it while 8 respondents representing 3.3 percent have chosen the course as a Last Resort since they did not get admission to any other course.

Interpretation:

It is clear from the analysis that most of the students i.e. around 92 percent have chosen hotel management course for the right reasons namely for Passion and to make a career. Very small percentage of respondents have been candid enough to concede that they are doing this course for the perceived ‘Glamour’ quotient or as the last resort.

Table No. 5.7: Career related to Hotel Industry after completing the course:

Career		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	175	72.0	72.0	72.0
	Not Sure	51	21.0	21.0	93.0
	No	17	7.0	7.0	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.7 shows the respondent’s opinion on whether they will choose a career related to the hotel industry after completing the course or not. The study is related to the gap analysis in the hospitality education hence the respondent’s opinion on whether they will choose a career related to the hotel industry after completing the course plays an important part. Out of the total 243 respondents, 175 respondents representing 72 percent have said that they will pursue a career in the hotel industry after completing the course whereas 51 respondents representing 21 percent were not sure about pursuing a career in the hotel industry and 17 respondents representing 7 percent clearly said that they would not pursue a career in the hotel industry.

Interpretation:

It is clear from the analysis that most of the respondents i.e. 72 percent plan to continue with a career in the hotel industry. Hence it can be said that about three-fourth students seem to have chosen hotel management course for the right reasons and plan to pursue a career in the same profession.

Table No. 5.8: Educator’s Knowledge about the Industry:

Knowledge		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	185	76.1	76.1	76.1
	Not Sure	50	20.6	20.6	96.7
	No	8	3.3	3.3	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.8 demonstrates the respondent’s opinion on educator’s knowledge about the industry. The study is related to the gap analysis in the hospitality education hence the respondent’s opinion on educator’s knowledge about the industry plays an important part. Out of the total 243 respondents, 185 respondents representing 76.1 percent have said that their educators have knowledge about the industry while 50 respondents representing 20.6 percent said that they were not sure about their educators’ industry knowledge and 8 respondents representing 3.3 percent said that their educators did not have knowledge about the industry.

Interpretation:

From the analysis it is clear that most of the students i.e. around 76 percent seem to believe that educators know the industry well. Students tend to idolize their teachers and are seldom aware of their faculty’s experience and body of work.

Table No. 5.9: Campus Recruitment:

Campus		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	229	94.2	94.2	94.2
	No	14	5.8	5.8	100.0
	Total	243	100.0	100.0	

*Source: Field Work***Data Analysis:**

The table no. 5.9 reveals the respondent's opinion on whether campus recruitment happens or not. The study is related to the gap analysis in the hospitality education hence the respondent's opinion on campus recruitment plays an important part. Out of the total 243 respondents, 229 respondents representing 94.2 percent have accepted that they have campus recruitments while 14 respondents representing 5.8 percent said that they do not have campus recruitment.

Interpretation:

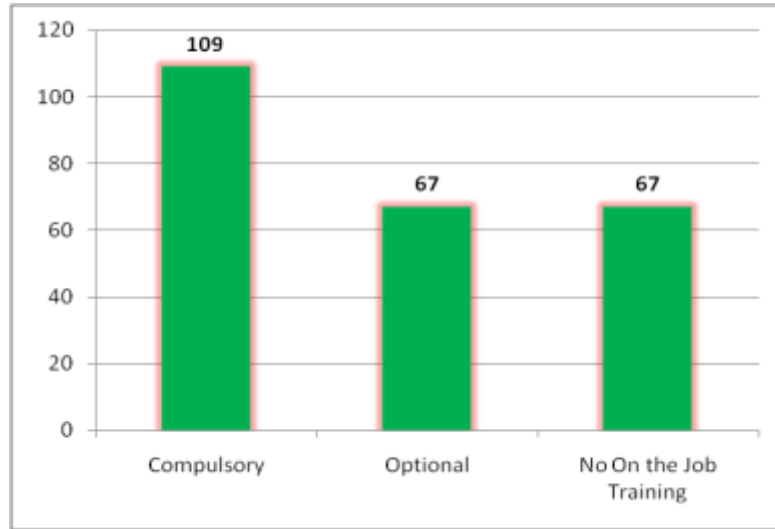
It is clear from the analysis that majority of the respondents i.e. around 94 percent agree that campus recruitments happen at their campus. There is a big demand for trained and skilled hospitality personnel hence many hospitality companies do make it a point to visit various campuses.

Table No. 5.10: On the Job Training as a part of the Course:

On the Job Training		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Compulsory	109	44.9	44.9	44.9
	Optional	67	27.6	27.6	72.4
	No On the Job Training	67	27.6	27.6	100.0
	Total	243	100.0	100.0	

Source: Field Work

Graph No. 5.6: On the Job Training as a part of the Course



Data Analysis:

The table no. 5.10 and graph no. 5.6 portray the respondent’s opinion on whether on-the-job training is a part of the course or not. Out of the total 243 respondents, 109 respondents representing 44.9 percent have said that they have compulsory on the job training while 67 respondents representing 27.6 percent said that they have on the job training as an option and it is up to the students to take it or not and another 67 respondents representing 27.6 percent said that they do not have on the job training.

Interpretation:

From the analysis it is clear that the respondents have mistaken on the job training for industrial training which is mandatory in the course. However on the job training is not mandatory. It does not feature in the course content or any syllabi.

Table No. 5.11: First Job after Course Completion – Entry Level:

Entry Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	32.1	32.1	32.1
	No	165	67.9	67.9	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.11 shows the respondent's opinion on whether their first job on completion of the course will be entry level. The study is related to the gap analysis in the hospitality education hence the respondent's opinion on whether their first job on completion of the course will be entry level plays an important part. Out of the total 243 respondents, 78 respondents representing 32.1 percent have said that they might get a job at the entry level after they complete the course whereas 165 respondents representing 67.9 percent think otherwise.

Interpretation:

It is clear from the analysis that some of the respondents i.e. around 32 percent feel that after the completion of the course, they will get an entry level position in the hotel industry. However two thirds i.e. around 68 percent aspire for bigger levels to start their career with in the industry.

Table No. 5.12: First Job after Course Completion – Management Trainee:

Management Trainee		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	132	54.3	54.3	54.3
	No	111	45.7	45.7	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.12 reveals the respondent's opinion on whether their first job on completion of the course will be as management trainee. The study is related to the gap analysis in the hospitality education hence the respondent's opinion on whether their first job on completion of the course will be as management trainee plays an important part. Out of the total 243 respondents, 132 respondents representing 54.3 percent have said that they might get a job as a management trainee after completing the course and 111 respondents representing 45.7 percent have said that they will not get a job as a management trainee.

Interpretation:

It is clear that it is a divided verdict. A little more than half of the respondents i.e. around 54 percent feel that after the completion of the course, they will get a management trainee level position in the hotel industry whereas others feel that they will not be able to secure that position at the start of their career.

Table No. 5.13: First Job after Course Completion - Department Supervisor:

Dept. Supervisor		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	9.1	9.1	9.1
	No	221	90.9	90.9	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.13 reveals the respondent's opinion on whether their first job on completion of the course will be as department supervisor. The study is related to the gap analysis in the hospitality education hence the respondent's opinion on whether their first job on completion of the course will be at department supervisor level plays an important part. Out of the total 243 respondents, 22 respondents representing 9.1 percent have said that they might get a job as a department supervisor after completing the course and 221 respondents representing 90.9 percent have said that they would not get a job as a department supervisor.

Interpretation:

It is clear from the analysis that many of the respondents i.e. around 91 percent feel that after the completion of the course, they will not get a department supervisor level position in the hotel industry whereas others feel they will. It can be said that students are aware of what they can expect when they take up a job after completing the course.

Table No. 5.14: First Job after Course Completion - Department Manager:

Dept. Manager		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	4.9	4.9	4.9
	No	231	95.1	95.1	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.14 portrays the respondent's opinion on whether their first job on completion of the course will be as department manager. The study is related to the gap analysis in the hospitality education hence the respondent's opinion on whether their first job on completion of the course will be at department manager level plays an important part. Out of the total 243 respondents, 12 respondents representing 4.9 percent have said that they might get a job as a department manager after completing the course and 231 respondents representing 95.1 percent have said that they will not get a job as a department manager.

Interpretation:

It is clear from the analysis that only a handful respondents i.e. 4.9 percent feel that after the completion of the course, they will get a department manager level position in the hotel industry whereas majority of the respondents i.e. 95 percent felt that they will not get a position in the hotel industry as a department manager. It is right that students are aware that being a manager requires years of experience and exposure to the industry.

Table No. 5.15: Factors considered by Human Resource Department - Knowledge of the Industry:

Knowledge		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	145	59.7	59.7	59.7
	No	98	40.3	40.3	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.15 displays the respondent's responses to 'Knowledge of the Industry' as one of the factors considered by Human Resource Department for a new employee. Out of the total 243 respondents, 145 respondents representing 59.7 percent have said that knowledge of the industry is an important factor considered by the human resource department and 98 respondents representing 40.3 percent have said that it is not an important factor considered by the HR Department.

Interpretation:

It is clear from the analysis that the factor 'Knowledge of the industry' as considered by the Human Resource department has got a majority with around 60 percent of the respondents saying so and is definitely considered as an important factor from the recruitment point of view of a new employee.

Table No. 5.16: Factors considered by Human Resource Department – Personality:

Personality		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	113	46.5	46.5	46.5
	No	130	53.5	53.5	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.16 exposes the respondent's responses to 'Personality' as one of the factors considered by Human Resource Department for a new employee. Out of the total 243 respondents, 113 respondents representing 46.5 percent have responded in the affirmative way saying that personality is an important factor considered by the human resource department and 130 respondents representing 53.5 percent have replied in the negative saying that it is not so.

Interpretation:

It is clear from the analysis that the factor 'Personality' as considered by the Human Resource department has got a mixed response. Actually in a service industry such as

hospitality industry where people interface is high, personality does play a prominent role. Hence it can be interpreted that the students do not have a clear idea of what the HR department expects from the students.

Table No. 5.17: Factors considered by Human Resource Department - Technical Skills:

Technical Skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	116	47.7	47.7	47.7
	No	127	52.3	52.3	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.17 depicts the respondent's responses to 'Technical Skills' as one of the factors considered by Human Resource Department for a new employee. Out of the total 243 respondents, 116 respondents representing 47.7 percent have responded in the affirmative and 127 respondents representing 52.3 percent have replied in the negative.

Interpretation:

It is clear from the analysis that the factor 'Technical Skills' as considered by the Human Resource department has got a mixed response. The students are not aware of the expectations of the HR department.

Table No. 5.18: Factors considered by Human Resource Department – Qualification:

Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	95	39.1	39.1	39.1
	No	148	60.9	60.9	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.18 portrays the respondent's responses to 'Qualification' as one of the factors considered by Human Resource Department for a new employee. The study is related to the gap analysis in the hospitality education hence respondent's responses to 'Qualification' as one of the factors considered by Human Resource Department for a new employee play an important part. Out of the total 243 respondents, 95 respondents representing 39.1 percent have responded in the affirmative way saying that qualification is an important factor considered by the human resource department and 148 respondents representing 60.9 percent have replied in the negative way saying that it is not an important factor considered by the human resource department.

Interpretation:

From the analysis it is clear that the factor 'Qualification' as considered by the Human Resource department is not important or given much consideration as per the respondents with around 61 percent of the respondents saying so. This is also reiterated by the fact that there are hotel employees with diverse degrees, diplomas, certificate courses etc.

Table No. 5.19: Factors considered by Human Resource Department – Experience:

Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	89	36.6	36.6	36.6
	No	154	63.4	63.4	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.19 reveals the respondent's responses to 'Experience' as one of the factors considered by Human Resource Department for a new employee. The study is related to the gap analysis in the hospitality education hence respondent's responses to "Experience" as one of the factors considered by Human Resource Department for a new employee play an important part. Out of the total 243 respondents, 89 respondents representing 36.6 percent have said that experience is an important factor considered by

the HR department while 154 respondents representing 63.4 percent have expressed that it is not important.

Interpretation:

It is clear that the factor “Experience” is not considered to such an extent by the Human Resource department as per the respondents with around 63 percent saying so.

Table No. 5.20: Factors important to possess as an employee of Hotel Industry - Knowledge of the Industry:

Knowledge		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	136	56.0	56.0	56.0
	No	107	44.0	44.0	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.20 displays respondent’s responses to ‘Knowledge of the Industry’ as one of the factors important to possess as an employee of hotel industry. The study is related to the gap analysis in the hospitality education hence respondent’s responses to ‘Knowledge of the Industry’ as one of the factors important to possess as an employee of hotel industry play an important part. Out of the total 243 respondents, 136 respondents representing 56 percent have responded in the affirmative way saying that the knowledge about the industry is an important factor that an employee of the hotel industry must possess and 107 respondents representing 44 percent have replied in the negative way saying that it is not so important.

Interpretation:

From the analysis it is clear that the factor ‘Knowledge of the industry’ for an employee of hotel industry to possess is considered to be important as responded by many respondents i.e. around 56 percent.

Table No. 5.21: Factors important to possess as an employee of Hotel Industry – Personality:

Personality		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	98	40.3	40.3	40.3
	No	145	59.7	59.7	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.21 discloses the respondent's responses to 'Personality' as one of the factors important to possess as an employee of hotel industry. Out of the total 243 respondents, 98 respondents representing 40.3 percent have said that personality is an important factor that an employee of hotel industry must possess while 145 respondents representing 59.7 percent do not think so.

Interpretation:

It is clear from the analysis that the factor 'Personality' for an employee of hotel industry to possess is not in majority as per around 60 percent of the respondents.

Table No. 5.22: Factors important to possess as an employee of Hotel Industry - Technical Skills:

Technical Skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	127	52.3	52.3	52.3
	No	116	47.7	47.7	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.22 displays the respondent's responses to 'Technical skills' as one of the factors important to possess as an employee of hotel industry. Out of the total 243 respondents, 127 respondents representing 52.3 percent have responded in the affirmative and 116 respondents representing 47.7 percent have replied in the negative.

Interpretation:

It is clear from the analysis that the factor ‘Technical skills’ for an employee of hotel industry to possess is considered to be important as responded by many of the respondents i.e. around 52 percent.

Table No. 5.23: Factors important to possess as an employee of Hotel Industry – Qualifications:

Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	89	36.6	36.6	36.6
	No	154	63.4	63.4	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.23 exhibits the respondent’s responses to ‘Qualifications’ as one of the factors important to possess as an employee of hotel industry. Out of the total 243 respondents, 89 respondents representing 36.6 percent have said that qualification is an important factor that an employee of the hotel industry must possess whereas 154 respondents representing 63.4 percent do not opine so.

Interpretation:

From the analysis it is clear that the factor ‘Qualifications’ for an employee of hotel industry to possess is not considered to be important as responded by around 63 percent of the respondents. Qualifications may vary but skill set is important.

Table No. 5.24: Factors important to possess as an employee of Hotel Industry – Experience:

Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	97	39.9	39.9	39.9
	No	146	60.1	60.1	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.24 reveals the respondent's responses to 'Experience' as one of the factors important to possess as an employee of hotel industry. The study is related to the gap analysis in the hospitality education hence respondent's responses to 'Experience' as one of the factors important to possess as an employee of hotel industry play an important part. Out of the total 243 respondents, 97 respondents representing 39.9 percent have responded in the affirmative way saying that experience is an important factor that an employee of the hotel industry must possess while 146 respondents representing 60.1 percent have replied in the negative way saying that it is not important.

Interpretation:

It is clear from the analysis that the factor 'Experience' for an employee of hotel industry to possess is not considered to be important as responded by around 60 percent of the respondents.

Table No. 5.25: Factors important to possess as an employee of Hotel Industry – Attitude:

Attitude		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	125	51.4	51.4	51.4
	No	118	48.6	48.6	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.25 put on show the respondent's responses to 'Attitude' as one of the factors important to possess as an employee of hotel industry. Out of the total 243 respondents, 125 respondents representing 51.4 percent have responded in the affirmative saying that attitude is an important factor to possess as an employee of hotel industry whereas 118 respondents representing 48.6 percent have replied in the negative.

Interpretation:

From the analysis it is clear that the factor ‘Attitude’ for an employee of hotel industry to possess is considered to be important as responded by around 51 percent of the respondents.

Table No. 5.26 Factors important to possess as an employee of Hotel Industry – Commitment:

Commitment		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	75	30.9	30.9	30.9
	No	168	69.1	69.1	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.26 shows the respondent’s responses to ‘Commitment’ as one of the factors important to possess as an employee of hotel industry. Out of the total 243 respondents, 75 respondents representing 30.9 percent have responded in the affirmative way saying that commitment is an important factor to be possessed by an employee of hotel industry whereas 168 respondents representing 69.1 percent have replied in the negative way saying that it is not so important.

Interpretation:

It is clear that the factor ‘Commitment’ for an employee of hotel industry to possess is not considered being important as responded by a many of the respondents i.e. around 69 percent.

Table No. 5.27: Initiatives with Industry Institute Liaison:

Initiatives		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No liaison	14	5.8	5.8	5.8
	Industrial Visit	113	46.5	46.5	52.3

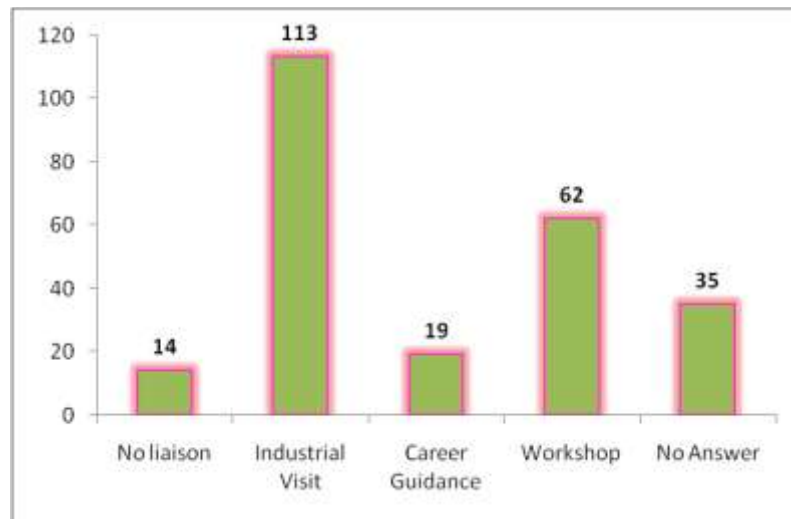
Career Guidance	19	7.8	7.8	60.1
Workshop/Seminar	62	25.5	25.5	85.6
No Answer	35	14.4	14.4	100.0
Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.27 and graph no. 5.7 display respondent’s responses to the existing initiatives with industry institute liaison in their academic institution. The study is related to the gap analysis in the hospitality education hence respondent’s responses to existing initiatives with industry institute liaison play an important part. Out of the total 243 respondents, 14 respondents representing 5.8 percent have accepted that there is no liaison while 113 respondents representing 46.5 percent have said that they have industrial visits and 19 respondents representing 7.8 percent have accepted that they get Career guidance, whereas 62 respondents representing 25.5 have said that there are Workshops/Seminars arranged and 35 respondents representing 14.4 percent respondents chose not to answer the question.

Graph No. 5.7: Initiatives with Industry Institute Liaison



Interpretation:

It is clear from the analysis that the initiatives with industry institute liaison are limited. Industrial visits form a part of the liaison between the industry and the institute, to some

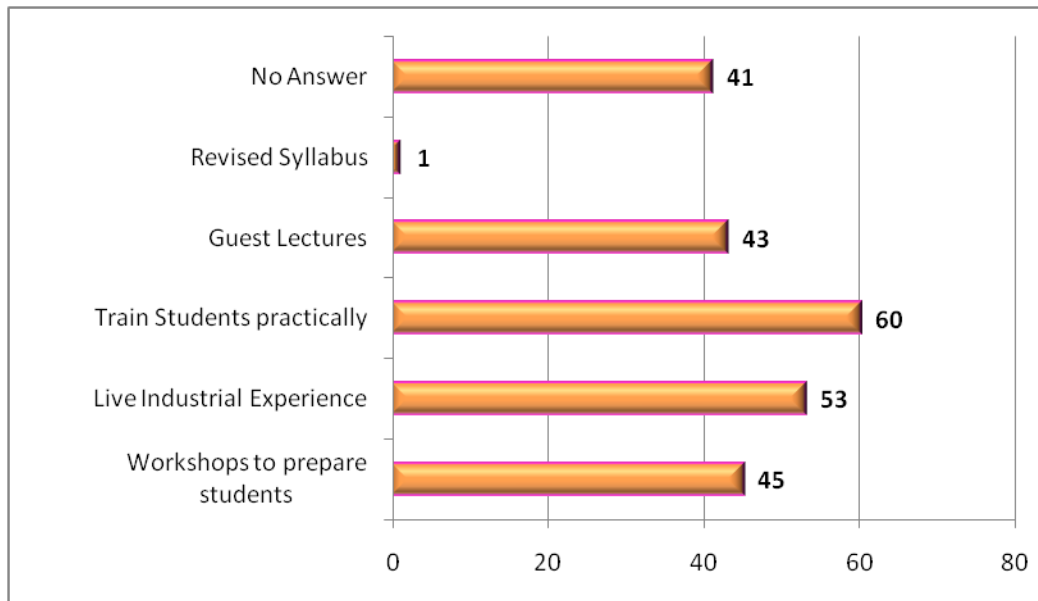
extent, since around 46 percent of the respondents have said so but there is definitely a lot of scope to increase the initiatives and also the periodicity of the initiatives to improve the liaison.

Table No. 5.28: Initiatives to increase Industry participation to benefit students and make them industry ready:

Initiatives to increase participation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Workshops to prepare students	45	18.5	18.5	18.5
	Live Industrial Experience	53	21.8	21.8	40.3
	Train Students practically	60	24.7	24.7	65.0
	Guest Lectures	43	17.7	17.7	82.7
	Revised Syllabus	1	.4	.4	83.1
	No Answer	41	16.9	16.9	100.0
	Total	243	100.0	100.0	

Source: Field Work

Graph No. 5.8: Initiatives to increase Industry participation to benefit students and make them industry ready



Data Analysis:

Table no. 5.28 and graph no. 5.8 display the respondent's responses to the Initiatives to increase Industry participation to benefit students and make them industry ready. The study is related to the gap analysis in the hospitality education hence respondent's suggestions for initiatives to increase Industry participation to benefit students and make them industry ready play an important part. Out of the total 243 respondents, 45 respondents representing 18.5 percent have suggested 'Workshops to prepare students', 53 respondents representing 21.8 percent have mentioned 'Live Industrial Experience', 60 respondents representing 24.7 percent have suggested to 'Train students practically', 43 students representing 17.7 percent have mentioned 'Guest Lectures' and 1 respondent representing 0.4 percent has said 'Revised Syllabus' while 41 respondents representing 16.9 percent respondents have not answered the question.

Interpretation:

It is clear that the initiatives with industry institute liaison need to be increased. There is definitely a lot of scope to increase the initiatives and also the periodicity of the initiatives to improve the liaison. This will indirectly aid faculty development and directly help students in becoming more industry ready. The analysis shows that the students expect to be trained more in the practical work part of it since around 65 percent of the respondents have suggested initiatives related to practical work.

Table No. 5.29: There is a high level of Industry Institute Liaison:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	75	30.9	30.9	30.9
	Neutral	147	60.5	60.5	91.4
	Disagree	21	8.6	8.6	100.0
	Total	243	100.0	100.0	

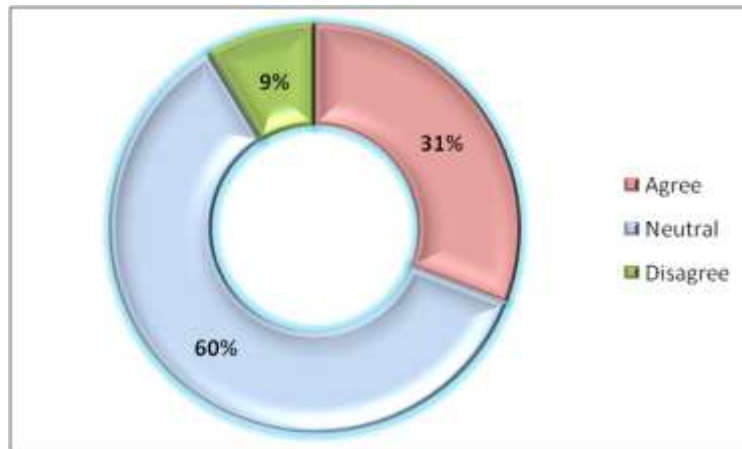
Source: Field Work

Data Analysis:

The table no. 5.29 and graph no. 5.9 present the respondent's opinion on whether there is high level of industry institute liaison. The study is related to the gap analysis in the

hospitality education hence respondents opinion on whether there is high level of industry institute liaison is important. Out of the total 243 respondents, 75 respondents representing 30.9 percent have agreed to the statement while 147 respondents representing 60.5 percent have been neutral about it and 21 respondents representing 8.6 percent have disagreed to the statement.

Graph No. 5.9: There is a high level of Industry Institute Liaison



Interpretation:

It is clear from the analysis that while there is industry institute liaison, it is not very high since many of the respondents i.e. around 60 percent chose to remain neutral and generally there is insufficient interaction between the industry and faculty.

Table No. 5.30: The curriculum is in sync with the industry requirements:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	78	32.1	32.1	32.1
	Neutral	106	43.6	43.6	75.7
	Disagree	59	24.3	24.3	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.30 exhibits the respondent’s opinion on whether the curriculum is in sync with the industry requirements. Out of the total 243 respondents, 78 respondents

representing 32.1 percent have agreed that the curriculum is in sync with the industry requirements while 106 respondents representing 43.6 percent have chosen to be neutral about it whereas 59 respondents representing 24.3 percent have marked disagreed to the statement.

Interpretation:

It is clear from the analysis that the curriculum is not completely in sync with the industry requirements with more number of respondents i.e. 43 percent, choosing to be neutral to the statement. The industry requirements are dynamic and ever evolving.

Table No. 5.31: Faculty members with industry experience are more effective:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	206	84.8	84.8	84.8
	Neutral	35	14.4	14.4	99.2
	Disagree	2	.8	.8	100.0
Total		243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.31 puts on view the respondent’s opinion on whether faculty members with industry experience are more effective. The study is related to the gap analysis in the hospitality education hence respondents opinion on whether faculty with industry experience are more effective is important. Out of the total 243 respondents, 206 respondents representing 84.8 percent have agreed that faculty members with industry experience are more effective whereas 35 respondents representing 14.4 percent have been neutral about it and 2 respondents representing 0.8 percent have marked disagreed to the statement.

Interpretation:

It is clear from the analysis that faculty members with industry experience are more effective since around 85 percent of the respondents opined so. They understand the industry requirements better because they were a part of it. Besides knowing the pulse of

the industry and creating the right picture of the same in classroom or practical sessions, they also network well with the industry due to their contacts.

Table No. 5.32: Hotel industry is a growing industry with many career opportunities:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	212	87.2	87.2	87.2
	Neutral	25	10.3	10.3	97.5
	Disagree	6	2.5	2.5	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.32 puts on show the respondent's opinion on whether the hotel industry is a growing industry with many career opportunities. The study is related to the gap analysis in the hospitality education hence respondents opinion on whether hotel industry is a growing industry with many career opportunities is important. Out of the total 243 respondents, 212 respondents representing 87.2 percent have agreed to the statement that hotel industry is a growing industry with many career opportunities whereas 25 respondents representing 10.3 percent have been neutral about it while 6 respondents representing 2.5 percent have disagreed to the statement.

Interpretation:

It is clear from the analysis that majority of the respondents i.e. 87 percent agree that the hotel industry is a growing industry with many career opportunities. This reiterates the tremendous scope and career options that are available in this dynamic industry.

Table No. 5.33: Work Experience is more important than a degree qualification:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	128	52.7	52.7	52.7
	Neutral	74	30.5	30.5	83.1

Disagree	41	16.9	16.9	100.0
Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.33 displays the respondents' opinion on whether Work Experience is more important than a degree qualification or not. The study is related to the gap analysis in the hospitality education hence respondents opinion on whether Work Experience is more important than a degree qualification is important. Out of the total 243 respondents, 128 respondents representing 52.7 percent have agreed to the statement, while 74 respondents representing 30.5 percent have been neutral about it and 41 respondents 16.9 percent have disagreed to the statement.

Interpretation:

It is clear from the analysis that most respondents i.e. around 53 percent agree that work experience is more important than a degree qualification. There are several heads of departments and general managers in the industry who are just diploma holders or have a bachelors' degree only.

Table No. 5.34: Hotel Management course of that period is equal to work experience of that period:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	52	21.4	21.4	21.4
	Neutral	115	47.3	47.3	68.7
	Disagree	76	31.3	31.3	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.34 reveals that the respondent's opinion on whether hotel management course of that period is equal to work experience of that period. The study is related to the gap analysis in the hospitality education hence respondents opinion on whether hotel

management course of that period is equal to work experience of that period is important. Out of the total 243 respondents, 52 respondents representing 21.4 percent have agreed that the hotel management course of that period is equal to work experience of that period, 115 respondents representing 47.3 percent have been neutral about it and 76 respondents representing 31.3 percent have disagreed with the statement.

Interpretation:

It is clear from the analysis that there is a mixed verdict on the statement that hotel management course of that period is equal to work experience of that period with many respondents i.e. around 47 percent being neutral about. It can be interpreted that the students do not feel that the hotel management course of that period is equal to work experience of that period.

Table No. 5.35: There are benefits for an employee having a hotel management course certificate in the Hotel Industry:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	166	68.3	68.3	68.3
	Neutral	55	22.6	22.6	90.9
	Disagree	22	9.1	9.1	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.35 puts on show the respondent’s opinion on whether there are benefits for an employee having a hotel management course certificate in the Hotel Industry. The study is related to the gap analysis in the hospitality education hence respondents opinion on whether there are benefits for an employee having a hotel management course certificate in the Hotel Industry is important. Out of the total 243 respondents, 166 respondents representing 68.3 percent have agreed to the statement while 55 respondents representing 22.6 percent have been neutral about it and 22 respondents representing 9.1 percent have disagreed to the statement.

Interpretation:

It is clear from the analysis that there are benefits for an employee having a hotel management course certificate in the Hotel Industry with around 68 percent of the respondents agreeing to be so.

Table No. 5.36: Self Rating as a Hotel Management Course Student – Commitment:

Commitment		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	4	1.6	1.6	1.6
	Poor	16	6.6	6.6	8.2
	Average	70	28.8	28.8	37.0
	Good	93	38.3	38.3	75.3
	Very Good	60	24.7	24.7	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.36 reveals the respondent's self rating as a hotel management course student on the factor 'Commitment'. The study is related to the gap analysis in the hospitality education hence the respondent's self rating as a hotel management course student on the factor 'Commitment' is important. Out of the total 243 respondents, 4 respondents representing 1.6 percent have rated themselves as 'Very Poor' with respect to commitment while 16 respondents representing 6.6 percent have rated as 'Poor' whereas 70 respondents representing 28.8 percent have rated themselves as 'Average' and 93 respondents representing 38.3 and 60 respondents representing 24.7 percent have rated themselves as 'Good' and 'Very Good' respectively.

Interpretation:

From the analysis it is clear that most of the students i.e. around 63 percent have rated themselves as good and very good in terms of the factor 'Commitment'. The students say that they are committed people and are ready to commit themselves for the organization that they would work for.

Table No. 5.37: Self Rating as a Hotel Management Course Student - Willingness To Learn:

Willingness		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	4	1.6	1.6	1.6
	Poor	8	3.3	3.3	4.9
	Average	36	14.8	14.8	19.8
	Good	87	35.8	35.8	55.6
	Very Good	108	44.4	44.4	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.37 portrays the respondent's self rating as a hotel management course student on the factor 'Willingness to Learn'. Out of the total 243 respondents, 4 respondents representing 1.6 percent have rated themselves as 'Very Poor' with respect to willingness to learn; 8 respondents representing 3.3 percent have rated themselves 'Poor'; 36 respondents representing 14.8 percent have rated as 'Average'; 87 respondents representing 35.8 percent have rated as 'Good' and 108 respondents representing 44.4 percent have rated themselves as 'Very Good' in the factor willingness to learn.

Interpretation:

It is clear from the analysis that majority of the students i.e. around 80 percent have rated themselves to be good and very good i.e. above average in terms of the factor 'Willingness to learn'.

Table No. 5.38: Self Rating as a Hotel Management Course Student - Knowledge of the Industry:

Industry Knowledge		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	3	1.2	1.2	1.2
	Poor	23	9.5	9.5	10.7
	Average	88	36.2	36.2	46.9

Good	84	34.6	34.6	81.5
Very Good	45	18.5	18.5	100.0
Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.38 represents the respondent's self rating as a hotel management course student on the factor 'Knowledge of the Industry'. The study is related to the gap analysis in the hospitality education hence the respondent's self rating as a hotel management course student on the factor 'Knowledge of the industry' is important. Out of the total 243 respondents, 3 respondents representing 1.2 percent have rated themselves as 'Very Poor' regarding knowledge of the industry and 23 respondents representing 9.5 percent have rated as 'Poor' whereas 88 respondent representing 36.2 percent have rated as 'Average' while 84 respondents representing 34.6 percent and 45 respondents representing 18.5 percent have rated themselves as 'Good' and 'Very Good' respectively.

Interpretation:

From the analysis it is clear that most of the students i.e. around 53 percent have rated themselves above average i.e. good and very good in terms of the factor 'Knowledge of the Industry'.

Table No. 5.39: Self Rating as a Hotel Management Course Student - Team Work:

Team Work		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	5	2.1	2.1	2.1
	Poor	18	7.4	7.4	9.5
	Average	40	16.5	16.5	25.9
	Good	71	29.2	29.2	55.1
	Very Good	109	44.9	44.9	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.39 depicts the respondent's self rating as a hotel management course student on the factor 'Team Work'. The study is related to the gap analysis in the hospitality education hence the respondent's self rating as a hotel management course student on the factor 'Team Work' is important. Out of the total 243 respondents, 5 respondents representing 2.1 percent have rated themselves as 'Very Poor' in team work whereas 18 respondents representing 7.4 percent have rated as 'Poor' and 40 respondents representing 16.5 percent have rated 'Average' while 71 respondents representing 29.2 percent and 109 respondents representing 44.9 percent have rated themselves as 'Good' and 'Very Good' respectively.

Interpretation:

It is clear from the analysis that most of the students i.e. around 74 percent have rated themselves to be good and very good in terms of the factor 'Team Work'.

Table No. 5.40: Self Rating as a Hotel Management Course Student – Enthusiasm:

Enthusiasm		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	2	.8	.8	.8
	Poor	16	6.6	6.6	7.4
	Average	53	21.8	21.8	29.2
	Good	98	40.3	40.3	69.5
	Very Good	74	30.5	30.5	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.40 reveals the respondent's self rating as a hotel management course student on the factor 'Enthusiasm'. The study is related to the gap analysis in the hospitality education hence the respondent's self rating as a hotel management course student on the factor 'Enthusiasm' is important. Out of the total 243 respondents, 2 respondents representing 0.8 percent have rated themselves as 'Very Poor' in enthusiasm

whereas 16 respondents representing 6.6 percent have rated as ‘Poor’ and 53 respondents representing 21.8 percent have rated as ‘Average’ while 98 respondents representing 40.3 percent and 74 respondents representing 30.5 percent have rated themselves in enthusiasm as ‘Good’ and ‘Very Good’ respectively.

Interpretation:

From the analysis it is clear that most of the students i.e. around 71 percent have rated themselves to be good and very good in terms of the factor ‘Enthusiasm’.

Table No. 5.41: Self Rating as a Hotel Management Course Student – Dedication:

Dedication		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	3	1.2	1.2	1.2
	Poor	11	4.5	4.5	5.8
	Average	46	18.9	18.9	24.7
	Good	100	41.2	41.2	65.8
	Very Good	83	34.2	34.2	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.41 depicts the respondent’s self rating as a hotel management course student on the factor ‘Dedication’. Out of the total 243 respondents, 3 respondents representing 1.2 percent have rated themselves as ‘Very Poor’ in dedication factor while 11 respondents representing 4.5 percent have rated as ‘Poor’ and 46 respondents representing 18.9 percent have rated as ‘Average’ whereas 100 respondents representing 41.2 percent and 83 respondents representing 34.2 percent have rated themselves in dedication as ‘Good’ and ‘Very Good’ respectively.

Interpretation:

From the analysis it is clear that most of the students i.e. 75 percent have rated themselves very high in terms of the factor ‘Dedication’.

Table No. 5.42: Self Rating as a Hotel Management Course Student - Soft Skills:

Soft Skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	3	1.2	1.2	1.2
	Poor	23	9.5	9.5	10.7
	Average	67	27.6	27.6	38.3
	Good	99	40.7	40.7	79.0
	Very Good	51	21.0	21.0	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.42 shows the respondent's self rating as a hotel management course student on the factor 'Soft Skills'. Out of the total 243 respondents, 3 respondents representing 1.2 percent have rated themselves as 'Very Poor' in soft skills while 23 respondents representing 9.5 percent have rated as 'Poor' and 67 respondents representing 27.6 percent have rated 'Average' whereas 99 respondents representing 40.7 percent and 51 respondents representing 21 percent have rated themselves in soft skills as 'Good' and 'Very Good' respectively.

Interpretation:

From the analysis it is clear that most of the students i.e. around 68 percent have rated themselves to be average and good in terms of the factor 'Soft Skills'. It can be interpreted that the students are aware of their shortcomings with respect to soft skills and hence they will try to improve themselves in that part.

Table No. 5.43: Self Rating as a Hotel Management Course Student - Technical Skills:

Technical Skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	4	1.6	1.6	1.6
	Poor	17	7.0	7.0	8.6
	Average	78	32.1	32.1	40.7

Good	92	37.9	37.9	78.6
Very Good	52	21.4	21.4	100.0
Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.43 displays the respondent's self rating as a hotel management course student on the factor 'Technical Skills'. Out of the total 243 respondents, 4 respondents representing 1.6 percent have rated themselves as 'Very Poor' in technical skills while 17 respondents representing 7 percent have rated as 'Poor' and 78 respondents representing 32.1 percent have rated as 'Average' whereas 92 respondents representing 37.9 percent and 52 respondents representing 21.4 percent have rated themselves in technical skills as 'Good' and 'Very Good' respectively.

Interpretation:

It is clear from the analysis that most of the students i.e. 70 percent have rated themselves to be average and good in terms of the factor 'Technical Skills'.

Table No. 5.44: Self Rating as a Hotel Management Course Student - Problem Solving Skills:

Problem Solving		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	3	1.2	1.2	1.2
	Poor	15	6.2	6.2	7.4
	Average	79	32.5	32.5	39.9
	Good	93	38.3	38.3	78.2
	Very Good	53	21.8	21.8	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Above table no. 5.44 demonstrates the respondent's self rating as a hotel management course student on the factor 'Problem Solving Skills'. The study is related to the gap

analysis in the hospitality education hence the respondent's self rating as a hotel management course student on the factor 'Problem Solving Skills' is important. Out of the total 243 respondents, 3 respondents representing 1.2 percent have rated themselves in problem solving skills as 'Very Poor' and 15 respondents representing 6.2 percent have rated as 'Poor' whereas 79 respondents representing 32.5 percent and 93 respondents representing 38.3 percent have rated themselves as 'Average' and 'Good' while 53 respondents representing 21.8 percent have rated themselves to be 'Very Good' in problem solving skills.

Interpretation:

From the analysis it is clear that around 70 percent of the students have rated themselves to be average and good in terms of the factor 'Problem Solving Skills'

Table No. 5.45: Self Rating as a Hotel Management Course Student - Time Management:

Time Management		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	3	1.2	1.2	1.2
	Poor	31	12.8	12.8	14.0
	Average	71	29.2	29.2	43.2
	Good	78	32.1	32.1	75.3
	Very Good	60	24.7	24.7	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.45 gives you an idea about the respondent's self rating as a hotel management course student on the factor 'Time Management'. The study is related to the gap analysis in the hospitality education hence the respondent's self rating as a hotel management course student on the factor 'Time Management' is important. Out of the total 243 respondents, 3 respondents representing 1.2 percent have rated themselves as 'Very Poor' in time management and 31 respondents representing 12.8 percent have rated

as ‘Poor’ while 71 respondents representing 29.2 percent have rated as ‘Average’ whereas 78 respondents representing 32.1 percent have rated as ‘Good’ and 60 respondents representing 24.7 percent have rated themselves in time management as ‘Very Good’.

Interpretation:

It is clear from the analysis that most of the students i.e. around 61 percent have rated themselves to be average and good in terms of the factor ‘Time Management’. In order to work effectively in any type of industry the students have to learn better time management skills.

Table No. 5.46: Self Rating as a Hotel Management Course Student - Classroom Training:

Classroom Training		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	3	1.2	1.2	1.2
	Poor	24	9.9	9.9	11.1
	Average	76	31.3	31.3	42.4
	Good	97	39.9	39.9	82.3
	Very Good	43	17.7	17.7	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.46 reveals the respondent’s self rating as a hotel management course student on the factor ‘Classroom Training’. The study is related to the gap analysis in the hospitality education hence the respondent’s self rating as a hotel management course student on the factor ‘Classroom Training’ is important. Out of the total 243 respondents, 3 respondents representing 1.2 percent have rated themselves as ‘Very Poor’ in classroom training, while 24 respondents representing 9.9 percent have rated as ‘Poor’ and 76 respondents representing 31.3 percent have rated as ‘Average’ whereas 97 respondents

representing 39.9 percent and 43 respondents representing 17.7 percent have rated themselves in classroom training as ‘Good’ and ‘Very Good’ respectively.

Interpretation:

From the analysis it is clear that most of the students i.e. around 71 percent have rated themselves to be average and good in terms of the factor ‘Classroom Training’.

Table No. 5.47: Self Rating as a Hotel Management Course Student - Practical Training:

Practical Training		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	4	1.6	1.6	1.6
	Poor	11	4.5	4.5	6.2
	Average	51	21.0	21.0	27.2
	Good	80	32.9	32.9	60.1
	Very Good	97	39.9	39.9	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.47 represents the respondent’s self rating as a hotel management course student on the factor ‘Practical Training’. Out of the total 243 respondents, 4 respondents representing 1.6 percent have rated themselves as ‘Very Poor’ in practical training whereas 11 respondents representing 4.5 percent have rated ‘Poor’ and 51 respondents representing 21 percent have rated as ‘Average’ while 80 respondents representing 32.9 percent and 97 respondents representing 39.9 percent have rated themselves in practical training as ‘Good’ and ‘Very Good’ respectively.

Interpretation:

From the analysis it is clear that most of the students i.e. around 72 percent have rated themselves to be good and very good in terms of the factor ‘Practical Training’. The

students are confident about the practical training aspect of the education which is a good symptom since their confidence will also reflect in their work.

Table No. 5.48: Ranking of Important Factors with respect to employability – Commitment:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	56	23.0	23.0	23.0
	2	28	11.5	11.5	34.6
	3	40	16.5	16.5	51.0
	4	25	10.3	10.3	61.3
	5	26	10.7	10.7	72.0
	6	11	4.5	4.5	76.5
	7	10	4.1	4.1	80.7
	8	8	3.3	3.3	84.0
	9	17	7.0	7.0	90.9
	10	8	3.3	3.3	94.2
	11	5	2.1	2.1	96.3
	12	9	3.7	3.7	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.48 reveals the respondent's ranking of factor 'Commitment' according to their importance with respect to employability in star hotels. Out of the total 243 respondents, 56 respondents representing 23 percent have ranked commitment as an important factor with respect to employability as no. 1; 28 respondents representing 11.5 percent ranked it as no. 2; 40 respondents representing 16.5 percent ranked it at no. 3; 25 respondents representing 10.3 percent ranked it at no. 4; 26 respondents representing 10.7 percent ranked it at no. 5; 11 respondents representing 4.5 percent ranked it at no. 6; 10 respondents representing 4.1 percent ranked it at no. 7; 8 respondents representing 3.3 percent have ranked it at no. 8; 17 respondents representing 7 percent have ranked it at

no. 9; 8 respondents representing 3.3 percent have ranked it at no. 10; 5 respondents representing 2.1 percent have ranked it at no. 11 and 9 respondents representing 3.7 percent have ranked commitment as an important factor with respect to employability at no. 12.

Interpretation:

It is clear from the analysis that most of the respondents i.e. around 61 percent have ranked ‘Commitment’ quite high with respect to employability in star hotels by placing it in the top four ranks. Hence it can be interpreted that commitment is an important factor with respect to employability in star hotels.

Table No. 5.49: Ranking of Important Factors with respect to employability – Willingness to learn:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	29	11.9	11.9	11.9
	2	28	11.5	11.5	23.5
	3	29	11.9	11.9	35.4
	4	37	15.2	15.2	50.6
	5	28	11.5	11.5	62.1
	6	18	7.4	7.4	69.5
	7	18	7.4	7.4	77.0
	8	17	7.0	7.0	84.0
	9	17	7.0	7.0	90.9
	10	8	3.3	3.3	94.2
	11	11	4.5	4.5	98.8
	12	3	1.2	1.2	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.49 shows the respondent's ranking of factor 'Willingness to learn' according to their importance with respect to employability in star hotels. Out of the total 243 respondents, 29 respondents representing 11.9 percent have ranked willingness to learn as an important factor with respect to employability at no. 1 and another similar number of respondents have ranked it at no. 3; 28 respondents representing 11.5 percent have ranked it at no. 2 and another similar number of respondents have ranked it at no. 5; 37 respondents representing 15.2 percent have ranked it at no. 4; 18 respondents representing 7.4 percent have ranked it at no. 6 and another similar percent have ranked it at no. 7; 17 respondents representing 7 percent have ranked it at no. 8 and another similar number of respondents have ranked it at no. 9; 8 respondents representing 3.3 percent have ranked it at no. 10; 11 respondents representing 4.5 percent have ranked it no. 11 and 3 respondents representing 1.2 percent have ranked willingness to learn as an important factor with respect to employability at no. 12.

Interpretation:

It is clear from the analysis that that most of the students i.e. around 62 percent have placed 'Willingness to learn' quite high with respect to employability in star hotels and have given it the top five ranks. Hence it can be interpreted that willingness to learn is an important factor with respect to employability in star hotels and the students are aware of it.

Table No. 5.50: Ranking of Important Factors with respect to employability – Knowledge of the industry:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	40	16.5	16.5	16.5
	2	28	11.5	11.5	28.0
	3	30	12.3	12.3	40.3
	4	41	16.9	16.9	57.2
	5	36	14.8	14.8	72.0

6	18	7.4	7.4	79.4
7	10	4.1	4.1	83.5
8	3	1.2	1.2	84.8
9	13	5.3	5.3	90.1
10	20	8.2	8.2	98.4
11	1	.4	.4	98.8
12	3	1.2	1.2	100.0
Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.50 portrays the respondent's ranking of factor 'Knowledge of the industry' according to their importance with respect to employability in star hotels. Out of the total 243 respondents, 40 respondents representing 16.5 percent have ranked knowledge of the industry as an important factor with respect to employability at no. 1; 28 respondents representing 11.5 percent have ranked it at no. 2; 30 respondents representing 12.3 percent have ranked it at no. 3; 41 respondents representing 16.9 percent have ranked it at no. 4; 36 respondents representing 14.8 percent have ranked it at no. 5; 18 respondents representing 7.4 percent have ranked it at no. 6; 10 respondents representing 4.1 percent have ranked it at no. 7; 3 respondents representing 1.2 percent have ranked it at no. 8; 13 respondents representing 5.3 percent have ranked it at no. 9; 20 respondents representing 8.2 percent have ranked it at no. 10; 1 respondent representing 0.4 percent has ranked it at no. 11 and 3 respondents representing 1.2 percent have ranked knowledge of the industry as an important factor with respect to employability at no. 12.

Interpretation:

From the analysis it is clear that most of the students i.e. around 72 percent have ranked 'Knowledge of the industry' quite high with respect to employability in star hotels by placing it in the top five ranks. Hence it can be interpreted that knowledge of the industry is another important factor with respect to employability.

Table No. 5.51: Ranking of Important Factors with respect to employability –Team Work:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	24	9.9	9.9	9.9
	2	11	4.5	4.5	14.4
	3	22	9.1	9.1	23.5
	4	36	14.8	14.8	38.3
	5	41	16.9	16.9	55.1
	6	14	5.8	5.8	60.9
	7	30	12.3	12.3	73.3
	8	20	8.2	8.2	81.5
	9	15	6.2	6.2	87.7
	10	13	5.3	5.3	93.0
	11	7	2.9	2.9	95.9
	12	10	4.1	4.1	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.51 discloses the respondent’s ranking of the factor ‘Team Work’ according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent’s ranking of factors according to their importance with respect to employability in star hotels is important. Out of the total 243 respondents, 24 respondents representing 9.9 percent have ranked teamwork as an important factor with respect to employability at no. 1; 11 respondents representing 4.5 percent ranked it at no. 2; 22 respondents representing 9.1 percent ranked it at no. 3; 36 respondents representing 14.8 percent ranked it at no. 4; 41 respondents representing 16.9 percent ranked it at no. 5; 14 respondents representing 5.8 percent ranked it at no. 6; 30 respondents representing 12.3 percent ranked it at no. 7; 20 respondents representing 8.2 percent ranked it at no. 8; 15 respondents representing 6.2 percent ranked it at no. 9; 13 respondents representing 5.3 percent have ranked it at no.

10; 7 respondents representing 2.9 percent have ranked it at no. 11 and 10 respondents representing 4.1 percent have ranked team work as an important factor with respect to employability at no. 12.

Interpretation:

It is clear from the analysis that most of the students i.e. around 67.1 percent have ranked ‘Team Work’ as moderately important with respect to employability in 5 star hotels by placing them between 3rd and 8th ranks.

Table No. 5.52: Ranking of Important Factors with respect to employability – Enthusiasm:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	2.9	2.9	2.9
	2	26	10.7	10.7	13.6
	3	38	15.6	15.6	29.2
	4	32	13.2	13.2	42.4
	5	30	12.3	12.3	54.7
	6	15	6.2	6.2	60.9
	7	18	7.4	7.4	68.3
	8	21	8.6	8.6	77.0
	9	15	6.2	6.2	83.1
	10	24	9.9	9.9	93.0
	11	7	2.9	2.9	95.9
	12	10	4.1	4.1	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.52 presents the respondent’s ranking of factor ‘Enthusiasm’ according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent’s ranking of factors

according to their importance with respect to employability in star hotels is important. Out of the total 243 respondents, 7 respondents representing 2.9 percent have ranked enthusiasm as one of the important factors with respect to employability at no. 1; 26 respondents representing 10.7 percent have ranked it at no. 2; 38 respondents representing 15.6 percent have ranked it at no. 3; 32 respondents representing 13.2 percent have ranked it at no. 4; 30 respondents representing 12.3 percent have ranked it at no. 5; 15 respondents representing 6.2 percent have ranked it at no. 6; 18 respondents representing 7.4 percent have ranked it at no. 7; 21 respondents representing 8.6 percent have ranked it at no. 8; 15 respondents representing 6.2 percent have ranked it at no. 9; 24 respondents representing 9.9 percent have ranked it at no. 10, 7 respondents representing 2.9 percent have ranked it at no. 11 and 10 respondents representing 4.1 percent have ranked enthusiasm as an important factor with respect to employability at no. 12.

Interpretation:

It is clear from the analysis that most of the students i.e. around 65 percent have ranked ‘Enthusiasm’ as moderately important with respect to employability in star hotels by placing it between the 2nd and 7th ranks.

Table No. 5.53: Ranking of Important Factors with respect to employability – Dedication:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	28	11.5	11.5	11.5
	2	24	9.9	9.9	21.4
	3	41	16.9	16.9	38.3
	4	42	17.3	17.3	55.6
	5	29	11.9	11.9	67.5
	6	16	6.6	6.6	74.1
	7	9	3.7	3.7	77.8
	8	13	5.3	5.3	83.1

9	9	3.7	3.7	86.8
10	11	4.5	4.5	91.4
11	14	5.8	5.8	97.1
12	7	2.9	2.9	100.0
Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.53 presents the respondent’s ranking of factor ‘Dedication’ according to their importance with respect to employability in 5 star hotels. The study is related to the gap analysis in the hospitality education hence the respondent’s ranking of factors according to their importance with respect to employability in 5 star hotels is important. Out of the total 243 respondents, 28 respondents representing 11.5 percent have ranked dedication as an important factor with respect to employability at no. 1; 24 respondents representing 9.9 percent have ranked it at no. 2; 41 respondents representing 16.9 percent have ranked it at no. 3; 42 respondents representing 17.3 percent have ranked it at no. 4; 29 respondents representing 11.9 percent have ranked it at no. 5; 16 respondents representing 6.6 percent of the total respondents have ranked it at no. 6; 9 respondents representing 3.7 percent have ranked it at no. 7; 13 respondents representing 5.3 percent have ranked it at no. 8; 9 respondents representing 3.7 percent have ranked it at no. 9; 11 respondents representing 4.5 percent have ranked it at no. 10; 14 respondents representing 5.8 percent have ranked it at no. 11 and 7 respondents representing 2.9 percent have ranked dedication as an important factor with respect to employability at no. 12.

Interpretation:

From the analysis it is clear that most of the students i.e. around 67 percent have ranked ‘Dedication’ as highly important with respect to employability in star hotels by placing it in the top five ranks. Hence it can be interpreted that dedication is another important factor with respect to employability.

Table No. 5.54: Ranking of Important Factors with respect to employability – Soft Skills:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	6.6	6.6	6.6
	2	27	11.1	11.1	17.7
	3	32	13.2	13.2	30.9
	4	26	10.7	10.7	41.6
	5	22	9.1	9.1	50.6
	6	25	10.3	10.3	60.9
	7	10	4.1	4.1	65.0
	8	25	10.3	10.3	75.3
	9	20	8.2	8.2	83.5
	10	17	7.0	7.0	90.5
	11	12	4.9	4.9	95.5
	12	11	4.5	4.5	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.54 depicts the respondent’s ranking of factor ‘Soft Skills’ according to their importance with respect to employability in star hotels. Out of the total 243 respondents, 16 respondents representing 6.6 percent have ranked soft skills as an important factor with respect to employability at no. 1; 27 respondents representing 11.1 percent have ranked it at no. 2; 32 respondents representing 13.2 percent have ranked it at no. 3; 26 respondents representing 10.7 percent have ranked it at no. 4; 22 respondents representing 9.1 percent have ranked it at no. 5; 25 respondents representing 10.3 percent have ranked it at no. 6; 10 respondents representing 4.1 percent have ranked it at no. 7; 25 respondents representing 10.3 percent have ranked it at no. 8; 20 respondents representing 8.2 percent have ranked it at no. 9; 17 respondents representing 7 percent have ranked it at no. 10; 12 respondents representing 4.9 percent have ranked it at no. 11

and 11 respondents representing 4.5 percent have ranked soft skills as an important factor with respect to employability at no. 12.

Interpretation:

It is clear from the analysis that most of the students i.e. around 61 percent have ranked ‘Soft Skills’ as relatively high with respect to employability in star hotels by placing in the top six ranks. Hence it can be interpreted that soft skills is also another important factor with respect to employability.

Table No. 5.55: Ranking of Important Factors with respect to employability – Technical Skills:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	42	17.3	17.3	17.3
	2	36	14.8	14.8	32.1
	3	22	9.1	9.1	41.2
	4	44	18.1	18.1	59.3
	5	39	16.0	16.0	75.3
	6	13	5.3	5.3	80.7
	7	15	6.2	6.2	86.8
	8	7	2.9	2.9	89.7
	9	8	3.3	3.3	93.0
	10	7	2.9	2.9	95.9
	11	9	3.7	3.7	99.6
	12	1	.4	.4	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.55 shows the respondent’s ranking of factor ‘Technical Skills’ according to their importance with respect to employability in star hotels. Out of the total 243 respondents, 42 respondents representing 17.3 percent have ranked technical skills as

an important factor with respect to employability at no. 1; 36 respondents representing 14.8 percent have ranked it at no. 2; 22 respondents representing 9.1 percent have ranked it at no. 3; 44 respondents representing 18.1 percent have ranked it at no. 4; 39 respondents representing 16 percent have ranked it at no. 5; 13 respondents representing 5.3 percent have ranked it at no. 6; 15 respondents representing 6.2 percent have ranked it at no. 7; 7 respondents representing 2.9 percent have ranked it at no. 8; 8 respondents representing 3.3 percent have ranked it at no. 9; 7 respondents representing 2.9 percent have ranked it at no. 10; 9 respondents representing 3.7 percent have ranked it at no. 11 and 1 respondent representing 0.4 percent has ranked technical skills as an important factor with respect to employability at no. 12.

Interpretation:

From the analysis it is clear that most of the students i.e. around 75 percent have ranked ‘Technical Skills’ as very important factor with respect to employability in star hotels by placing it in the top five ranks. Hence it can be interpreted that technical skills is an important factor with respect to employability.

Table No. 5.56: Ranking of Important Factors with respect to employability – Problem Solving Skills:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	3.3	3.3	3.3
	2	12	4.9	4.9	8.2
	3	25	10.3	10.3	18.5
	4	36	14.8	14.8	33.3
	5	26	10.7	10.7	44.0
	6	18	7.4	7.4	51.4
	7	24	9.9	9.9	61.3
	8	22	9.1	9.1	70.4
	9	18	7.4	7.4	77.8
	10	20	8.2	8.2	86.0

	11	19	7.8	7.8	93.8
	12	15	6.2	6.2	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 5.56 puts on show the respondent's ranking of factor 'Problem Solving Skills' according to their importance with respect to employability in star hotels. Out of the total 243 respondents, 8 respondents representing 3.3 percent have ranked problem solving skills as an important factor with respect to employability at no. 1; 12 respondents representing 4.9 percent have ranked it at no. 2; 25 respondents representing 10.3 percent have ranked it at no. 3; 36 respondents representing 14.8 percent have ranked it at no. 4; 26 respondents representing 10.7 percent have ranked it at no. 5; 18 respondents representing 7.4 percent have ranked it at no. 6; 24 respondents representing 9.9 percent have ranked it at no. 7; 22 respondents representing 9.1 percent have ranked it at no. 8; 18 respondents representing 7.4 percent have ranked it at no. 9; 20 respondents representing 8.2 percent have ranked it at no. 10; 19 respondents representing 7.8 percent have ranked it at no. 11 and 15 respondents representing 6.2 percent have ranked problem solving skills as an important factor with respect to employability at no. 12.

Interpretation:

It is clear from the analysis that most of the students i.e. around 62 percent have ranked 'Problem Solving Skills' as moderately important with respect to employability in star hotels by placing it between 3rd and 8th rank.

Table No. 5.57: Ranking of Important Factors with respect to employability – Time Management Skills:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	19	7.8	7.8	7.8
	2	17	7.0	7.0	14.8
	3	25	10.3	10.3	25.1

4	34	14.0	14.0	39.1
5	38	15.6	15.6	54.7
6	15	6.2	6.2	60.9
7	11	4.5	4.5	65.4
8	25	10.3	10.3	75.7
9	22	9.1	9.1	84.8
10	20	8.2	8.2	93.0
11	13	5.3	5.3	98.4
12	4	1.6	1.6	100.0
Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.57 reveals the respondent's ranking of factor 'Time Management Skills' according to their importance with respect to employability in star hotels. Out of the total 243 respondents, 19 respondents representing 7.8 percent have ranked time management skills as an important factor with respect to employability as no. 1; 17 respondents representing 7 percent have ranked it at no. 2; 25 respondents representing 10.3 percent have ranked it at no. 3, 34 respondents representing 14 percent have ranked it at no. 4; 38 respondents representing 15.6 percent have ranked it at no. 5; 15 respondents representing 6.2 percent have ranked it at no. 6; 11 respondents representing 4.5 percent have ranked it at no. 7; 25 respondents representing 10.3 percent have ranked it at no. 8; 22 respondents representing 9.1 percent have ranked it at no. 9; 20 respondents representing 8.2 percent have ranked it at no. 10; 13 respondents representing 5.3 percent have ranked it at no. 11 and 4 respondents representing 1.6 percent have ranked time management skills as an important factor with respect to employability at no. 12.

Interpretation:

It is clear from the analysis that most of the students i.e. around 60 percent have ranked 'Time Management Skills' as moderately important with respect to employability in star hotels by placing it in the top six ranks.

Table No. 5.58: Ranking of Important Factors with respect to employability – Classroom training:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	4.1	4.1	4.1
	2	17	7.0	7.0	11.1
	3	27	11.1	11.1	22.2
	4	31	12.8	12.8	35.0
	5	16	6.6	6.6	41.6
	6	3	1.2	1.2	42.8
	7	16	6.6	6.6	49.4
	8	5	2.1	2.1	51.4
	9	13	5.3	5.3	56.8
	10	16	6.6	6.6	63.4
	11	21	8.6	8.6	72.0
	12	68	28.0	28.0	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 5.58 depicts the respondent's ranking of factor 'Classroom Training' according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent's ranking of factors according to their importance with respect to employability in star hotels is important. Out of the total 243 respondents, 10 respondents representing 4.1 percent have ranked classroom skills as an important factor with employability at no. 1; 17 respondents representing 7 percent have ranked it at no. 2; 27 respondents representing 11.1 percent have ranked it at no. 3; 31 respondents representing 12.8 percent have ranked it at no. 4; 16 respondents representing 6.6 percent have ranked it at no. 5; 3 respondents representing 1.2 percent have ranked it at no. 6; 16 respondents representing 6.6 percent have ranked it at no. 7; 5 respondents representing 2.1 percent have ranked it at 8; 13 respondents representing 5.3 percent have ranked it at no. 9; 16 respondents representing

6.6 percent have ranked it at no. 10; 21 respondents representing 8.6 percent have ranked it at no. 11 and 68 respondents representing 28 percent have ranked classroom skills as an important factor with respect to employability at no. 12.

Interpretation:

From the analysis it is clear that most of the students i.e. around 58 percent have ranked ‘Classroom Training’ as very less important with respect to employability in 5 star hotels by placing it between the 6th rank and the 12th rank.

Table No. 5.59: Ranking of Important Factors with respect to employability – Practical training:

	Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	6.2	6.2	6.2
	2	21	8.6	8.6	14.8
	3	29	11.9	11.9	26.7
	4	31	12.8	12.8	39.5
	5	23	9.5	9.5	49.0
	6	17	7.0	7.0	56.0
	7	9	3.7	3.7	59.7
	8	10	4.1	4.1	63.8
	9	9	3.7	3.7	67.5
	10	18	7.4	7.4	74.9
	11	41	16.9	16.9	91.8
	12	20	8.2	8.2	100.0
	Total	243	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 5.59 shows the respondent’s ranking of factor ‘Practical Training’ according to their importance with respect to employability in star hotels. The study is related to the gap analysis in the hospitality education hence the respondent’s ranking of

factors according to their importance with respect to employability in star hotels is important. Out of the total 243 respondents, 15 respondents representing 6.2 percent have ranked practical skills as an important factor with respect to employability at no. 1; 21 respondents representing 8.6 percent have ranked it at no. 2; 29 respondents representing 11.9 percent have ranked it at no. 3; 31 respondents representing 12.8 percent have ranked it at no. 4; 23 respondents representing 9.5 percent have ranked it at no. 5; 17 respondents representing 7 percent have ranked it at no. 6; 9 respondents representing 3.7 percent have ranked it at no. 7; 10 respondents representing 4.1 percent have ranked it at no. 8; 9 respondents representing 3.7 percent have ranked it at no. 9; 18 respondents representing 7.4 percent have ranked it no. 10; 41 respondents representing 16.9 percent have ranked it at no. 11 and 20 respondents representing 8.2 percent have ranked it at no. 12.

Interpretation:

It is clear that most of the students i.e. around 63 percent have ranked ‘Practical Training’ as very important with respect to employability in star hotels by placing it in the top 8 ranks.

CHAPTER – 6

DATA ANALYSIS & INTERPRETATION – FACULTY, INSTITUTES & TESTING OF HYPOTHESES

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6.1 Data Analysis of Faculty Questionnaire:

Table No. 6.1: Gender of the Faculty:

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	54	53.5	53.5	53.5
	Female	47	46.5	46.5	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The variable gender has been considered because there is requirement of both male and female human resource in the industry. The above table no. 6.1 displays the gender of the faculty members who teach at the hotel management institutes in Pune. The study is related to the gap analysis in the hospitality education hence faculty details play an important role. Out of the total 101 respondents, 54 respondents representing 53.5 percent are males and 47 respondents representing 46.5 percent are females.

Interpretation:

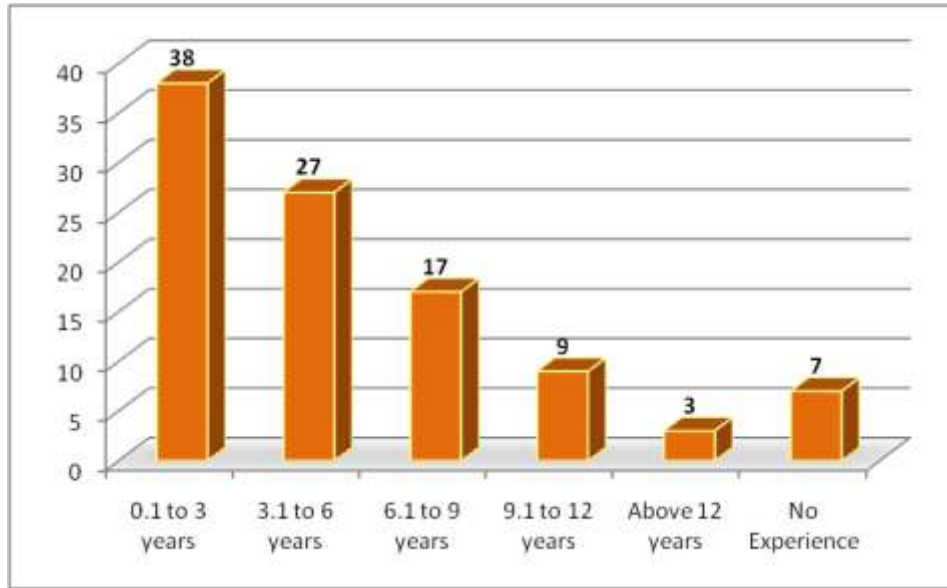
It is clear from the analysis that the gender of the faculty is not skewed towards females as may be the notion. There are almost equal numbers of male and female faculty members in the hospitality education in Pune.

Table No. 6.2: Experience in the Industry:

Industry Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0.1 to 3 years	38	37.6	37.6	37.6
	3.1 to 6 years	27	26.7	26.7	64.4
	6.1 to 9 years	17	16.8	16.8	81.2
	9.1 to 12 years	9	8.9	8.9	90.1
	Above 12 years	3	3.0	3.0	93.1
	No Experience	7	6.9	6.9	100.0
	Total	101	100.0	100.0	

Source: Field Work

Graph No. 6.1: Experience in the Industry



Data Analysis:

The hotel / hospitality management courses or any course require conceptual i.e. theoretical as well as practical knowledge i.e. actual industry work experience. The experience helps the faculty to elaborate the concepts with practical view. Practical experience is the most important factor for the faculty of hospitality management education. Table no. 6.2 and graph no. 6.1 portray the industry experience of the faculty members who teach at the hotel management institutes in Pune. Out of the total 101 respondents, those having upto 3 years industry experience are 38 respondents representing 37.6 percent; 27 respondents representing 26.7 percent have 3.1 to 6 years experience in the industry; 17 respondents representing 16.8 percent have an experience of 6.1 to 9 years in the industry; 9 respondents representing 8.9 percent have an industry experience of 9.1 to 12 years and 3 respondents representing 3 percent have above 12 years of experience in the industry. Faculty members having no experience in the industry are 7 respondents representing 6.9 percent.

Interpretation:

It is clear from the analysis that many of the respondents i.e. around 64 percent of the faculty of the hotel management courses have industry experience between 0 to 6 years. The industry experience of the faculty is relatively less keeping in mind the practical

nature of the industry. The hospitality sector has undergone a tremendous change and since there have not been frequent training sessions for the faculty due to which they are not much aware of the latest trends in the hotel industry. Some faculty members have joined academics immediately after their course (no industry experience); others have done so after some years of experience in the industry. We can also infer that most of the faculty members have not held management positions or Head of the department positions considering the number of years spent in the industry.

Table No. 6.3: Academic Experience of the Faculty:

Academic Experience	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0.1 to 3 years	17	16.8	16.8	16.8
3.1 to 6 years	21	20.8	20.8	37.6
6.1 to 9 years	23	22.8	22.8	60.4
9.1 to 12 years	14	13.9	13.9	74.3
Above 12 years	26	25.7	25.7	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 6.3 exhibits the academic experience of the faculty members who teach at the hotel management institutes in Pune. Out of the total 101 respondents, those having upto 3 years academic experience are 17 respondents representing 16.8 percent; 21 respondents representing 20.8 percent 3.1 to 6 years of experience; 23 respondents representing 22.8 percent have an experience of 6.1 to 9 years; 14 respondents representing 13.9 percent have experience of 9.1 to 12 years and those with above 12 years of experience in the academics are 26 respondents 25.7 percent.

Interpretation:

It is clear from the analysis that many of the respondents i.e. around 62 percent have more than 6 years of academic experience which means that the academic experience of

the faculty is relatively more than the industry experience. So faculty members have been in academics for longer than they have been in the hotel industry.

Table No. 6.4: Switch over from Industry to Academics:

Switch Over		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	88	87.1	87.1	87.1
	No	8	7.9	7.9	95.0
	No Answer	5	5.0	5.0	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 6.4 puts on show the switch over from industry to academics of the faculty members who teach at the hotel management institutes in Pune. Out of the total 101 respondents, 88 respondents representing 87.1 percent have switched over from the industry to academics while 8 respondents representing 7.9 percent haven't switched and 5 respondents representing 5 percent have not answered the question.

Interpretation:

From the analysis it is clear that most of the faculty i.e. around 87 percent has shifted from the industry to academics. The faculty members who haven't shifted are the ones who never joined the industry but directly joined academics after their education.

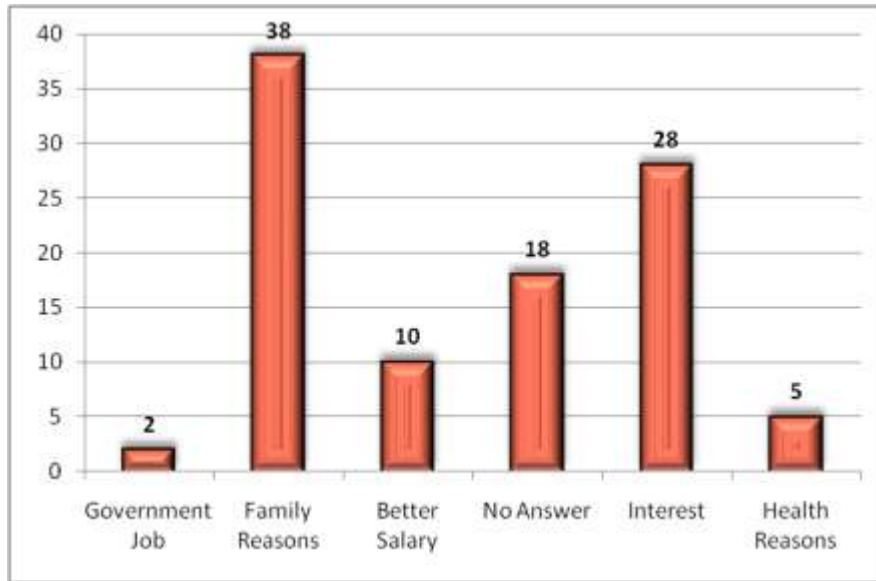
Table No. 6.5: Reasons for Switch over:

Reason		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government Job	2	2.0	2.0	2.0
	Family Reasons	38	37.6	37.6	39.6
	Better Salary	10	9.9	9.9	49.5
	No Answer	18	17.8	17.8	67.3
	Interest	28	27.7	27.7	95.0

Health Reasons	5	5.0	5.0	100.0
Total	101	100.0	100.0	

Source: Field Work

Graph No. 6.2: Reasons for Switch over



Data Analysis:

The above table no. 6.5 and graph no. 6.2 put on view the reasons for switch over from industry to academics of the faculty members who teach at the hotel management institutes in Pune. Out of the total 101 respondents, 2 respondents representing 2 percent have switched over since they got a government job in the institute; 38 respondents representing 37.6 percent have switched over from the industry to academics due to family reasons. 10 respondents representing 9.9 percent chose the switch over for better salary. 28 respondents representing 27.7 percent have switched over due to their interest in academics and teaching profession. 5 respondents representing 5 percent switched over for health reasons and 18 respondents representing 17.8 percent chose not to give any answer,

Interpretation:

It is clear from the analysis that most of the faculty i.e. around 65 percent has shifted from the industry to academics due to family reasons and interest. The industry is known

for its long working hours and physically demanding work. Work Life balance is poor. This is reiterated from the figures. This nature of work also seems to have resulted in stress and health issues in some. Interestingly, almost one fifth respondents have chosen not to talk about the reason.

Table No. 6.6: Education of the Faculty – Graduation:

Graduation	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4 Year BHMCT	30	29.7	29.7	29.7
3 Year B.Sc. HS	17	16.8	16.8	46.5
Diploma in Hospitality Management	30	29.7	29.7	76.2
Others	24	23.8	23.8	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 6.6 demonstrates the education of the faculty members who teach at the hotel management institutes in Pune. Out of the total 101 respondents, 30 respondents representing 29.7 percent have a 4 year degree namely BHMCT and the same number of respondents hold a Diploma in hospitality management. 17 respondents representing 16.8 percent have the 3 year degree i.e. BSC-HS and the remaining 24 respondents representing 23.8 percent have other degrees.

Interpretation:

From the analysis it is clear that around 76 percent of the faculty hold a degree or diploma certificate in hospitality or hotel management. Some faculty members have a 4 year degree or a Diploma in Hotel Management while some have the 3 year degree. It can be interpreted that the kind of degree or diploma does impact the employability of faculty. The number of faculty members having other degrees is high too. This could be due to degrees/courses of other nomenclature floating in the market.

Table No. 6.7: Education of the Faculty- Post Graduation:

Post Graduation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hospitality Management	24	23.8	23.8	23.8
	Tourism	25	24.8	24.8	48.5
	Economics	5	5.0	5.0	53.5
	Commerce	2	2.0	2.0	55.4
	Administration & Management	20	19.8	19.8	75.2
	No Masters	25	24.8	24.8	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.7 reveals the post graduate education of the faculty members who teach at the hotel management institutes in Pune. The study is related to the gap analysis in the hospitality education hence the education of the educators is important. Out of the total 101 respondents, 24 respondents representing 23.8 percent have a masters in hospitality management, 25 respondents representing 24.8 percent have a post graduate degree in Tourism while 20 respondents representing 19.8 percent have a masters in Business Administration. 25 respondents representing 24.8 percent do not have any post graduate degree at all while 5 respondents representing 5 percent and 2 respondents representing 2 percent have a post graduate degree in Economics and Commerce respectively.

Interpretation:

It is clear from the analysis that around 68 percent of the respondents hold a masters degree in hospitality management, tourism management or administration and management. Hence it can be interpreted that most of the faculty hold a post graduate degree in the subjects related to the hospitality industry.

Table No. 6.8: Education of the Faculty - Doctorate Degree:

Doctorate	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Hospitality Management	2	2.0	2.0	2.0
Tourism	2	2.0	2.0	4.0
Economics	2	2.0	2.0	5.9
Administration & Management	2	2.0	2.0	7.9
No Doctorate	93	92.1	92.1	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.8 shows the doctorate education of the faculty members who teach at the hotel management institutes in Pune. The doctorate degree requires the candidate to pursue in depth knowledge of the area under study. The researcher follows a process of research by identifying the problem through different sources of information and then finds solution to the problems through a statistical process. Out of the total 101 respondents, 93 respondents representing 92.1 percent do not have a doctorate. 2 respondents representing 2 percent have a doctorate degree in hospitality management and an equal number of respondents hold doctorate degree in tourism, economics, administration and management respectively.

Interpretation:

From the analysis it is clear that majority of the respondents i.e. 92 percent do not have a doctorate degree. The percentage of faculty members having a doctorate is very low. Also as seen in the earlier table, some i.e. around 25 percent are not even eligible to pursue doctorate due to their lack of post graduate qualifications.

Table No. 6.9: Subjects Taught by the Faculty:

Subjects Taught		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Food & Beverage and Management	58	57.4	57.4	57.4
	Travel & Tourism Management	5	5.0	5.0	62.4
	General Management	11	10.9	10.9	73.3
	Accommodation & Management	16	15.8	15.8	89.1
	Front Office & Management	4	4.0	4.0	93.1
	House Keeping & Management	5	5.0	5.0	98.0
	Language & Communication	2	2.0	2.0	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.9 projects the subjects taught by the faculty members at the hotel management institutes in Pune. The study is related to the gap analysis in the hospitality education hence the subjects taught are important. Out of the total 101 respondents, 58 respondents representing 57.4 percent teach Food & Beverage Management, followed by 16 respondents representing 15.8 teaching Accommodations Management and 11 respondents representing 10.9 percent teaching general management. Also 5 respondents representing 5 percent were found to be teaching travel and tourism management and another same number of respondents were found to be teaching housekeeping and management. 4 respondents representing 4 percent and 2 respondents representing 2 percent were found to be teaching front office & management and language & communication respectively.

Interpretation:

From the analysis it can be interpreted that food and beverage is a big department and around 57 percent of the respondents were found to be teaching constitute a large number. The other core departments of a hotel namely Accommodations, Front Office and Housekeeping are the subjects that are stressed upon.

Table No. 6.10: Hospitality Management Courses run by the Institute - 4 Yrs BHMCT:

4 Yrs. BHMCT		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	74	73.3	73.3	73.3
	No	27	26.7	26.7	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 6.10 shows the courses run by the hotel management institutes. The study is related to the gap analysis in the hospitality education hence the courses offered by the institutes play an important part. Out of the total 101 respondents, 74 respondents representing 73.3 percent said that their institute runs the 4 year degree course – BHMCT i.e. Bachelor in Hotel Management and Catering Technology and the remaining 27 respondents representing 26.7 percent do not have this 4 year BHMCT degree programme.

Interpretation:

It is clear from the analysis that the number of institutes running the 4 year BHMCT degree programme is high i.e. around 73 percent. It is an AICTE approved course under the Savitribai Phule Pune University and is the oldest degree course running in the city since 2003.

Table No. 6.11: Hospitality Management Courses run by the Institute - 3 Yrs. B.Sc. HS:

3Yrs. B.Sc. HS		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	73	72.3	72.3	72.3
	No	28	27.7	27.7	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 6.11 demonstrates the courses run by the hotel management institutes. The study is related to the gap analysis in the hospitality education hence the courses offered by the institutes play an important part. Out of the total 101 respondents, 73 respondents representing 72.3 percent run the 3 year degree course B.Sc. HS i.e. Bachelor in Science in Hospitality Studies while the remaining 28 respondents representing 27.7 do not have this course.

Interpretation:

From the analysis it is clear that the number of institutes running the 3 year B.Sc. HS. Degree programme is high i.e. around 72 percent. A number of institutes run both the AICTE approved 4 year degree BHMCT and the 3 year degree, BSC - HS.

Table No. 6.12: Hospitality Management Courses run by the Institute - Diploma in Hotel Management:

Diploma in HM		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	20.8	20.8	20.8
	No	80	79.2	79.2	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 6.12 presents the courses run by the hotel management institutes. The study is related to the gap analysis in the hospitality education hence the courses offered by the

institutes play an important part. Out of the total 101 respondents, only 21 respondents representing 20.8 percent run the diploma course in hotel management while the remaining 80 respondents representing 79.2 percent do not offer this course.

Interpretation:

It is clear from the analysis that the number of institutes running diploma course in hotel management is few with around 79 percent of the institutes not running the diploma course. The inclination and demand today is for a degree course hence the limited appeal and takers of the diplomas.

Table No. 6.13: Hospitality Management Courses run by the Institute - Other Courses:

Other Courses		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	41	40.6	40.6	40.6
	No	60	59.4	59.4	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 6.13 shows the other courses run by the hotel management institutes in Pune. Out of the total 101 respondents, 41 respondents representing 40.6 percent have said that their institutes run courses other than the 4 year BHMCT, 3 year degree BSC – HS and the diploma in hotel management whereas the remaining 60 respondents representing 59.4 percent have said that their institute do not have any other courses apart from the above 3 mentioned ones.

Interpretation:

From the analysis it is clear that the number of institutes running other course is lesser i.e. 41 percent, than those not running the courses (BHMCT, BSC-HS and diploma) i.e. around 59 percent. These courses vary from short certificate courses to PG diplomas.

Table No. 6.14: Classroom Training - 4 Yrs. BHMCT:

Class – 4 Yr. BHMCT	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 – 20	1	1	1	1
21 - 40	28	27.7	18.8	19.8
41 - 60	31	30.7	30.7	50.5
61 - 80	10	9.9	9.9	60.4
81 - 100	4	4	4	64.4
Not Applicable	27	26.7	28.7	100
Total	101	100	100	

Source: Field Work

Data Analysis:

The above table no. 6.14 displays the classroom training in the 4 year BHMCT course run by the hotel management institutes. The study is related to the gap analysis in the hospitality education hence the classroom training offered by the institutes play an important part. Out of the total 101 respondents, one respondent representing one percent has said that their institute provide upto 20 percent of classroom training; 28 respondents representing 27.7 percent have said that they provide 21 to 40 percent classroom training; 31 respondents representing 30.7 percent said that they provide 41 to 60 percent classroom training; 10 respondents representing 9.9 percent provide 61 to 80 percent of classroom training and 4 respondents representing 4 percent provide 81 to 100 percent classroom training. 27 respondents representing 26.7 percent have said that it is not applicable in their case since their institute does not run the 4 years BHMCT course.

Interpretation:

It is clear from the analysis that the most respondents i.e. around 58 percent feel that classroom training constitutes of 21 to 60 percent of the institute contact hours. 9.9 percent have accorded more classroom training hours. Hence it can be interpreted that on an average the students get more classroom training.

Table No. 6.15: Classroom Training - 3 Yrs. B.Sc. HM:

Class – 3 Yrs. B.Sc. HM	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21 – 40	14	13.9	13.9	13.9
41 – 60	36	35.7	34.7	48.5
61 - 80	13	12.9	12.9	61.4
81 - 100	10	9.9	9.9	71.3
Not Applicable	28	27.8	23.8	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.15 discloses the classroom training in the 3 year BSC HS course run by the hotel management institutes. The study is related to the gap analysis in the hospitality education hence the classroom training offered by the institutes play an important part. Out of the total 101 respondents, 14 respondents representing 13.9 percent said that they provide classroom training between 21 to 40 percent while 36 respondents representing 35.7 percent said that they provide 41 to 60 percent of classroom training whereas 13 respondents representing 12.9 percent said that they provide 61 to 80 percent of classroom training and 10 respondents representing 9.9 percent said that they provide 81 to 100 percent class room training. Also 28 respondents representing 27.7 percent said that the question is not applicable to them since their institute does not offer the course.

Interpretation:

From the analysis it is clear that most of the respondents i.e. around 62 percent of the institutes offer classroom training between 20 to 80 percent of the institute contact hours. Hence it can be interpreted that on an average more than 50 percent of classroom training is provided by the institutes.

Table No. 6.16: Classroom Training - Diploma in HM:

Class – Diploma in HM	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21 - 40	11	10.9	8.9	8.9
41 - 60	7	6.9	6.9	15.8
61 - 80	3	3.0	3.0	18.8
Not Applicable	80	79.2	78.2	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.16 depicts the classroom training in the diploma in hotel management course run by the hotel management institutes. Out of the total 101 respondents, 11 respondents representing 10.9 percent said that they provide 21 to 40 percent of classroom training, while 7 respondents representing 6.9 percent said that they provide 41 to 60 percent of classroom training whereas 3 respondents representing 3 percent said that they provide 61 to 80 percent of class room training. Also 80 respondents representing 79.2 percent have marked ‘not applicable’ since their institutes do not offer the course.

Interpretation:

It is clear from the analysis that only 20.8 percent of the respondents provide classroom training between 21 to 80 percent since the others do offer the course at all. Hence it can be interpreted that on an average the students get around 50 percent of classroom training.

Table No. 6.17: Classroom Training - Other Courses:

Class – Other Courses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21 – 40	6	5.9	5.9	5.9
41 – 60	22	21.8	17.8	23.8
61 – 80	8	7.9	7.9	31.7
81 – 100	5	5.0	5.0	36.6

Not Applicable	60	59.4	57.4	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.17 discloses the classroom training in the other courses run by the hotel management institutes. Out of the total 101 respondents, 6 respondents representing 5.9 percent said that they provide classroom training between 21 to 40 percent while 22 respondents representing 21.8 percent said that they provide 41 to 60 percent of classroom training whereas 8 respondents representing 7.9 percent said that they provide 61 to 80 percent of classroom training and 5 respondents representing 5 percent said that they provide 81 to 100 percent class room training. Also 60 respondents representing 59.4 percent said that the question is not applicable to them since their institute does not offer the course.

Data Interpretation:

From the analysis it can be interpreted that around 37 percent of the respondents provide 21 to 100 percent of classroom training to students. Hence it can be said that the students, get about 60 percent classroom training on an average.

Table No. 6.18: Practical Training - 4 Yrs. BHMCT:

Practical – BHMCT	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 – 20	1	1.0	1.0	1.0
21 – 40	19	18.8	18.8	19.8
41 – 60	44	43.6	34.7	54.5
61 – 80	6	5.9	5.9	60.4
81 – 100	4	4.0	4.0	64.4
Not Applicable	27	26.7	28.7	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 6.18 reveals the practical training in the 4 year BHMCT course run by the hotel management institutes. Out of the total 101 respondents, one respondent representing one percent said that they provide upto 20 percent of practical training; 19 respondents representing 18.8 percent have said that they provide 21 to 40 percent of practical training; 44 respondents representing 43.6 percent said that they provide practical training between 41 to 60 percent; 6 respondents representing 5.9 percent have said that they provide 61 to 80 percent of practical training; 4 respondents representing 4 percent have said that they provide 81 to 100 percent of practical training and 27 respondents representing 26.7 percent have marked as not applicable since their institute does not provide the course.

Interpretation:

It is clear from the analysis that most of the respondents i.e. around 62 percent have said that they provide between 21 to 60 hours of the institute contact hours. Hence it can be interpreted that on an average the students get around 40 percent of practical training. There is scope to increase the practical training of students.

Table No. 6.19: Practical Training - 3 Yrs. B.Sc. HM:

Practical – B.Sc. HM	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 – 20	4	4.0	4.0	4.0
21 - 40	24	23.8	23.8	27.7
41 - 60	27	26.7	26.7	54.5
61 - 80	12	11.9	9.9	64.4
81 - 100	6	5.9	5.9	70.3
Not Applicable	28	27.7	24.8	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.19 shows the practical training in the 3 year BSC HS course run by the hotel management institutes. Out of the total 101 respondents, 4 respondents

representing 4 percent have said that they provide practical training upto 20 percent of the institute contact hours; 24 respondents representing 23.8 percent have said that they provide 21 to 40 percent of practical training; 27 respondents representing 26.7 percent have said that they provide 41 to 60 percent of practical training; 12 respondents representing 11.9 percent have said that they provide 61 to 80 percent of practical training while 6 respondents representing 5.9 percent have said that they provide 81 to 100 percent of practical training and 28 respondents representing 27.7 percent have marked as not applicable since their institute does not provide the course.

Interpretation:

It is clear that the most respondents i.e. 54 percent have expressed that they provide 1 to 60 percent of practical training which means that on an average the students get around 30 percent of practical training. This means that the practical training constitutes far lesser contact hours than classroom training. Hence there is scope for increasing the practical training for students.

Table No. 6.20: Practical Training - Diploma in HM:

Practical – Diploma	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21 - 40	4	4.0	4.0	4.0
41 - 60	15	14.9	14.9	18.8
61 - 80	1	1.0	1.0	19.8
81 - 100	1	1.0	1.0	20.8
Not Applicable	80	79.2	76.2	100.0
Total	101	100.0	100.0	

Source: Field Work

Data analysis:

Table no. 6.20 portrays the practical training in the diploma in hotel management course run by the hotel management institutes. The study is related to the gap analysis in the hospitality education hence the practical training offered by the institutes play an important part. Out of the total 101 respondents, 4 respondents representing 4 percent said that they provide 21 to 40 percent of practical training; 15 respondents representing

14.9 percent feel that practical training is between 41 and 60 percent and one respondent representing one percent has said that they provide around 61 to 80 percent of practical training while another same number (1 respondent) has said that they provide 81 to 100 percent of practical training. 80 respondents representing 79.2 percent have marked ‘not applicable’ since their institute does not offer the course.

Interpretation:

Majority of the respondents i.e. 79 percent have marked ‘not applicable’ since their institute does not offer the course. Out of the remaining 21 respondents 19 respondents i.e. 18.9 percent have said that they provide 21 to 60 percent of practical training. Hence it can be interpreted that the students get around 40 percent of practical training. There is scope for improving the practical training aspect.

Table No. 6.21: Practical Training – Others:

Practical – Others		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 – 20	9	8.9	6.9	6.9
	21 – 40	13	12.9	12.9	19.8
	41 – 60	13	12.9	12.9	32.7
	61 – 80	2	2.0	2.0	34.7
	81 – 100	3	3.0	3.0	37.6
	Not Applicable	60	59.4	56.4	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 6.21 portrays the practical training in the other courses run by the hotel management institutes. Out of the total 101 respondents, 9 respondents representing 8.9 percent said that they provide upto 20 percent of practical training; 13 respondents representing 12.9 percent feel that practical training is between 21 to 40 percent while another same number of respondents have said that they provide 41 and 60 percent of practical training and 2 respondents representing 2 percent have said that they provide around 61 to 80 percent of practical training while 3 respondents representing 3 percent

have said that they provide 81 to 100 percent of practical training. 60 respondents representing 59.4 percent have marked ‘not applicable’ since their institute does not offer the course.

Data Interpretation:

Most of the respondents i.e. 59 percent have marked ‘not applicable’ since their institute does not offer the course. Out of the remaining 41 respondents 35 respondents i.e. 35 percent have said that they provide 1 to 60 percent of practical training. Hence it can be interpreted that the students get around 30 percent of practical training. There is scope for improving the practical training aspect.

Table No. 6.22: Specialisation available in the course:

Specialisation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	63	62.4	62.4	62.4
	No	22	21.8	21.8	84.2
	No Answer	16	15.8	15.8	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.22 presents the specialization available in the courses run by the hotel management institutes. Out of the total 101 respondents, 63 respondents representing 62.4 percent have responded in the affirmative saying that specialization is available in the course while 22 respondents representing 21.8 percent have said that there is no specialization available and 16 respondents representing 15.8 percent have given no answer.

Interpretation:

It is clear from the analysis that many of the respondents i.e. around 62 percent have said that specialization is available. This is a sign of a well structured course wherein the initial 3 parts are the base or foundation and the final part is specialization part to enable

students to hone specific skills. However no specialization is available in the diploma and the 3 year degree courses.

Table No. 6.23: Compulsory Industry Training:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	96	95.0	95.0	95.0
	No	5	5.0	5.0	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 6.23 displays the compulsory industrial training required in the courses run by the hotel management institutes. Out of the total 101 respondents, 96 respondents representing 95 percent have responded in the affirmative way saying that they have compulsory industrial training for the students and 5 respondents representing 5 percent have replied in the negative way saying that they do not have compulsory industrial training.

Interpretation:

It is clear from the analysis that industrial training is a mandatory part of the curriculum in all the courses run by various hotel management institutes with around 95 percent of the respondents accepting so. This enables students to get a feel of the real world and interact with the industry. It is a huge learning experience.

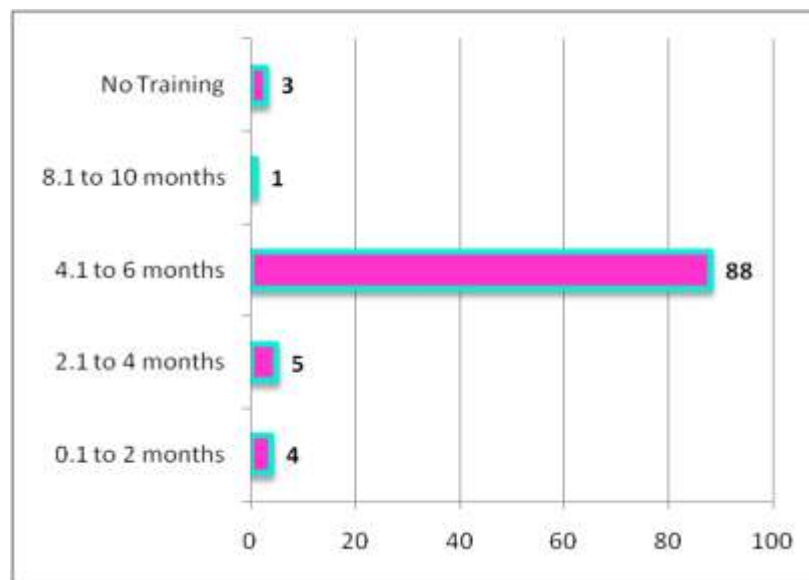
Table No. 6.24: Period of Training:

Period of Training		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0.1 to 2 months	4	4.0	4.0	4.0
	2.1 to 4 months	5	5.0	5.0	8.9
	4.1 to 6 months	88	87.1	87.1	96.0
	8.1 to 10 months	1	1.0	1.0	97.0
	No Training	3	3.0	3.0	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 6.24 and graph no. 6.3 project the period of industrial training as mandated in the courses run by the hotel management institutes. Out of the total 101 respondents, 4 respondents representing 4 percent said that they provide 0.1 to 2 months training; 5 respondents representing 5 percent said that they provide 2.1 to 4 months training; 88 respondents representing 87.1 percent have said that they provide 4.1 to 6 months training; one respondent representing one percent has said that they provide 8.1 to 10 months training and 3 respondents representing 3 percent have replied as ‘no training’.

Graph No. 6.3: Period of Training**Interpretation:**

It is clear from the analysis that 4.1 to 6 months industrial training is a mandatory part of the curriculum in all the courses run by various hotel management institutes with around 87 percent of the respondents saying so. 20 weeks training is mandated in the syllabus. This makes for a uniform rule and enables students to get a feel of the real world and interact with the industry. It is a huge learning experience.

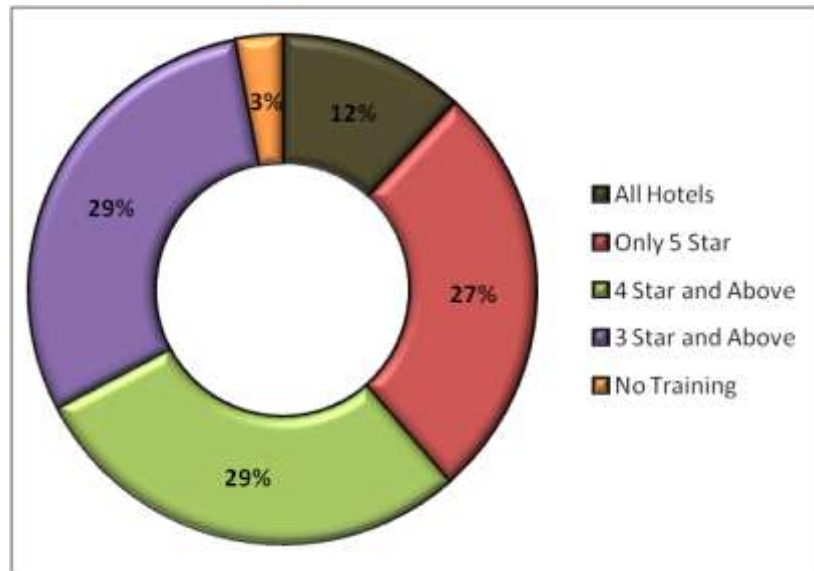
Table No. 6.25: Type of Hotel for Training:

Hotel Type	Frequency	Percent	Valid Percent	Cumulative Percent
Valid All Hotels	12	11.9	11.9	11.9

Only 5 Star	27	26.7	26.7	38.6
4 Star and Above	29	28.7	28.7	67.3
3 Star and Above	30	29.7	29.7	97.0
No Training	3	3.0	3.0	100.0
Total	101	100.0	100.0	

Source: Field Work

Graph No. 6.4: Type of Hotel for Training



Data Analysis:

Table no. 6.25 and graph no. 6.4 put on view the type of hotel specified for industrial training in the courses run by the hotel management institutes. Out of the total 101 respondents, 12 respondents representing 11.9 percent have said that they send their students for training in all type of hotels and 27 respondents representing 26.7 have said that their students are sent only to 5 star category hotel for training while 29 respondents representing 28.7 have said that their students are sent to 4 star and above category of hotels for training whereas 30 respondents representing 29.7 have accepted that their students go to 3 star and above category of hotels for training and 3 respondents representing 3 percent respondents have marked ‘no training’.

Interpretation:

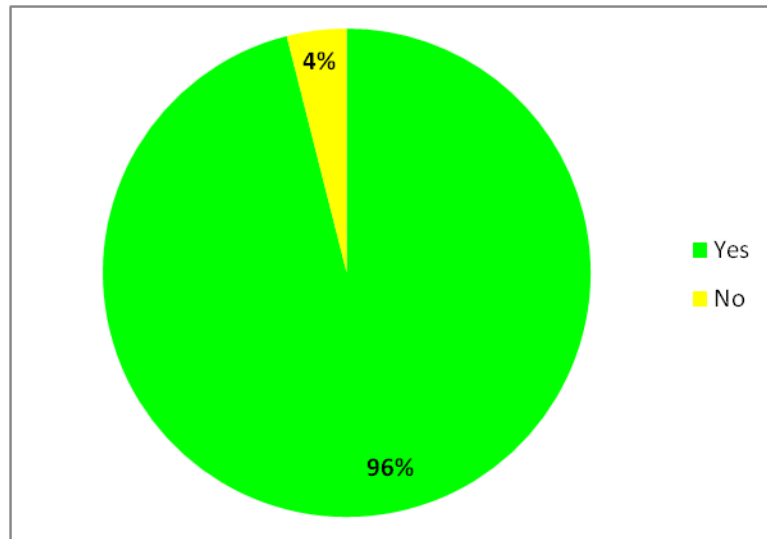
It is clear from the analysis that majority of the respondents i.e. around 67 percent receive training in the 4 star and above category hotels. This shows that institutes would ideally aspire to place their students in 4 star and above category hotel preferably 5 star hotels. The brand name, processes, infrastructure and standards maintained in big hotels all add to the value and learning of students. The bigger branded hotels are run professionally too.

Table No. 6.26: Campus Recruitment:

Campus		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	97	96.0	96.0	96.0
	No	4	4.0	4.0	100.0
Total		101	100.0	100.0	

Source: Field Work

Graph No. 6.5: Campus Recruitment



Data Analysis:

The table no. 6.26 and graph no. 6.5 present the campus recruitment for various hotel management institutes. The study is related to the gap analysis in the hospitality education hence the fact whether campus recruitments happens or not, plays an important part. Out of the total 101 respondents, 97 respondents representing 96 percent have said

that they provide campus recruitment and only 4 respondents representing 4 percent have responded as ‘no’.

Interpretation:

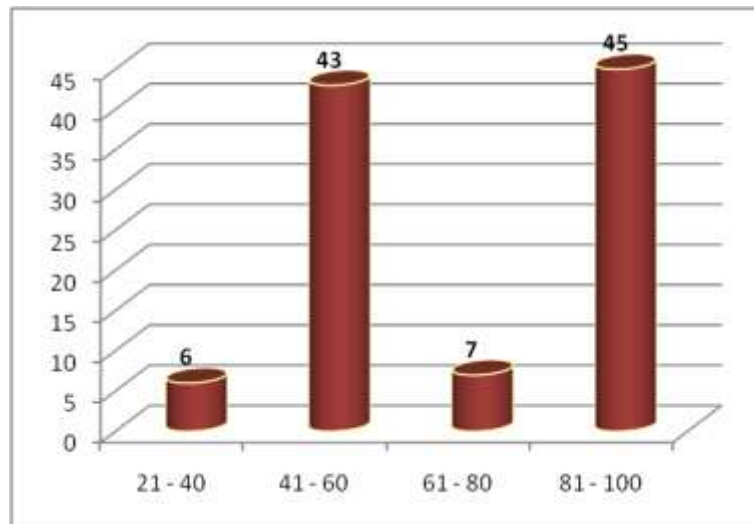
From the analysis it is clear that majority of the respondents i.e. 96 percent (and hence institutes) have campus recruitment. It is a good opportunity for students in their final year to try and get placements in various hospitality companies at various levels.

Table No. 6.27: Percentage of students employed through campus:

Campus Employment		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 - 40	6	5.9	5.9	5.9
	41 - 60	43	42.6	42.6	48.5
	61 - 80	7	6.9	6.9	55.4
	81 - 100	45	44.6	44.6	100.0
	Total	101	100.0	100.0	

Source: Field Work

Graph No. 6.6: Percentage of students employed through campus



Data Analysis:

The table no. 6.27 and graph no. 6.6 put on show the percentage of students employed through campus recruitment at the hotel management institutes. The study is related to

the gap analysis in the hospitality education hence percentage of students employed through campus plays an important part. Out of the total 101 respondents, 6 respondents representing 5.9 percent have accepted that around 21 to 40 percent of their students get employed through campus while 43 respondents representing 42.6 have said that 41-60 percent of their students get employed through campus whereas 7 respondents representing 6.9 percent have said that 61 to 80 percent of their students are employed through campus and 45 respondents representing 44.6 have said that 81-100 percent of their students get employed through campus.

Interpretation:

From the analysis it is clear that while almost all institutes offer campus recruitment, the percentage varies greatly. On an average, half the students do not get placed through campus.

Table No. 6.28: Revision of Curriculum:

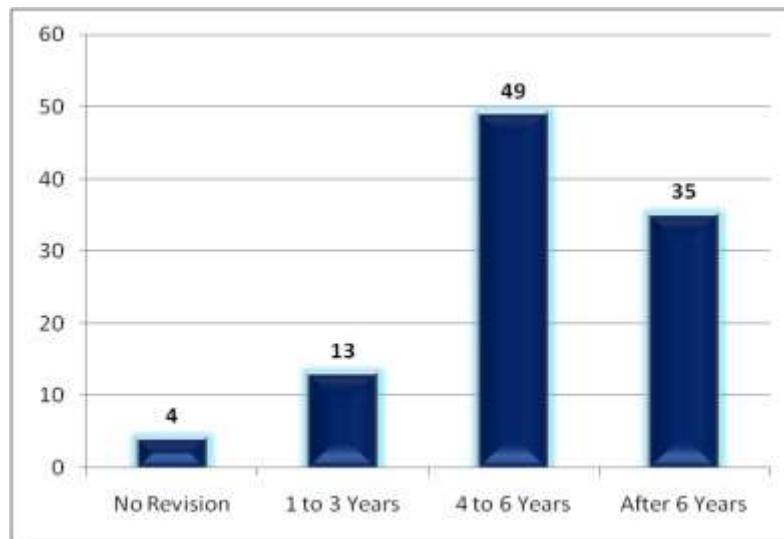
Curriculum Revision		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Revision	4	4.0	4.0	4.0
	1 to 3 Years	13	12.9	12.9	16.8
	4 to 6 Years	49	48.5	48.5	65.3
	After 6 Years	35	34.7	34.7	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 6.28 and graph no. 6.7 reveal the frequency of curriculum revision for the courses run by the hotel management institutes. Out of the total 101 respondents, 4 respondents representing 4 percent have said that no revision in curriculum has happened; 13 respondents representing 12.9 percent have conceded that revision happens every 1 to 3 years; 49 respondents representing 48.5 percent have said that the frequency of curriculum revision is 4 to 6 years while 35 respondents representing 34.7 have mentioned that curriculum is revised after 6 years.

Graph No. 6.7: Revision of Curriculum



Interpretation:

From the analysis it is clear that, barring a few who have said that no revision in the curriculum happens, most of the courses revise their curriculum or syllabus. The frequency varies. However on an average most revisions happen anytime after 4 years with around 83 percent of the respondents saying so. The respondents saying ‘after 6 years’ is also high. (about 35 percent)

Table No. 6.29: Opinion on Gap between the Educated and the Employable:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	75.2	75.2	75.2
	No	25	24.8	24.8	100.0
	Total	101	100.0	100.0	

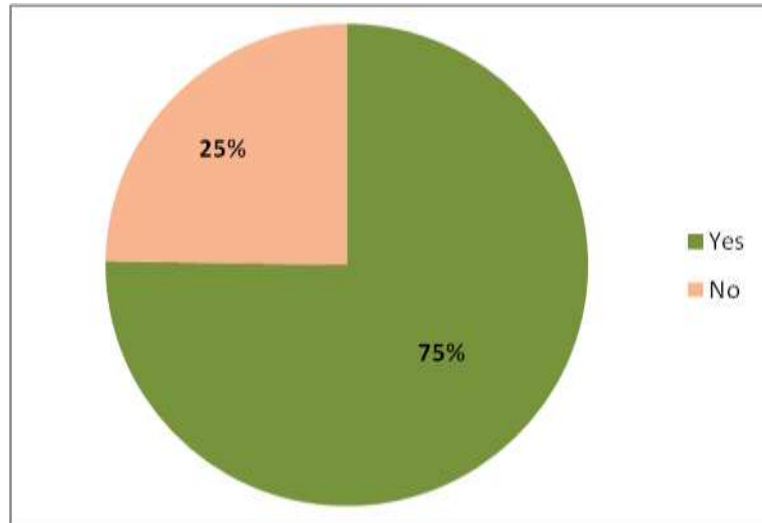
Source: Field Work

Data Analysis:

The table no. 6.29 and graph no. 6.8 portray the opinion of the respondents on the gap between the educated and the employable students of various courses run by the hotel management institutes. Out of the total 101 respondents, 76 respondents representing 75.2 percent have responded in the affirmative saying that there is gap between the

educated and the employable candidates and 25 respondents representing 24.8 percent have replied in the negative saying that there is no gap.

Graph No. 6.8: Opinion on Gap between the Educated and the Employable



Interpretation:

It is clear that from the analysis that almost three fourths of the respondents i.e. around 75 percent believe that there exists a gap in the educated students and their employability. This reiterates our statement that a gap indeed exists.

Table No. 6.30: Suggestions to Bridge the Gap:

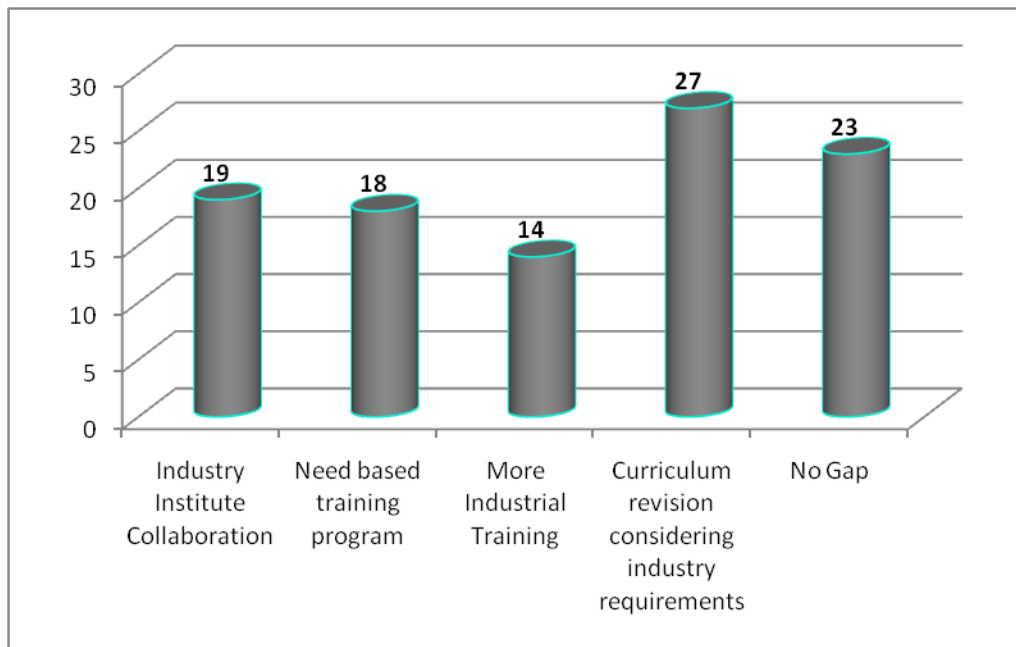
Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Industry Institute Collaboration	19	18.8	18.8	18.8
Need based training program	18	17.8	17.8	36.6
More Industrial Training	14	13.9	13.9	50.5
Curriculum revision considering industry requirements	27	26.7	26.7	77.2
No Gap	23	22.8	22.8	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Above table no. 6.30 and graph no. 6.9 display the suggestions to bridge the gap between hospitality education and industry requirements. The study is related to the gap analysis in the hospitality education hence suggestions of the respondents to bridge the gap play an important part. Out of the total 101 respondents, 27 respondents representing 26.7 percent have mentioned ‘Curriculum revision considering industry requirements’ while 19 respondents representing 18.8 percent have suggested a better Industry-Institute collaboration whereas 18 respondents representing 17.8 percent have reiterated the ‘need based training program’ and 14 respondents representing 13.9 percent have suggested more industrial training. 23 respondents representing 22.8 percent have stated that there is no gap.

Graph No. 6.9: Suggestions to Bridge the Gap



Interpretation:

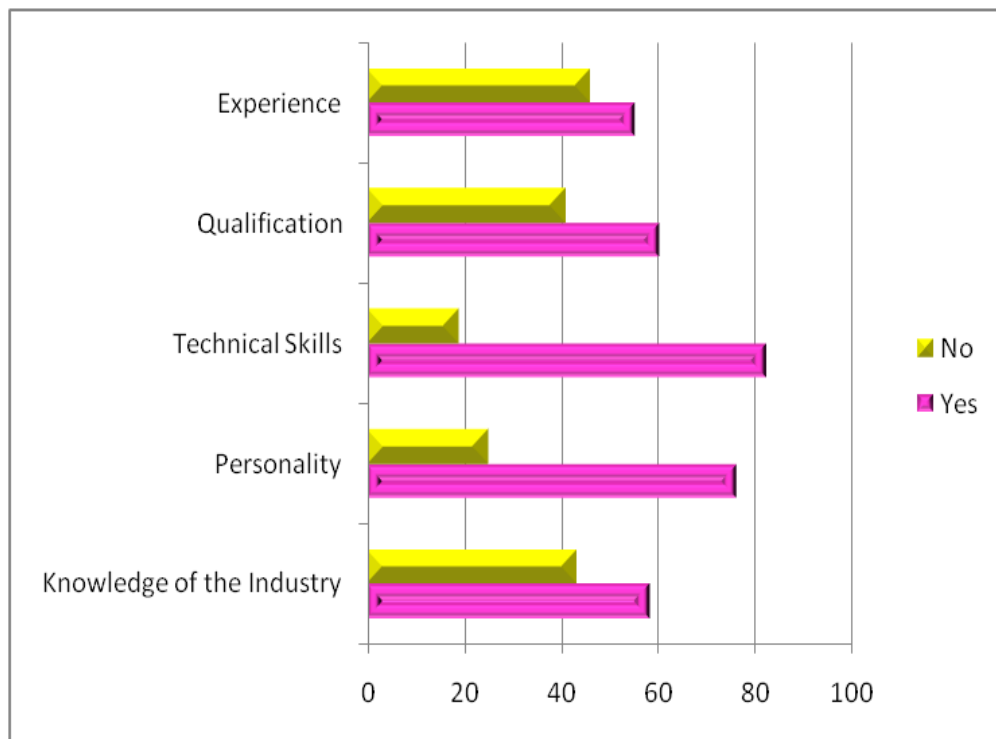
It is clear from the analysis that more than three fourths of the respondents i.e. around 77 percent have marked suggestions to bridge the gap. The suggestions point out to more industry participation in terms of curriculum revision inputs, industrial training and need based training.

Table No. 6.31: Expectation of the Human Resource Department while recruiting new employee:

Expectation	Yes		No		Total	
	Frequency	%	Frequency	%	Frequency	%
Knowledge of the Industry	58	57.4	43	42.6	100	100.0
Personality	76	75.2	25	24.8	100	100.0
Technical Skills	82	81.2	19	18.8	100	100.0
Qualification	60	59.4	41	40.6	100	100.0
Experience	55	54.5	46	45.5	100	100.0

Source: Field Work

Graph No. 6.10: Expectation of the Human Resource Department while recruiting new employee



Data Analysis:

The above table no. 6.31 and graph no. 6.10 reveal respondent’s opinion on expectation of the Human Resource Department while recruiting new employees. The study is related to the gap analysis in the hospitality education hence respondent’s opinion on expectation

of the HR while recruiting new employees play an important part. Regarding industry knowledge, out of the total 101 respondents, 58 respondents representing 57.4 percent have accepted that knowledge of the industry is expected by the HR department and 43 respondents representing 42.6 percent have said that it is not expected.

With respect to personality, out of the total 101 respondents, 76 respondents representing 75.2 percent have responded in the affirmative and 25 respondents representing 24.8 percent have replied in the negative. Regarding technical skills, out of the total 101 respondents, 82 respondents representing 81.2 percent have said that the HR department expects technical skills while recruiting new employee and 19 respondents representing 18.8 percent have said that the HR department does not expect so. Regarding qualifications as an expectation by the human resource department while recruiting new employee, out of the total 101 respondents, 60 respondents representing 59.4 percent have said that it is qualification is expected while 41 respondents representing 40.6 percent have said that it is not expected. With respect to experience, out of the total 101 respondents, 55 respondents representing 54.5 percent have said that experience is expected by the human resource department and 46 respondents representing 45.5 percent do not think so.

Interpretation:

It is clear from the analysis that knowledge of the industry (57%), personality (75%), technical skills (81%), qualifications (59%) and experience (54%) are all important factor expected by the Human Resource Department while recruiting new employees. Out of the five factors technical skills and personality are the top two important factors while the remaining three are moderately important.

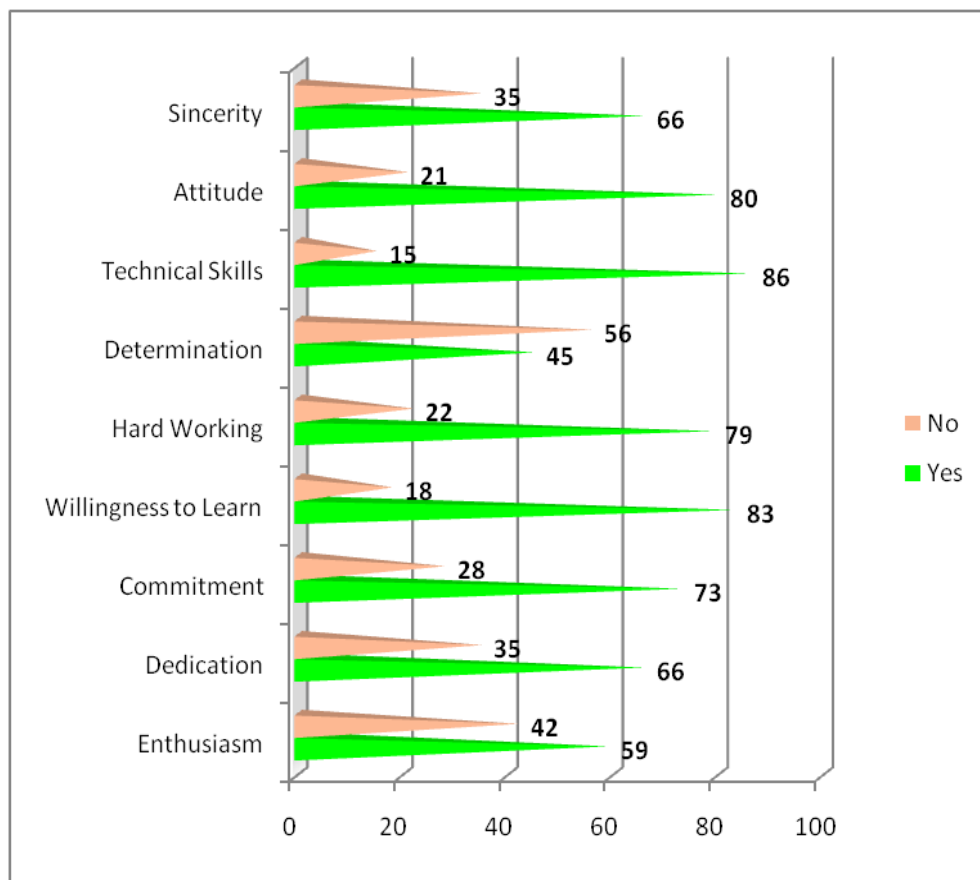
Table No. 6.32: Factors important for an employee in the Hospitality Industry:

Factors	Yes		No		Total	
	Frequency	%	Frequency	%	Frequency	%
Enthusiasm	59	58.4	42	41.6	100	100.0
Dedication	66	65.3	35	34.7	100	100.0

Commitment	73	72.3	28	27.7	100	100.0
Willingness to Learn	83	82.2	18	17.8	100	100.0
Hard Working	79	78.2	22	21.8	100	100.0
Determination	45	44.6	56	55.4	100	100.0
Technical Skills	86	85.1	15	14.9	100	100.0
Attitude	80	79.2	21	20.8	100	100.0
Sincerity	66	65.3	35	34.7	100	100.0

Source: Field Work

Graph No. 6.11: Factors important for an employee in the Hospitality Industry



Data Analysis:

The above table no. 6.32 and graph no. 6.11 present the respondent's responses to the factors important for an employee in the hospitality industry. The study is related to the gap analysis in the hospitality education hence the opinion of the respondents on the important factors for an employee plays an important part. Regarding Enthusiasm as an important factor for an employee, out of the total 101 respondents, 59 respondents

representing 58.4 percent have accepted that enthusiasm is an important factor while 42 respondents representing 41.6 percent have declined it. With respect to dedication as an important factor for an employee, out of the total 101 respondents, 66 respondents representing 65.3 percent have agreed that dedication is an important factor and 35 respondents representing 34.7 percent have not agreed to that.

As regarding commitment as an important factor for an employee out of the total 101 respondents 73 respondents representing 72.3 percent have said that commitment is an important factor for an employee whereas 28 respondents representing 27.7 percent do not think so. With respect to willingness to learn as an important factor for an employee, out of the total 101 respondents 83 respondents representing 82.2 percent have accepted that it is an important factor while 18 respondents representing 17.8 percent have denied that. The opinion on hard work as an important factor for an employee was that out of the total 101 respondents 79 respondents representing 78.2 percent opined that hard work is an important factor for an employee while 22 respondents representing 21.8 percent opined that it is not so. Regarding determination as an important factor for an employee, out of the total 101 respondents 45 respondents representing 44.6 percent have accepted it and 56 respondents representing 55.4 percent have denied it.

With respect to technical skills as an important factor for an employee, out of the total 101 respondents 86 respondents representing 85.1 percent have said that technical skills are important for an employee whereas 15 respondents representing 14.9 percent have said that they are not important. Attitude is another factor important for an employee and the respondents' opinion on the same was sought. Out of the total 101 respondents 80 respondents representing 79.2 percent have accepted that attitude is an important factor while 21 respondents representing 20.8 percent have not accepted the same. With respect to sincerity as an important factor for an employee, out of the total 101 respondents 66 respondents representing 65.3 percent have said that it is important whereas 35 respondents representing 34.7 percent have said that it is not an important factor.

Interpretation:

From the analysis it is clear that the characteristics enthusiasm (58%), dedication (65%), commitment (72%), willingness to learn (82%), hard work (78%), technical skills (85%), attitude (79%), sincerity (65%), are the important characteristics that were found to be important for an employee to possess with while determination (44%), was not found to be so important.

Table No. 6.33: Curriculum is in Sync with Industry Expectations:

Opinion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	5.9	5.9	5.9
	Agree	36	35.6	35.6	41.6
	Neutral	22	21.8	21.8	63.4
	Disagree	35	34.7	34.7	98.0
	Strongly Disagree	2	2.0	2.0	100.0
	Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 6.33 displays the respondents' opinion on whether the curriculum of the courses offered at the hotel management institutes is in sync with industry expectations. The study is related to the gap analysis in the hospitality education hence the synchronization of the curriculum with industry expectations is important. Out of the total 101 respondents, 6 respondents representing 5.9 percent have strongly agreed to the statement while 36 respondents representing 35.6 percent have said agreed to it and 22 respondents representing 21.8 percent have been neutral about it whereas 35 respondents representing 34.7 percent and 2 respondents representing 2 percent have disagreed and strongly disagreed to the statement respectively.

Interpretation:

The statement on whether the curriculum is in sync with the industry expectations has not received any clear majority with around 40 percent of the respondents agreeing to it and 36 percent disagreeing to it. Hence it can be concluded that there is a gap between what industry expects and what institutes offer since no clear majority has been given about whether the curriculum is in sync or not. It can be further said that there is scope to make the curriculum in sync with the industry's expectations.

Table No. 6.34: Faculty with Industry Experience is more effective in Teaching:

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	52	51.5	51.5	51.5
Agree	27	26.7	26.7	78.2
Neutral	17	16.8	16.8	95.0
Disagree	5	5.0	5.0	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.34 reveals the respondents' opinion on whether faculty with industry experience is more effective in teaching. The study is related to the gap analysis in the hospitality education hence opinions on the effectiveness in teaching of faculty with industry experience is important. Out of the total 101 respondents, 52 respondents representing 51.5 percent have strongly agreed to the statement whereas 27 respondents representing 26.7 percent have agreed to it taking the cumulative percentage to 78.2 percent while 17 respondents representing 16.8 percent have been neutral about it and a mere 5 respondents representing 5 percent have disagreed to the statement.

Interpretation:

It is clear from the analysis that the faculty with industry experience is more effective in teaching as agreed and strongly agreed by 78 percent of the respondents. Industry experience translates well in the classrooms. Also for practical approach, industry

practices and latest trends help. Faculty members with experience also have contacts in the industry which augurs well for institute networking.

Table No. 6.35: Hospitality Management Course taken as Last Resort and not as a career option:

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	10	9.9	9.9	9.9
Agree	36	35.6	35.6	45.5
Neutral	34	33.7	33.7	79.2
Disagree	20	19.8	19.8	99.0
Strongly Disagree	1	1.0	1.0	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 6.35 exhibits the respondents’ opinion on whether hotel management course is taken as last resort by students and not as a career option. The study is related to the gap analysis in the hospitality education hence opinions on whether hotel management course is taken as last resort by students and not as a career option is important. Out of the total 101 respondents, 10 respondents representing 9.9 percent have strongly agreed to the statement while 36 respondents representing 35.6 percent have agreed to it taking the cumulative percentage to 45.5 percent whereas 34 respondents representing 33.7 percent have been neutral about it and 20 respondents representing 19.8 percent have disagreed to the statement and one respondent representing one percent has strongly disagreed to the statement.

Interpretation:

The analysis shows that the faculty is not able to provide a majority to any of the options and the fact that one third of the respondents have remained neutral cannot be ignored. It can be said that faculty opines that a lot of students take up hotel management as a last resort since around 45 percent have opined so.

Table No. 6.36: Practical tenure of Training should be increased to increase Employability Ratio:

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	28	27.7	27.7	27.7
Agree	42	41.6	41.6	69.3
Neutral	15	14.9	14.9	84.2
Disagree	16	15.8	15.8	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Table no. 6.36 portrays the respondents' opinion on whether practical tenure of training should be increased to increase Employability Ratio. The study is related to the gap analysis in the hospitality education hence opinions on whether practical tenure of training should be increased to increase Employability Ratio is important. Out of the total 101 respondents, 28 respondents representing 27.7 percent have strongly agreed to the statement and 42 respondents representing 41.6 percent have agreed to the statement taking the cumulative percentage to 69.3 percent. 15 respondents representing 14.9 percent have been neutral about it while 16 respondents representing 15.8 percent have disagreed to the statement.

Interpretation:

It is clear from the analysis that most of the respondents i.e. around 69 percent feel that the practical tenure of training should be increased to increase the Employability Ratio. Currently all the courses have only one round of industrial exposure training for 20 weeks or so during one semester of the entire course. Practical exposure in industry, facing real life situations and guests adds to the personality and learning of students. This in turn makes them more 'industry ready'.

Table No. 6.37: There is sufficient interaction between the industry and faculty:

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	6	5.9	5.9	5.9
Agree	30	29.7	29.7	35.6
Neutral	21	20.8	20.8	56.4
Disagree	37	36.6	36.6	93.1
Strongly Disagree	7	6.9	6.9	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

Above table no. 6.37 reveals the respondents' opinion on whether there is sufficient interaction between the industry and faculty. Out of the total 101 respondents, 6 respondents representing 5.9 percent have strongly agreed to the statement and 30 respondents representing 29.7 percent have agreed to it taking the cumulative percentage to 35.6 percent. 21 respondents representing 20.8 percent have been neutral about it while 37 respondents representing 36.6 percent have disagreed to the statement and 7 respondents representing 6.9 percent have strongly disagreed to the statement.

Interpretation:

From the analysis it is not clear about what the respondents feel regarding whether there is insufficient interaction between the industry and faculty. Since the cumulative percentage of those who disagree i.e. around 46 percent is higher than those who agree i.e. around 36 percent, we can safely interpret it as there is much more scope to initiate or foster interaction as may be the situation.

Table No. 6.38: Workshops / Seminars / Conferences should be conducted frequently by combining industry and academicians:

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	60	59.4	59.4	59.4
Agree	30	29.7	29.7	89.1

Neutral	7	6.9	6.9	96.0
Disagree	4	4.0	4.0	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.38 shows the respondents' opinion on whether Workshops / Seminars / Conferences should be conducted frequently by combining industry and academicians. The study is related to the gap analysis in the hospitality education hence opinions on whether Workshops / Seminars / Conferences should be conducted frequently by combining industry and academicians is important. Out of the total 101 respondents, 60 respondents representing 59.4 percent have said that they 'Strongly agree' to the statement and 30 respondents representing 29.7 percent have said that they 'Agree' to it taking the cumulative percentage to 89.1 percent. 7 respondents representing 6.9 percent have been neutral about it and 4 respondents representing 4 percent have said that they 'Disagree' to the statement.

Interpretation:

It is clear from the analysis that majority of the respondents i.e. around 89 percent feel that Workshops / Seminars / Conferences should be conducted frequently by combining industry and academicians. It reiterates the faculty opinion that interaction / liaison with industry needs to be increased. This will only help the students to improvise their skills and will be a step towards making the students employable.

Table No. 6.39: Hospitality Management Educators are well aware about the hospitality industry:

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	17	16.8	16.8	16.8
Agree	49	48.5	48.5	65.3
Neutral	22	21.8	21.8	87.1
Disagree	12	11.9	11.9	99.0

Strongly Disagree	1	1.0	1.0	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.39 puts on view the respondents' opinion on whether Hospitality Management Educators are well aware about the hospitality industry. The study is related to the gap analysis in the hospitality education hence opinions on whether Hospitality Management Educators are well aware about the hospitality industry is important. Out of the total 101 respondents, 17 respondents representing 16.8 percent have strongly agreed to the statement while 49 respondents representing 48.5 percent have agreed to it taking the cumulative percentage to 65.3 percent. 22 respondents representing 21.8 percent have been neutral about it while 12 respondents representing 11.9 percent have disagreed to the statement and 1 respondent representing 1 percent has strongly disagreed to it.

Interpretation:

From the analysis it is clear that most of the respondents i.e. around 65 percent feel that Hospitality Management Educators are well aware about the hospitality industry. The relatively good percentage of 'Neutral' and considering the fact that they are coming from faculty it should be noted.

Table No. 6.40: Hospitality Management degree is beneficial for a candidate at entry and promotional level:

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	25	24.8	24.8	24.8
Agree	58	57.4	57.4	82.2
Neutral	11	10.9	10.9	93.1
Disagree	7	6.9	6.9	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.41 and graph no. 6.41 portray the respondents' opinion on whether Hospitality Management degree is beneficial for candidate at entry and promotional level. The study is related to the gap analysis in the hospitality education hence opinions on whether Hospitality Management degree is beneficial for candidate at entry and promotional level is important. Out of the total 101 respondents, 25 respondents representing 24.8 percent have said that they 'Strongly agree' to the statement and 58 respondents representing 57.4 percent have said that they 'Agree' to it taking the cumulative percentage to 82.2 percent. 11 respondents representing 10.9 percent have been neutral about it while 7 respondents representing 6.9 percent have said that they 'Disagree' to the statement.

Interpretation:

It is clear from the analysis that a majority of the respondents i.e. around 82 percent feel that Hospitality Management degree is beneficial for a candidate at entry and promotional level. It provides the basic foundation for further learning, growth and development.

Table No. 6.41: There is high level of Industry Institute Liaison:

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	6	5.9	5.9	5.9
Agree	30	29.7	29.7	35.6
Neutral	30	29.7	29.7	65.3
Disagree	29	28.7	28.7	94.1
Strongly Disagree	6	5.9	5.9	100.0
Total	101	100.0	100.0	

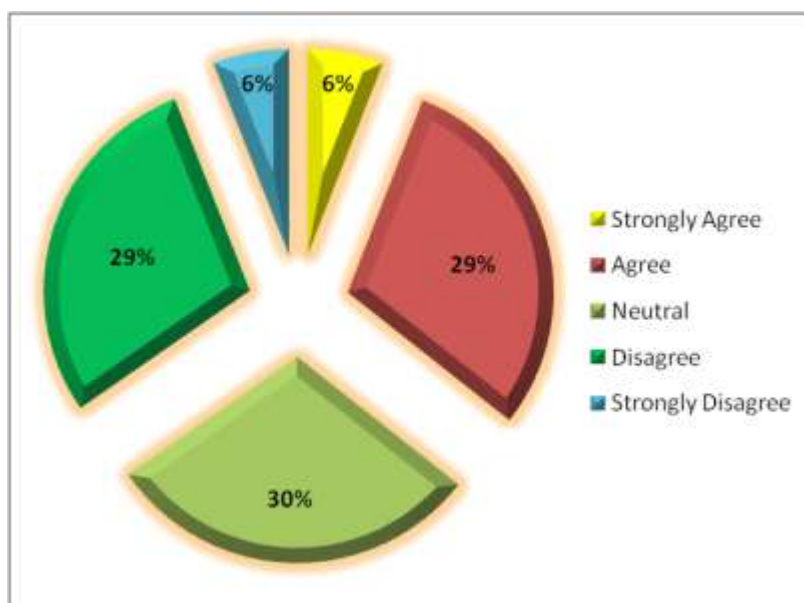
Source: Field Work

Data Analysis:

Table no. 6.41 and graph no. 6.12 displayed above represent the respondents' opinion on whether there is high level of Industry Institute Liaison. The study is related to the gap analysis in the hospitality education hence opinions on whether there is high level of

Industry Institute Liaison is important. Out of the total 101 respondents, 6 respondents representing 5.9 percent have said that they ‘Strongly agree’ to the statement and 30 respondents representing 29.7 percent have said that they ‘Agree’ to it taking the cumulative percentage to 35.6 percent. 30 respondents representing 29.7 percent have been neutral about it whereas 29 respondents representing 28.7 percent have said that they ‘Disagree’ to the statement and 6 respondents representing 5.9 percent ‘Strongly disagree’ to the statement.

Graph No. 6.12: There is high level of Industry Institute Liaison



Interpretation:

It is clear from the analysis that there are almost equal percentage of respondents who agree and disagree with the statement that there is high level of Industry Institute Liaison hence it can be interpreted that there is indeed a lot of scope to initiate and increase the industry institute liaison through various forums.

Table No. 6.42: There is a need to restructure the syllabus in order to produce more employable candidates:

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	56	55.4	55.4	55.4
Agree	29	28.7	28.7	84.2

Neutral	10	9.9	9.9	94.1
Disagree	5	5.0	5.0	99.0
Strongly Disagree	1	1.0	1.0	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The above table no. 6.42 explains the respondents' opinion on whether there is a need to restructure the syllabus in order to produce more employable candidates. Out of the total 101 respondents, 56 respondents representing 55.4 percent have strongly agreed to the statement while 29 respondents representing 28.7 percent have agreed to it taking the cumulative percentage to 84.2 percent and 10 respondents representing 9.9 percent have been neutral about it whereas 5 respondents representing 5 percent have disagreed and 1 respondent representing 1 percent has strongly disagreed to the statement respectively.

Interpretation:

From the analysis it is clear that a vast majority i.e. around 84 percent opines that the syllabus needs major restructuring in order to make it more relevant to real life i.e. Industry. The more the relevance and practicality, more would be the employability of the students.

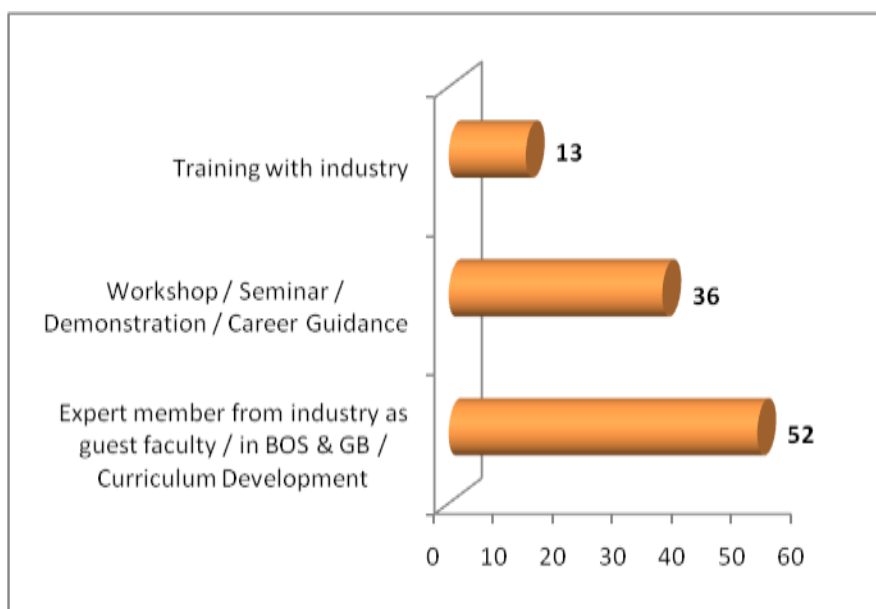
Table No. 6.43: Initiatives with Industry - Institute Liaison:

	Initiatives	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Expert member from industry as guest faculty / in BOS & GB / Curriculum Development	52	51.5	51.5	51.5

Workshop / Seminar / Demonstration / Career Guidance	36	35.6	35.6	87.1
Training with industry	13	12.9	12.9	100.0
Total	101	100.0	100.0	

Source: Field Work

Graph No. 6.13: Initiatives with Industry - Institute Liaison



Data Analysis:

The table no. 6.43 and graph no. 6.13 give you an idea about the initiatives with Industry-Institute liaison. The study is related to the gap analysis in the hospitality education hence the opinion on initiatives with Industry Institute liaison is important. Out of the total 101 respondents, 52 respondents representing 51.5 percent have suggested the initiative like ‘Expert member from industry as guest faculty / in BOS & GB / Curriculum Development’ while 36 respondents representing 35.6 percent have suggested workshops, seminars, demonstrations and career guidance as initiatives for Industry-Institute liaison and 13 respondents representing 12.9 percent have mentioned training with industry as an initiative.

Interpretation:

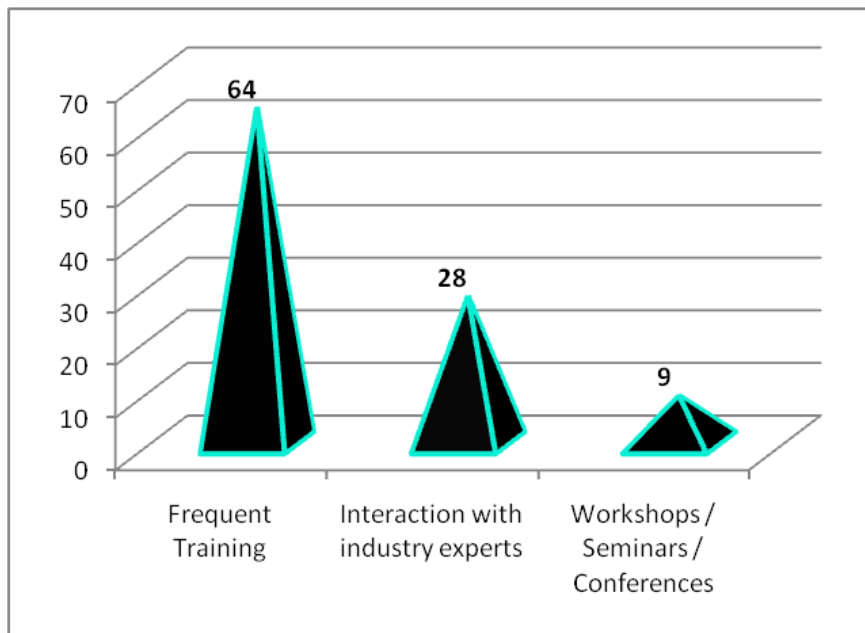
It is clear from the analysis that while curriculum revision and industry-institute liaison have got a staggering majority i.e. around 51 percent, the respondents have come forward to give suggestions to increase the liaison or interaction with the Industry. Actually all the suggestions can be implemented and in fact can be made mandatory. The implementation too should be in the true spirit and not just on paper to make a real difference.

Table No. 6.44: Suggestions to update the faculty with industry developments:

Suggestions	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Frequent Training	64	63.4	63.4	63.4
Interaction with industry experts	28	27.7	27.7	91.1
Workshops / Seminars / Conferences	9	8.9	8.9	100.0
Total	101	100.0	100.0	

Source: Field Work

Graph No. 6.14: Suggestions to update the faculty with industry developments



Data Analysis:

Table no. 6.44 and graph no. 6.14 demonstrate the suggestions to update the faculty with industry developments. The study is related to the gap analysis in the hospitality education hence suggestions to update the faculty with industry developments are important. Out of the total 101 respondents, 64 respondents representing 63.4 percent have suggested the initiative 'Frequent training' while 28 respondents representing 27.7 percent have mentioned 'Interaction with industry experts' and 9 respondents representing 8.9 percent have listed workshops, seminars, conferences as initiatives for updating faculty with industry developments.

Interpretation:

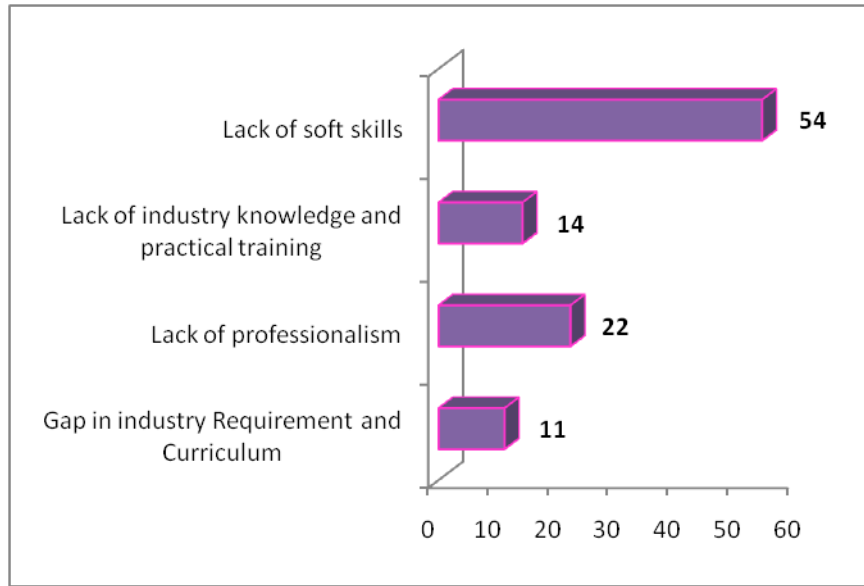
It is clear from the analysis that faculty needs frequent training to keep abreast with the new trends and developments in the Industry according to 63 percent of the respondents. The respondents have come forward to give suggestions to facilitate this updating. Actually all the suggestions can be implemented and in fact can be made mandatory. The implementation too should be in the true spirit and not just on paper to make a real difference.

Table No. 6.45: Reasons for failure of students:

Reasons		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gap in industry Requirement and Curriculum	11	10.9	10.9	10.9
	Lack of professionalism	22	21.8	21.8	32.7
	Lack of industry knowledge and practical training	14	13.9	13.9	46.5
	Lack of soft skills	54	53.5	53.5	100.0
	Total	101	100.0	100.0	

Source: Field Work

Graph No. 6.15: Reasons for failure of students



Data Analysis:

Table no. 6.45 and graph no. 6.15 display the respondents’ opinion on reasons for students’ failure. Out of the total 101 respondents, 11 respondents representing 10.9 percent have said that ‘Gap in industry requirement and curriculum’ is one of the reasons for failure of students while 22 respondents representing 21.8 percent have reasoned ‘lack of professionalism’ for failure of students whereas 14 respondents representing 13.9 percent have said that ‘Lack of industry knowledge and practical training’ are the reasons for failure of students and 54 respondents representing 53.5 percent have mentioned ‘Lack of soft skills’ as the reason for failure of students.

Interpretation:

It is clear from the analysis that many of the respondents i.e. around 53 percent feel that lack of soft skills is the reason for the failure of the students. But there are many reasons for students not performing up to the expected standard in the industry or failing in the job interviews. The respondents have come forward to give their opinions on the reasons of failure of students. Each of these must be addressed.

Table No. 6.46: Suggestions to increase industry participation:

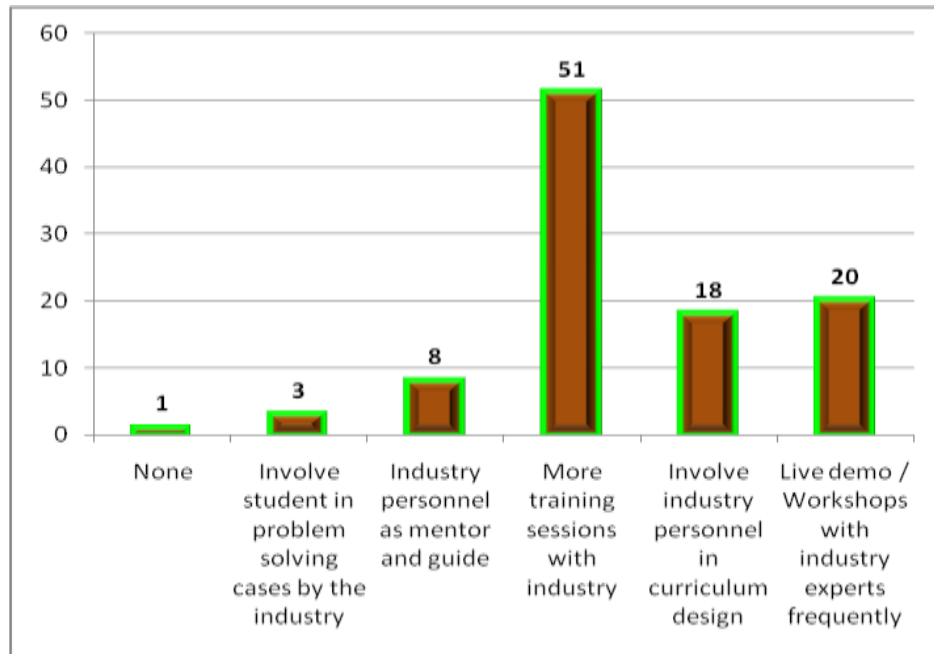
Suggestions	Frequency	Percent	Valid Percent	Cumulative Percent
Valid None	1	1.0	1.0	1.0
Involve student in problem solving cases by the industry	3	3.0	3.0	4.0
Industry personnel as mentor and guide	8	7.9	7.9	11.9
More training sessions with industry	51	50.5	50.5	62.4
Involve industry personnel in curriculum design	18	17.8	17.8	80.2
Live demo / Workshops with industry experts frequently	20	19.8	19.8	100.0
Total	101	100.0	100.0	

Source: Field Work

Data Analysis:

The table no. 6.46 and graph no. 6.16 reveal the respondent's suggestions to increase industry participation. While 1 respondent representing 1 percent of the total respondents has no suggestions, 3 respondents representing 3 percent of the total respondents have written 'Involve student in problem solving cases by the industry' as a suggestion while 8 respondents representing 7.9 percent of the total respondents have mentioned having 'Industry personnel as mentor and guide' as a suggestion to increase industry participation. 51 respondents representing 50.5 percent of the total respondents have opined 'More training sessions with industry' whereas 18 respondents representing 17.8 percent have suggested 'Involve industry personnel in curriculum design' and 20 respondents representing 19.8 percent have suggested 'Live demo / Workshops with industry experts frequently' as suggestions to increase industry participation.

Graph No. 6.16: Suggestions to increase industry participation:



Interpretation:

It is clear from the analysis that a little more than half of the respondents i.e. 50.5 percent have suggested more training sessions with the industry as a suggestion to increase industry participation. But an overwhelming number of respondent have come forward to give suggestions to increase the liaison or interaction with the Industry. Actually all the suggestions can be implemented and in fact can be made mandatory. Some innovative suggestions like industry mentor for students have merit.

Table No. 6.47: Rating of Students on the basis of Performance during Course:

Factors	Very Poor		Poor		Average		Good		Very Good	
	F	%	F	%	F	%	F	%	F	%
Commitment	9	8.9	25	24.8	42	41.6	22	21.8	3	3.0
Willingness to learn	3	3	21	20.8	32	31.7	35	34.7	10	9.9
Knowledge of the Industry	7	6.9	27	26.7	43	42.6	23	22.8	1	1.0
Team Work	2	2	9	8.9	22	21.8	35	34.7	33	32.7

Enthusiasm	1	1	15	14.9	24	23.8	36	35.6	25	24.8
Dedication	5	5	23	22.8	31	30.7	30	29.7	12	11.9
Communication										
Skills	12	11.9	23	22.8	46	45.5	17	16.8	3	3.0
Co-ordination Skills	5	5	16	15.8	34	33.7	36	35.6	10	9.9
Leadership Skills	4	4	15	14.9	47	46.5	27	26.7	8	7.9
Technical Skills	6	5.9	11	10.9	46	45.5	30	29.7	8	7.9
Human Resource										
Management	6	5.9	26	25.7	43	42.6	22	21.8	4	4.0
Food & Beverage										
Skills	4	4	13	12.9	28	27.7	48	47.5	8	7.9
Problem Solving										
Skills	5	5	19	18.8	36	35.6	39	38.6	2	2.0
House Keeping										
Management	4	4	13	12.9	32	31.7	45	44.6	7	6.9
Time Management	8	7.9	23	22.8	40	39.6	17	16.8	13	12.9
Presentation Skills	5	5	23	22.8	38	37.6	27	26.7	8	7.9

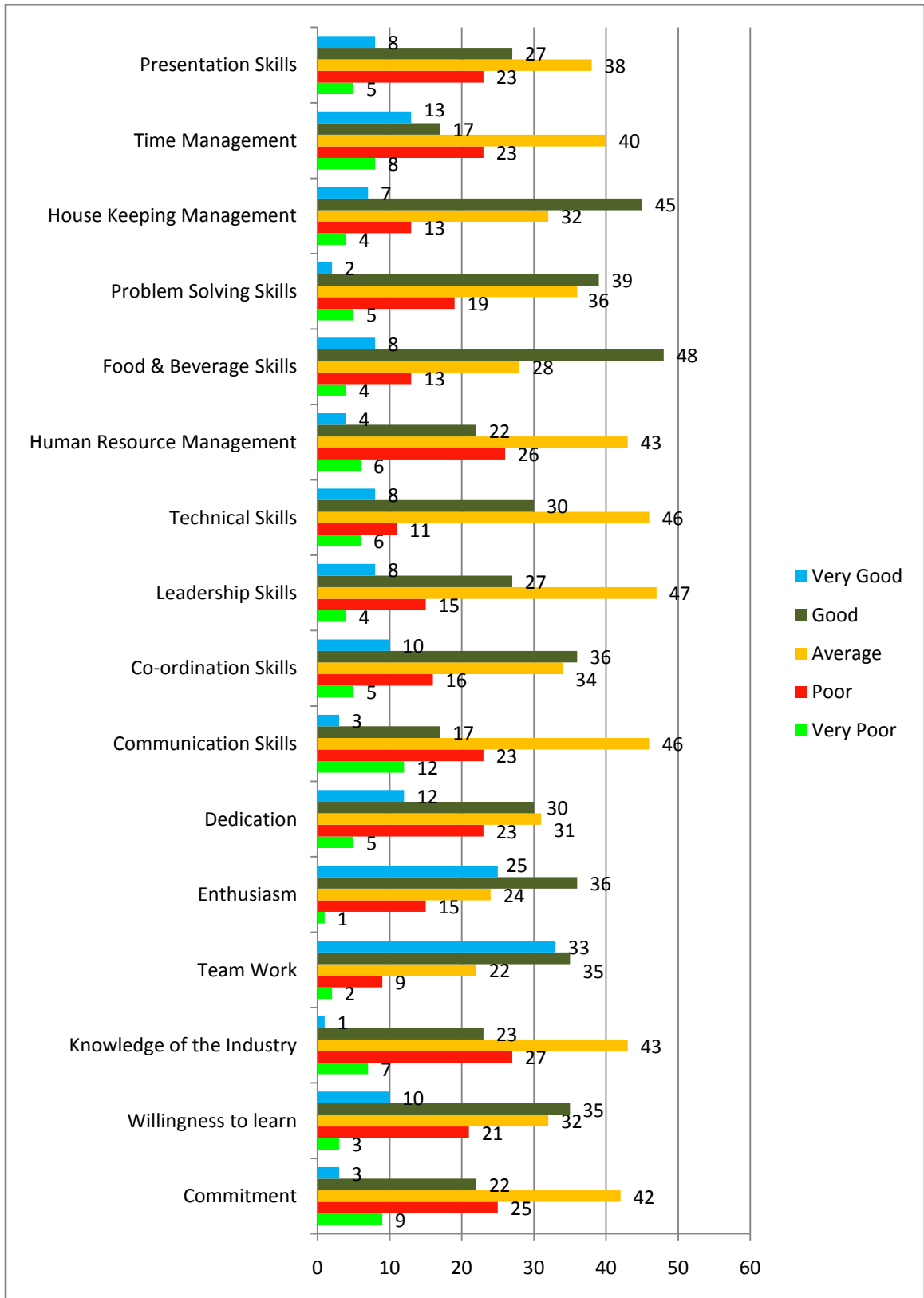
(F = Frequency; % = Percentage)

Source: Field Work

Data Analysis:

Table no. 6.47 and graph no. 6.17 present the respondent's rating of students on the basis of performance during the course. The study is related to the gap analysis in the hospitality education hence the respondent's rating of students on the basis of performance during the course is important. Regarding commitment, out of the total 101 respondents, 9 respondents representing 8.9 percent have marked the students to be 'Very Poor' and 25 respondents representing 24.8 percent have marked them to be 'Poor' and 42 respondents representing 41.6 percent have marked the students to be 'Average' whereas 22 respondents representing 21.8 percent have said that the students are 'Good' and 3 respondents representing 3 percent have said that the students are 'Very Good' in commitment factor. With respect to willingness to learn, out of the total 101 respondents, 3 respondents representing 3 percent have marked the students 'Very Poor';

Graph No. 6.17: Rating of Students on the basis of Performance during Course:



21 respondents representing 20.8 percent have marked 'Poor'; 32 respondents representing 31.7 percent have marked 'Average'; 35 respondents representing 34.7 percent have marked 'Good' and 10 respondents representing 9.9 percent have marked the students to be 'Very Good' in their willingness to learn.

Regarding knowledge of the industry, out of the total 101 respondents, 7 respondents representing 6.9 percent have said that the students are 'Very Poor' while 27 respondents representing 26.7 percent have expressed that the students are 'Poor' and 43 respondents representing 42.6 percent have marked 'Average' whereas 23 respondents representing 22.8 percent have accepted that the students are 'Good' and 1 respondent representing 1 percent has marked the students to be 'Very Good' regarding the knowledge of the industry. With respect to Team Work, out of the total 101 respondents, 2 respondents representing 2 percent have marked 'Very Poor'; 9 respondents representing 8.9 percent have marked 'Poor'; 22 respondents representing 21.8 have marked 'Average'; 35 respondents representing 34.7 percent have marked 'Good' and 33 respondents representing 32.7 percent have marked the students to be 'Very Good' in team work. Regarding Enthusiasm, out of the total 101 respondents, 1 respondent representing 1 percent has marked 'Very Poor'; 15 respondents representing 14.9 percent have marked 'Poor' 24 respondents representing 23.8 percent have marked 'Average'; 36 respondents representing 35.6 percent have marked 'Good' and 25 respondents representing 24.8 percent have marked the students to be 'Very Good' in enthusiasm. As regarding Dedication, out of the total 101 respondents, 5 respondents representing 5 percent have marked 'Very Poor'; 23 respondents representing 22.8 percent have marked 'Poor'; 31 respondents representing 30.7 percent have marked 'Average'; 30 respondents representing 29.7 percent have marked 'Good' and 12 respondents representing 1.9 percent have marked the students 'Very Good' in dedication. With respect to Communication Skills, out of the total 101 respondents, 12 respondents representing 11.9 percent have marked 'Very Poor'; 23 respondents representing 22.8 percent have marked 'Poor'; 46 respondents representing 45.5 have marked 'Average'; 17 respondents representing 16.8 percent have marked as 'Good' and 3 respondents representing 3 percent have marked the students 'Very Good' in communication skills. Regarding Co-

ordination Skills, out of the total 101 respondents, 5 respondents representing 5 percent have marked 'Very Poor'; 16 respondents representing 15.8 percent have marked 'Poor', 34 respondents representing 33.7 have marked 'Average'; 36 respondents representing 35.6 percent have marked 'Good' and 10 respondents representing 9.9 percent have marked the students 'Very Good' in coordination skills.

About the Leadership Skills, out of the total 101 respondents, 4 respondents representing 4 percent have marked 'Very Poor'; 15 respondents representing 14.9 percent have marked 'Poor'; 47 respondents representing 46.5 percent have marked 'Average'; 27 respondents representing 26.7 percent have marked 'Good' and 8 respondents representing 7.9 percent have marked the students to be 'Very Good' in leadership skills. With respect to Technical Skills, out of the total 101 respondents, 6 respondents representing 5.9 percent have marked 'Very Poor'; 11 respondents representing 10.9 percent have marked 'Poor'; 46 respondents representing 45.5 percent have marked 'Average'; 30 respondents representing 29.7 percent have marked 'Good' and 8 respondents representing 7.9 percent have marked the students to be 'Very Good' in technical skills. Regarding Human resource management, out of the total 101 respondents, 6 respondents representing 5.9 percent have marked 'Very Poor'; 26 respondents representing 25.7 percent have marked 'Poor'; 43 respondents representing 42.6 percent have marked 'Average'; 22 respondents representing 21.8 percent have marked 'Good' and 4 respondents representing 4 percent have marked the students to be 'Very Good' in human resource management. Regarding the Food & Beverage skills, out of the total 101 respondents, 4 respondents representing 4 percent have marked 'Very Poor' while 13 respondents representing 12.9 percent have marked 'Poor' and 28 respondents representing 27.7 percent have marked 'Average' whereas 48 respondents representing 47.5 percent have marked 'Good' and 8 respondents representing 7.9 percent have marked the students to be 'Very Good' in food and beverage skills. About the Problem solving skills, out of the total 101 respondents, 5 respondents representing 5 percent have marked 'Very Poor'; 19 respondents representing 18.8 percent have marked 'Poor'; 36 respondents representing 35.6 percent have marked 'Average'; 39 respondents

representing 38.6 percent have marked 'Good' and 2 respondents representing 2 percent have marked the students to be 'Very Good' in problem solving skills.

Regarding Housekeeping management, out of the total 101 respondents, 4 respondents representing 4 percent have marked 'Very Poor'; 13 respondents representing 12.9 percent have marked 'Poor'; 32 respondents representing 31.7 percent have marked 'Average'; 45 respondents representing 44.6 percent have marked 'Good' and 7 respondents representing 6.9 percent have marked the students to be 'Very Good' in housekeeping management. With respect to Time management, out of the total 101 respondents, 8 respondents representing 7.9 percent have marked 'Very Poor'; 23 respondents representing 22.8 percent have marked 'Poor'; 40 respondents representing 39.6 percent have marked 'Average'; 17 respondents representing 16.8 percent have marked 'Good' and 13 respondents representing 12.9 percent have marked the students 'Very Good' in time management. About the Presentation Skills, out of the total 101 respondents, 5 respondents representing 5 percent have marked the students 'Very Poor'; 23 respondents representing 22.8 percent have marked 'Poor'; 38 respondents representing 37.6 percent have marked 'Average'; 27 respondents representing 26.7 percent have marked 'Good' and 8 respondents representing 7.9 percent have marked the students to be 'Very Good' in presentation skills.

Interpretation:

From the analysis it can be seen that majority of the respondents i.e. around 75 percent opine that students are found lacking in 'Commitment' or have low scores in the same. Regarding 'Willingness to learn' most of the students i.e. around 76 percent are average or above average in this aspect. Educationists should tap into this and work on this thirst or willingness to learn. It is clear that most of the students i.e. around 76 percent are average or below average in the aspect of 'Knowledge of the Industry'. With respect to 'Team Work' it is clear that most of the students i.e. around 89 percent perform very well or display 'Team Work' during the course. Some colleges host events like seminar, food festival which require a lot of team work. It is clear from the analysis that most of the students i.e. around 80 percent display a lot of 'Enthusiasm' during the course. There is a

mixed verdict on student's 'Dedication' during the course. There is a relatively high percentage of average and above average rating i.e. around 72 percent have rated so. Hence this is an aspect that needs some work to be done.

According to around 80 percent of the respondents, most of the students lack in 'Communication Skills' since most of the students fall in the average or below average categories. In an industry such as hospitality where guest interaction is high, this is a very important aspect. It is a weak link and needs a lot of work to be done. As per 79 percent of the respondents, most of the students do fairly well in 'Co-ordination Skills' and around 81 percent of the respondents are of the opinion that most of the students are average and above average in 'Leadership Skills' while around 62 percent of the respondents have said that the students are average or below average in technical skills. This is an extremely important aspect from the industry point of view and needs to be addressed. According to around 74 percent of the respondents the students are average or below average in 'Human resource management'. Also it is clear from the analysis that the students are average or above average in 'Food & Beverage skills' as per the opinion of 83 percent of the respondents. With respect to the 'Problem solving skills' of the students, around 73 percent of the respondents think that the students are average and above average. Around 75 percent of the respondents are of the opinion that the students are average and above average in the department of 'Housekeeping management'. Around 70 percent of the respondents are of the opinion that the students are average and below average in 'Time management'. But there is a mixed verdict on student's 'Presentation Skills' since none of the options have a clear majority.

6.2: Analysis of Information Collected from Institutes:

Formal and informal discussions were conducted with the director / training and placement officers (TPOs)/ authorities of hotel management institutes and a duly filled structured questionnaire was collected. It was observed that out of the total number of available students in the final year around 50 percent of the students were recruited through campus recruitments. The detailed table showing an average recruitment of three years is given in Annexure – V. Out of the total number of students only 19 percent were

recruited in 5 star category hotels, 13 percent were recruited in 4 star category hotels, 11 percent were recruited in less than 4 star category hotels and 7 percent were recruited in industries other than hotel industry. This shows that only 50 percent of the students are recruited through campus and the remaining 50 percent remain un-recruited through campus. The reason for this gap could be the gap in the expectations of the hotel industry and the availability of skilled candidates for the job.

6.3: Testing of Hypotheses:

Hypothesis 1:

H₀: There is no significant difference in the ranking of the factors according to their importance with respect to employability in 4 / 5 star hotels.

H₁: There is a significant difference in the ranking of the factors according to their importance with respect to employability in 4 / 5 star hotels.

The employees of hotel industry and the students of the hotel management institutes were asked to rank the factors according to their importance with respect to employability in 4 / 5 star hotels. In order to find out the rank given by the respondents the modal value has been considered to be the rank for the factor as given in table no. 6.48. The result is given below in table no. 6.49.

Table No. 6.48: Modal Value of the Ranks with respect to Employability

Factors	Students	Industry
Commitment	1	1
Willingness	4	5
Knowledge	4	1
Teamwork	5	7
Enthusiasm	3	2
Dedication	4	2
Soft Skills	3	4
Technical Skills	4	5
Problem Solving	4	9
Time Management	5	10
Classroom Training	12	12
Practical Training	11	12

Table No. 6.49: Rank Correlation - Employability Factors

			Ranking by Industry	Ranking by Students
Spearman's rho	Ranking by Industry	Correlation	1.000	.830**
		Coefficient		
		Sig. (2-tailed)	.	.001
		N	12	12
	Ranking by Students	Correlation	.830**	1.000
		Coefficient		
		Sig. (2-tailed)	.001	.
		N	12	12

** . Correlation is significant at the 0.01 level (2-tailed).

The 'P' value is less than 0.05 ($P < 0.05$) as shown in table no 6.50. This means that the null hypothesis is rejected. Hence it can be concluded that there is a significant difference in the ranking of the factors according to their importance with respect to employability in 4 / 5 star hotels. This shows that there is a gap in the understanding regarding what is important with respect to employability. What is the most important for the industry is not considered to be important by the students. This gap can be bridged by having more liaison between the industry and the students so that the students get to understand the industry requirements in a better way.

Hypothesis 2:

H₀: There is no significant gap in the educated and the employable candidates.

H₁: There is a significant gap in the educated and the employable candidates.

The faculty of the hotel management institutes was questioned about their opinion on whether there is a gap between the educated and the employable candidates and their answer was tested for the significance. The result is given below in table no. 6.51.

Table No. 6.50: One-Sample Statistics – Opinion of Faculty on Educated and Employable Candidates

	N	Mean	Std. Deviation	Std. Error Mean
Opinion on Gap between the Educated and the Employable	101	1.25	.434	.043

Table No. 6.51: One-Sample Test – Opinion of Faculty on Educated and Employable Candidates

	Test Value = 0					
	z	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Opinion on Gap between the Educated and the Employable	28.906	100	.000	1.248	1.16	1.33

The table value of Z ($z = 1.96$) is lesser than the calculated value of Z. Also the ‘P’ value is less than 0.05 ($P < 0.05$). This means that the null hypothesis is rejected. Hence it can be concluded that there is a gap in the educated and the employable candidates.

Hypothesis 3:

H₀: There is no significant liaison between the hotel industry and the hotel management institutes.

H₁: There is a significant liaison between the hotel industry and the hotel management institutes.

The employees of hotel industry and the students of the hotel management institutes were asked to give their opinion regarding industry institute liaison on a likert scale and the faculty of the hotel management institutes were asked about their opinion regarding industry institute liaison on a nominal scale. The result is given below in table no. 6.53.

Table No. 6.52: Descriptive Statistics – Industry Institute Liaison

	N	Mean	Std. Deviation	Std. Error Mean
There is high level of Industry Institute Liaison – Faculty	101	2.99	1.034	.103
Liaison between Hotel Industry and Hotel Management Institutes - Industry	118	1.42	.496	.046
There is a high level of Industry Institute Liaison – Students	243	1.78	.589	.038

Table No. 6.53: One-Sample Test - Industry Institute Liaison

	Test Value = 0					
	z	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
There is high level of Industry Institute Liaison – Faculty	29.052	100	.000	2.990	2.79	3.19
Liaison between Hotel Industry and Hotel Management Institutes – Industry	31.165	117	.000	1.424	1.33	1.51
There is a high level of Industry Institute Liaison – Students	47.038	242	.000	1.778	1.70	1.85

The table value of Z ($z = 1.96$) is lesser than the calculated value of Z in all the cases. Also the 'P' value is less than 0.05 ($P < 0.05$). This means that the null hypothesis is rejected. Hence it can be concluded that there is a significant liaison between the hotel industry and the hotel management institutes.

Hypothesis 4:

H₀: There is no importance of practical training on the employability factor of the students of hotel management institutes.

H₁: There is importance of practical training on the employability factor of the students of hotel management institutes.

The employees of hotel industry and the students of the hotel management institutes were asked to rank their opinion regarding importance of practical training on employability factor and the faculty of the hotel management institutes was asked about their opinion regarding the tenure of practical training on a likert scale. The result is given below in table no. 6.55.

Table No. 6.54: One-Sample Statistics – Importance of Practical Training on Employability Factor of the Hotel Management Students

	N	Mean	Std. Deviation	Std. Error Mean
Importance with respect to employability - Practical Training (Industry)	118	7.77	3.591	.331
Ranking of Important Factors with respect to employability – Practical Training (Students)	243	6.50	3.648	.234
Practical tenure of Training should be increased to increase Employability Ratio	101	2.19	1.017	.101

Table No. 6.55: One-Sample Test - Importance of Practical Training on Employability Factor of the Hotel Management Students

	Test Value = 0					
	z	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Importance with respect to employability - Practical Training (Industry)	23.507	117	.000	7.771	7.12	8.43
Ranking of Important Factors with respect to employability - Practical Training (Students)	27.783	242	.000	6.502	6.04	6.96
Practical tenure of Training should be increased to increase Employability Ratio (Faculty)	21.623	100	.000	2.188	1.99	2.39

The table value of Z ($z = 1.96$) is lesser than the calculated value of Z in all the cases. Also the 'P' value is less than 0.05 ($P < 0.05$). This means that the null hypothesis is rejected. Hence it can be concluded that there is importance of practical training on the employability factor of the students of hotel management institutes.

CHAPTER – 7

FINDINGS, CONCLUSIONS AND SUGGESTIONS

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

7.1 Findings of the Study:

7.1.1 Findings of Employees (Hotel Industry):

- 1) The researcher has collected data from the persons of authority/heads of different departments and has covered all the departments and collected the information from them as was required. More than 75 percent of the total respondents were of the designation of assistant manager and above. The researcher has chosen the right respondent to answer the questions since these are the people who play a role in recruitment and handle fresh candidates from the institutes on their job. (Table No. 4.1 and 4.2)
- 2) Majority of the respondents i.e. around 80 percent were found to be of male gender. This also highlights the fact that there is more number of men found in higher level jobs than women. The respondents were hotel professionals with a lot of industry experience with 60 percent of the respondents having an experience of 6 to 15 years. (Table No. 4.3 and 4.4)
- 3) More than 55 percent of the respondents working in the hotel industry have a hotel management qualification, i.e. either a degree or diploma while others have any other degree or diploma. Departments like Front Office and Sales and Marketing have professionals with other degrees or diplomas while the core departments like kitchen, food and beverage, housekeeping, accommodations etc. have candidates with hotel management qualification. (Table No. 4.5)
- 4) Around 57 percent of the respondents agree that there is a liaison. This shows that there is definitely scope to improve the liaison. Increase in the liaison between hotel management institutes and hotel industry will lead to better quality of candidates. (Table No. 4.6)

- 5) The factors considered by the industry while selecting an employee are qualification (76 percent), experience (76 percent), personality (75 percent), willingness (62 percent), soft skills (61 percent), commitment (59 percent), communication (58.5 percent), enthusiasm (58 percent), dedication (53 percent), industry knowledge (53 percent) and technical skills (51 percent). While qualification, experience, personality, willingness and soft skills are highly important factors like commitment, communication, and enthusiasm are moderately important whereas dedication, industry knowledge and technical skills are less important. (Table No. 4.7 to 4.17).

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

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

- 8) Most hotels / chains i.e. around 64 percent do not have a formal campus connect programme and most interactions are infrequent and ad-hoc. There is scope here for the hotels to interact with the academia and they can contribute in training the students by being their mentor during practical training schedules. (Table No. 4.26).

- 9) During an interview the hotel industry expects the candidates to score in between 3 to 5 in practical training (97.5 percent), willingness to learn (96.6 percent), technical skills (96.6 percent), team work (95 percent), enthusiasm (94.9 percent), industry knowledge (94.9 percent), dedication (94.9 percent), time management (93.2 percent), problem solving skills (91.5 percent), soft skills (89.9 percent), commitment (89 percent) and classroom training (87.3 percent). (Table No. 4.27 to 4.38).
- 10) The importance of the factors with respect to employability in star hotels are technical skills which is placed in the top five ranks by 60 percent of the respondents, commitment and knowledge of the industry which is placed in the top six ranks by 64 percent of the respondents, enthusiasm placed in the top six ranks by 65 percent of the respondents, dedication placed in the top six ranks by 63 percent of the respondents, willingness to learn placed in the top seven ranks by 68 percent of the respondents, soft skills placed in the top seven ranks by 64 percent of the respondents, practical training placed in the top 8 ranks by 53 percent of the respondents, team work placed between 3 to 8 ranks by 65 percent of the respondents, problem solving skills placed between 6 and 12 ranks by 65 percent of the respondents, time management skills placed between 7 and 12 ranks by 61 percent of the respondents and classroom training placed at 11 and 12 ranks by 65 percent of the respondents. Hence it can be said that the importance of the factors with respect to employability in ascending order are technical skills, enthusiasm, commitment, knowledge of the industry, dedication, willingness to learn, soft skills, practical training, team work, problem solving skills, time management skills, and classroom training. (Table No. 4.39 to 4.50).
- 11) Around 90 percent of the respondents agree that an internship or a collaborative education programme may help students career in the hotel industry. The hotel industry is a service industry and this would bring a practical orientation to the course. (Table No. 4.51). Around 70 percent do not agree that career expectations are understood differently by the educators and industry (Table No. 4.52) while

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

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

7.1.2 Findings of Students of Hotel Management Institutes:

- 1) More male students seek admission to the hotel management course when compared to their female counterparts since most of the respondents i.e. 79 percent were male students who had taken admission to the course. Most of the students i.e. 63 percent of the students preferred the 4 year BHMCT degree course offered by the university while there were very few takers for the diploma course. (Table No. 5.1 and 5.2)
- 2) Most of the respondents i.e. 79 percent feel that the classroom training component is very high i.e. the classroom training is around 60 percent (Table No. 5.3). Most

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

- 3) Majority of the respondents i.e. around 61 percent have only one training stint, mostly towards end of the course. Also the syllabus of the various courses mandates only one training stint of 20 weeks during the entire course. More training sessions help students to get in depth knowledge about the practical aspect of the course where they can try all that they have learnt in the classroom training (Table No. 5.5).
- 4) Most of the students i.e. around 92 percent have chosen hotel management course for the right reasons namely for Passion and to make a career (Table No. 5.6) and 72 percent plan to continue with a career in the hotel industry (Table No. 5.7). Also most of the students i.e. around 76 percent seem to believe that educators know the industry well (Table No. 5.8).
- 5) Majority of the respondents i.e. around 94 percent agree that campus recruitments happen at their institutes. Since the students are trained specifically for the hotel industry it becomes easy for the recruiters to get trained talent in one place (Table No. 5.9).
- 6) In the opinion of the students, the level of their first job after completion of the course will be at the entry level (32 percent), as a management trainee (54 percent), as a department supervisor (9 percent) and as a department manager (5 percent). It can be concluded that the students expect to get an entry level and as a management trainee at their first job after completion of the course (Table No. 5.10 to 5.14).

- 7) In the opinion of the students the factors considered to be important for a new employee by the human resource department is only knowledge of the industry (59 percent) while technical skills (48 percent), personality (47 percent), qualification (39 percent) and experience (37 percent) are not considered to be important for a new employee. This shows that the students are not aware of what the industry expects from the new employees (Table No. 5.15 to 5.19).
- 8) According to the students the factors which are important to possess as an employee are knowledge of the industry (56 percent), technical skills (52 percent) and attitude (51 percent) whereas personality (40 percent), experience (40 percent), qualification (37 percent) and commitment (31 percent) are not important factors to possess as an employee (Table No. 5.20 to 5.26).
- 9) Some of the initiatives with industry institute liaison at the students' colleges were industrial visits (47 percent), career guidance (7.8 percent) and workshops (25.5 percent) (Table No. 5.27).
- 10) The initiatives suggested by the students to increase industry participation to benefit students and make them industry ready are Workshops to prepare students (18.5 percent), Live Industrial Experience (21.8 percent), Train students practically (24.7 percent), Guest Lectures (17.7 percent) and Revised Syllabus (0.4 percent) (Table No. 5.28).
- 11) The students opined that while there is industry institute liaison, it is not very high since many of the respondents i.e. around 60 percent chose to remain neutral and generally there is insufficient interaction between the industry and faculty (Table No. 5.29). Also the students have said that the curriculum is not completely in sync with the industry requirements with around more number of respondents i.e. 43 percent, choosing to be neutral to the statement (Table No. 5.30) while 85 percent of the respondents agreed to the statement that faculties with industry experience are more effective (Table No. 5.31).

- 12) Majority of the respondents i.e. 87 percent agreed that the hotel industry is a growing industry with many career opportunities (Table No. 5.32). Most of the respondents i.e. around 53 percent agree that work experience is more important than a degree qualification (Table No. 5.33). There is a mixed verdict on the statement that hotel management course of that period is equal to work experience of that period with many respondents i.e. around 47 percent being neutral about. It can be interpreted that the students do not feel that the hotel management course of that period is equal to work experience of that period (Table No. 5.34). As per the students opinion there are benefits for an employee having a hotel management course certificate in the Hotel Industry with around 68 percent of the respondents agreeing to be so (Table No. 5.35).
- 13) The students self rated themselves on a five point scale on the factors. The students rated themselves as good and very good i.e. 4 and 5 on factors like willingness to learn (80 percent), dedication (75 percent), team work (74 percent), practical training (72 percent), enthusiasm (71 percent), commitment (63 percent) and knowledge of the industry (53 percent). The students rated themselves as average and good i.e. 3 and 4 on factors like classroom training (71 percent), technical skills (70 percent), problem solving (70 percent), soft skills (68 percent) and time management (61 percent) (Table No. 5.36 to 5.47).
- 14) The ranking of the factors according to their importance with respect to employability in star hotels as been given by the students as commitment (61 percent) in the top four ranks; technical skills (75 percent), knowledge of the industry (72 percent), dedication (67 percent), willingness to learn (62 percent) in the top 5 ranks; soft skills (61 percent), time management (60 percent) in the top six ranks; practical training (63 percent) in the top 8 ranks; enthusiasm (65 percent) in between 2nd and 7th rank; team work (67 percent), problem solving skills (62 percent) in between 3rd and 8th rank and classroom training (58 percent) in between 6th and 12th rank. Hence it can be concluded that the factors are ranked according to their importance with respect to employability in star hotels as

commitment, technical skills, knowledge of the industry, dedication, willingness to learn, soft skills, time management, practical training, enthusiasm, team work, problem solving skills and classroom training (Table No. 5.48 to 5.59).

7.1.3 Findings of Faculty - Opinion Survey:

- 1) The gender of the faculty is not skewed towards females as may be the notion. There are almost equal numbers of male (53 percent) and female (47 percent) faculty members in the hospitality education in Pune (Table No. 6.1).
- 2) Keeping in mind the practical nature of the industry, the industry experience of the faculty is relatively less as many of the respondents i.e. around 64 percent of the faculty of the hotel management courses have industry experience between 0 to 6 years (Table No. 6.2).
- 3) Many of the respondents i.e. around 62 percent have more than 6 years of academic experience. The academic experience of the faculty is relatively more than the industry experience (Table No. 6.3).
- 4) Around 87 percent of the faculty has shifted from the industry to academics. The faculty members who haven't shifted are the ones who never joined the industry but directly joined academics after their education (Table No. 6.4).
- 5) The industry is known for its long working hours and physically demanding work. This could be the reason that most of the faculty i.e. around 65 percent have shifted from the industry to academics due to family reasons and interest (Table No. 6.5).
- 6) Around 76 percent of the faculty holds a degree or diploma certificate in hospitality or hotel management. Some faculty members have a 4 year degree or a Diploma in Hotel Management while some have the 3 year degree (Table No. 6.6) and around 68 percent of the respondents hold a masters degree in hospitality

management, tourism management or administration and management i.e. in the subjects related to the hospitality industry (Table No. 6.7). But it is important to note that a majority of the respondents i.e. 92 percent do not have a doctorate degree which is considered to be important for a teaching job (Table No. 6.8).

- 7) Although the other core departments of a hotel namely Accommodations, Front Office and Housekeeping are the subjects that are stressed upon, food and beverage is a big department and around 57 percent of the respondents were found to be teaching food and beverage subjects (Table No. 6.9).
- 8) The hospitality management courses run by the institute are 4 Years BHMCT (73 percent), 3 Years B.Sc. HS (72 percent), Diploma in Hotel Management (21 percent) and other courses (41 percent). The inclination and demand today is for a degree course hence the limited appeal and takers of the diplomas (Table No. 6.10 to 6.13).
- 9) The percentage of classroom training provided in the hospitality management courses is, for 4 Yrs BHMCT around 58 percent say that classroom training constitutes of 21 to 60 percent of the institute contact hours i.e. on an average the students get around 41 percent of classroom training. For the 3 Yrs B.Sc. HS most of the respondents i.e. around 62 percent offer classroom training between 20 to 80 percent of the institute contact hours i.e. on an average 50 percent of classroom training is provided by the institutes. Regarding the Diploma in Hotel Management course only 20.8 percent of the respondents provide classroom training between 21 to 80 percent since the others do offer the course at all i.e. on an average the students get around 50 percent of classroom training and the other courses offer classroom training between 21 to 100 percent according to around 37 percent of the respondents i.e. the students, get about 60 percent classroom training on an average (Table No. 6.14 to 6.17).

- 10) The percentage of practical training provided in the hospitality management course is, for 4 years BHMCT most of the respondents i.e. around 62 percent have said that they provide between 21 to 60 hours of the institute contact hours i.e. around 40 percent of practical training. For 3 years B.Sc. HS most respondents i.e. 54 percent have expressed that they provide 21 to 60 percent of practical training i.e. on an average the students get around 30 percent of practical training. Regarding Diploma in hotel management 18.9 percent have said that they provide 21 to 60 percent of practical training i.e. around 40 percent of practical training. For the other courses 35 percent have said that they provide 1 to 60 percent of practical training i.e. around 30 percent of practical training. This means that the practical training constitutes far lesser contact hours than classroom training (Table No. 6.18 to 6.21).
- 11) Specialisation is available in the course offered by the institutes as per many of the respondents, i.e. around 62 percent (Table No. 6.22). Industrial training is a mandatory part of the curriculum in all the courses run by various hotel management institutes with around 95 percent of the respondents accepting so. This enables students to get a feel of the real world and interact with the industry (Table No. 6.23).
- 12) Around 4.1 to 6 months industrial training is a mandatory part of the curriculum in all the courses run by various hotel management institutes with around 87 percent of the respondents saying so (Table No. 6.24).
- 13) Majority of the respondents i.e. around 67 percent receive training in the 4 star and above category hotels (Table No. 6.25). Majority of the respondents i.e. 96 percent (and hence institutes) have campus recruitment. It is a good opportunity for students in their final year to try and get placements in various hospitality companies at various levels / programs offered (Table No. 6.26). While almost all institutes offer campus recruitment, the percentage varies greatly. Half the students do not get placed through campus (Table No. 6.27).

- 14) On an average most syllabus revisions happen anytime after 4 years with around 83 percent of the respondents saying so (Table No. 6.28). Almost three fourths of the respondents i.e. around 75 percent believe that there exists a gap in the educated students and their employability (Table No. 6.29).
- 15) More than three fourths of the respondents i.e. around 77 percent have marked suggestions to bridge the gap like more industry participation in terms of curriculum revision inputs, industrial training and need based training (Table No. 6.30).
- 16) While recruiting a new employee the human resource department considers knowledge of the industry (57%), personality (75%), technical skills (81%), qualifications (59%) and experience (54%). Out of the five factors technical skills and personality are the top two important factors while the remaining three are moderately important (Table No. 6.31).
- 17) The factors considered to be important for an employee were enthusiasm (58%), dedication (65%), commitment (72%), willingness to learn (82%), hard work (78%), technical skills (85%), attitude (79%) and sincerity (65%) while determination (44%), was not found to be so important (Table No. 6.32).
- 18) The statement on whether the curriculum is in sync with the industry expectations has not received any clear majority with around 40 percent of the respondents agreeing to it. Hence it can be concluded that there is a gap between what industry expects and what institutes offer since no clear majority has been given about whether the curriculum is in sync or not (Table No. 6.33).
- 19) The faculty with industry experience is more effective in teaching as agreed and strongly agreed by 78 percent of the respondents. Industry experience translates well in the classrooms. Also for practical approach, industry practices and latest trends help (Table No. 6.34).

- 20) The statement that students take up hospitality management courses as a last resort and not as a career opportunity is the opinion of around 45 percent of the respondents (Table No. 6.35).
- 21) Around 69 percent feel that the practical tenure of training should be increased to increase the Employability Ratio. Currently all the courses have only one round of industrial exposure training for 20 weeks or so during one semester of the entire course (Table No. 6.36).
- 22) Regarding the statement on whether there is sufficient interaction between the industry and the faculty it can be safely interpreted that there is much more scope to initiate or foster interaction as may be the situation since the cumulative percentage of those who disagree i.e. around 46 percent is higher than those who agree i.e. around 36 percent (Table No. 6.37).
- 23) Majority of the respondents i.e. around 89 percent feel that Workshops / Seminars / Conferences should be conducted frequently by combining industry and academicians (Table No. 6.38).
- 24) Most of the respondents i.e. around 65 percent feel that Hospitality Management Educators are well aware about the hospitality industry (Table No. 6.39).
- 25) A hospitality management degree provides the basic foundation for further learning, growth and development and a majority of the respondents i.e. around 82 percent feel that Hospitality Management degree is beneficial for a candidate at entry and promotional level (Table No. 6.40).
- 26) There is indeed a lot of scope to initiate and increase the industry institute liaison through various forums since there are almost equal percentage of respondents who agree and disagree with the statement that there is high level of Industry Institute Liaison (Table No. 6.41).

- 27) A vast majority i.e. around 84 percent opines that the syllabus needs major restructuring in order to make it more relevant to real life i.e. Industry (Table No. 6.42).
- 28) Around 51 percent, the respondents have come forward to give suggestions to increase the liaison or interaction with the Industry. The suggestions are Expert member from industry as guest faculty / in BOS (Board of Studies) & GB (Governing Body) / Curriculum Development, workshops, seminars, demonstrations and career guidance and training with industry as an initiative (Table No. 6.43).
- 29) Faculty needs frequent training to keep abreast with the new trends and developments in the Industry according to 63 percent of the respondents. Also the respondents have suggested interaction with industry experts and workshops, seminars, conferences as initiatives for updating faculty with industry developments (Table No. 6.44).
- 30) Many of the respondents i.e. around 53 percent feel that lack of soft skills is the reason for the failure of the students (Table No. 6.45).
- 31) Involving the students in problem solving cases by the industry, having 'Industry personnel as mentor and guide, more training sessions with industry, Involve industry personnel in curriculum design and Live demo / Workshops with industry experts frequently' are the suggestions given by the faculty to increase industry participation (Table No. 6.46).
- 32) The rating of the students by the faculty of the employability factors on the basis of their performance during the course is majority of the respondents is between 3 and 5 i.e. average to very good on team work (89 percent), food and beverage skills (83 percent), coordination skills (81 percent), enthusiasm (80 percent), willingness to learn (76 percent), housekeeping management (75 percent),

problems solving skills (73 percent), dedication (72 percent), leadership skills (62 percent) and technical skills (62 percent). The faculty has rated the students between 1 and 3 i.e. very bad and average on communication skills (80 percent), knowledge of the industry (76 percent), commitment (75 percent), human resource management (74 percent), time management (70 percent) and presentation skills (Table No. 6.47).

7.1.4 Findings of Hotel Management Institutes:

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

7.2 Conclusions of the Study:

The objective wise conclusions of the research study are presented below.

7.2.1 To study the growth of four and five star hotels and hotel management institutes in and around Pune city:

Pune is a city growing in heaps and bounds in infrastructure and all other facilities. The growth brings with it an increase in population. Pune being the educational hub attracts lots of students from others states in India and from abroad. Also Pune has many automobile industries and information technology industries thus attracting a big workforce to relocate to the city. To meet the food and stay requirements of this ever

growing demand for Pune city there is a greater need for good hotels and hospitality sector.

Until a couple of decades back, Pune had only one five star hotel, The Blue Diamond that belonged to the Kirloskars. In 1999, the Taj group of hotels took over that property. The international brands started entering Pune with Le Meridien in 2000. It is still going strong and now belongs to the Starwood brand portfolio. Till 2006, there were primarily three hotels, Hotel Sun N Sand with 139 rooms, Le Meridien with 177 rooms and Taj Blue Diamond with 108 rooms making the total supply of five star hotels in Pune. With the development of CBDs (Commercial Business Districts) like - Yerwada, Magarpatta, Kalyani Nagar, Koregaon Park and Ranjangaon, Kharadi, Chakan & Talegaon (MIDC) from 2006 onwards, hotel chains started entering the market. This resulted in emergence of International & other Domestic Hotel Brands close to each CBD from 2008 onwards. The new players that entered the market were Hilton, Hyatt, Hyatt Regency, Ibis, Westin, J.W. Marriott, Oakwood, Courtyard by Marriott, Radisson Blu, Novotel, Lemon Tree, Formula 1 etc. Marriott Convention Centre opened in Pune in 2008. It was later upgraded and rebranded as a luxury hotel "J.W. Marriott". Two other hotels under the Marriott hotels were added 'Courtyard by Marriott' one each in Hinjewadi and near Jehangir Hospital. Rooms inventory has grown 11 times i.e. the 2006 level from 539 chain affiliated rooms to nearly 5,500 rooms (in all star categories). Out of the 5500 rooms that have opened since 2006, 4,400 rooms have opened in the last 4 years alone. From 2009 till 2014, the 4 and 5 Star Segment in Pune grew occupancy by 15.4% and RevPAR (Revenue per available room) by 18%. A further 8% growth in rooms is expected in Pune by 2018 taking it to 5400 rooms in the premium segment (4 & 5 star segments) as per the Crisil data. Pune currently has a total upcoming supply of more than 800 rooms with big names like Conrad hotel (Hilton group), Ritz-Carlton hotel (Marriott group) poised to enter Pune. Hence it can be concluded that Pune has witnessed the growth in four star and five star hotels and continues to do so.

Growth of hotel management institutes around Pune:

The National Council of Hotel Management (NCHM) under the Ministry of Tourism set up IHMs in the metros (details in Chapter 3). IHM, Mumbai or Dadar Catering as it was commonly known was the only institute near Pune. In 1969, Pune got its first hotel management institute in the form of FCI (Food Craft Institute) which was accommodated in the borrowed campus of the College of Engineering's hostel space. Later with state government and World Bank aid, the FCI got its new premises with complete infrastructure. The FCI was later rechristened as MSIHMCT. (Maharashtra State Institute of Hotel Management and Catering Technology, Pune). It offered Diploma in hotel management and catering technology besides other short certificate courses. In 2003, an autonomous wing of the same institute was started as the 4 year degree college (now offering masters and research centre too). Then some private colleges started coming up. In 1992, Bharati Vidyapeeth started its hotel management college first under the UOP and then under its deemed university. AISSMS set up its hotel management institute in 1997. Sinhgad and D.Y. Patil too entered hotel management education. The boom in the late 1990s and early 2000s saw some small hotel management institutes mushrooming in Pune too. They shut down due to lack of infrastructure, students and credibility. Another hotel management institute under Tilak Maharashtra Vidyapeeth (Deemed University) came up in 2007. Other institutes that came up in the early 2000s and are still operational are M.A. Rangoonwala, Arihant, NIBR, Telang, Suryadatta and Ambrosia. Besides the above mentioned institutes, Nasik and Ahmednagar too came up with institutes offering hotel management under Pune University.

7.2.2 To identify the requirements of hotel industry regarding recruitment and also to identify the employability factor of hotel management candidates:

Like any other industry the hotel industry also needs skilled and competent work force to operate. The hotel industry requires to candidates to have high level of commitment, willingness to perform, effective team work, knowledge of the industry and have initiative and ownership. The factors considered by the hotel industry while selecting an employee are educational qualification, experience, personality, willingness to learn and work, soft skills, commitment, communication, enthusiasm, dedication, knowledge of the

industry and technical skills. The National Employability Report for Hotel Management Graduates 2014 shows that there is a gap between the educated and employable candidates. The percentage of hotel management candidates directly hireable for hospitality job is quite low (i.e. 4 to 11 percent). Lack of domain knowledge is the basic factor which contributed to the low employability. After that lack of English language proficiency and soft skills like quality orientation, interpersonal skills and ability to handle pressure followed by the lack of domain knowledge are the factors contributing to the low employability. The report also showed that the hotel management education in India is still following the age old syllabus and is focusing more on literature than practical aspects of hospitality.

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

7.2.3 To assess the industry institute liaison:

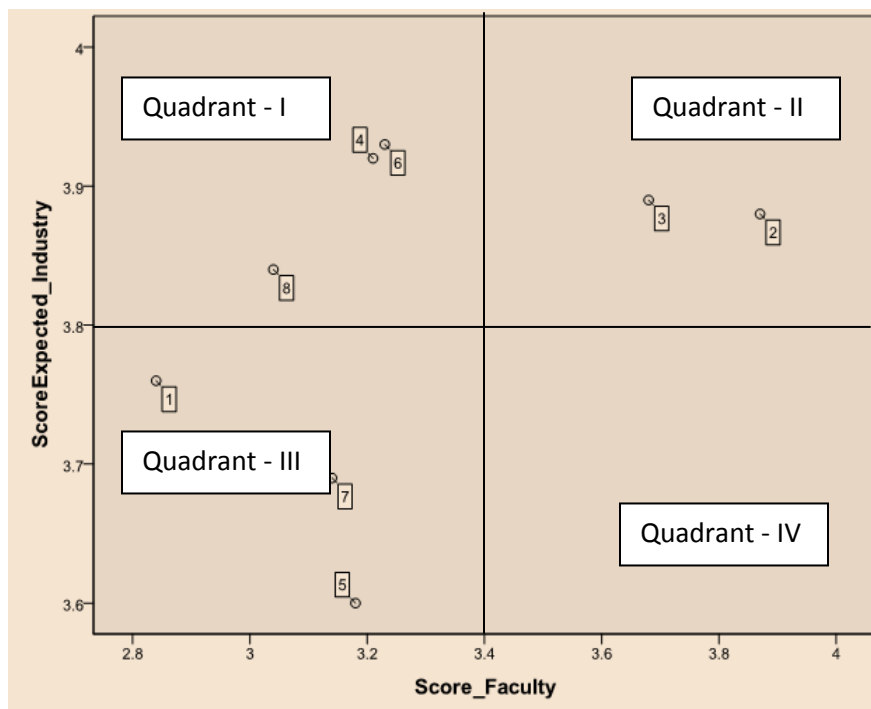
Industry institute liaison means the link or connection between the hotel industry and the hotel management institutes which will help the institutes to develop employable candidates and also help the industry to get trained staff. As per the national employability report for hotel management graduates more than 50 percent of the employable pool of the hotel management candidates is invisible to the recruiters. The report observed that the hospitality companies rarely go for campus recruitment. It was felt that the need to bridge the gap between the potential recruiters and employable candidates who do not get campus placements just because their college brand name is not big enough to attract companies. Hospitality industry is complaining about not getting enough quality people to hire but there is a strong need to bridge the gap between deserving candidates studying in such colleges and the corporate.

According to the response given by the hotel industry there is scope for improving the liaison between the industry and the institutes. Steps must be taken to ensure that the liaison between the hotel industry and hotel management institutes is improved. The hotel industry is a service industry and this would bring practical orientation to the course. According to the students of the hotel management institutes the liaison between the institutes and the industry is low. The faculties of the hotel management institutes have also opined that there is scope to increase the industry institute liaison through various forums. Hence it can be concluded that there is not much liaison between the industry and the institute and there is need to concentrate on this.

7.2.4 To understand the gap in the industry need and the availability of candidates:

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

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



(The factors studied were 1 = Commitment; 2 = Teamwork; 3 = Enthusiasm; 4 = Dedication; 5 = Soft Skills; 6 = Technical Skills; 7 = Problem Solving and 8 = Time Management).

The above graph no. 7.1 gives information regarding the expectation of the hotel industry regarding the hotel management candidates and the availability of the hotel management students rated by their faculty on their performance on certain factors expected by the industry. The industry was asked to score how much they expect the students to score during their interview on certain factors in a scale of one to five and the faculty was asked to rate their students on a scale of one to five on the factors based on the students' performance in the institute. The result is displayed in the above graph. The graph can be studied in four quadrants as given below:

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

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

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

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

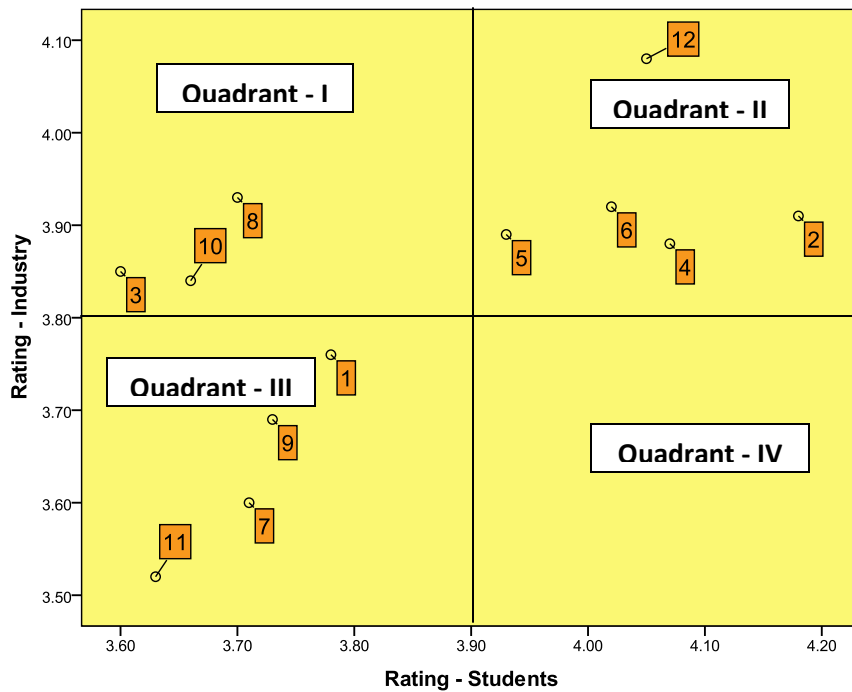
Hence it can be said that the institutes / faculty members have to concentrate on three factors i.e. dedication, technical skills and time management in order to make the students more employable since these factors are perceived to be of high importance by the industry. At the same time the institutes are already doing a good work with respect to factors teamwork and enthusiasm and they should continue their work on these factors. The performance of the students regarding commitment, problem solving and time

management is relatively low but the institutes need not worry on this part since the industry also does not give much importance to these factors.

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

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

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



The industry was asked to score how much they expect the students to score during their interview on certain factors in a scale of one to five and the students were asked to rate themselves on a scale of one to five on the factors based on their performance in the institute. The result is displayed in the above graph. The graph can be studied in four quadrants as given below:

Quadrant I: Factors are perceived to be very important here, but performance levels are fairly low. This sends a message that improvement efforts should be concentrated here. The factors no. 3, 8 and 10 come under this quadrant.

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

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

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

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

The National Employability Report for Hotel Management Graduates 2014 found that the students take up the hotel management courses due to their attraction to go abroad or as a last resort and not as a passion or as a career opportunity. This may be the reason for the gap in the requirement of the industry and the availability of the candidates. On the contrary the present research study has found that the students of hotel management

institutes around Pune have taken admission to the course due to their passion for the course and also as a career option. The reason for the gap according to the study is due to lack of skills and competencies like dedication, technical skills, time management and knowledge of the industry. These skills and competencies are perceived to be of high importance by the industry but the students were found to be not up to the mark in these categories. Hence it can be concluded that there is a gap in the requirement of the industry and the availability of candidates. Also it can be said that if the students are improved in the above mentioned skills and competencies the gap can be reduced.

7.2.5 To suggest the initiatives to bridge the gap effectively:

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

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

Along with the growth in the hospitality sector there is also a growing demand for skilled, talented and employable candidates in the hospitality sector. The government of India has taken various efforts to meet the skill gap in the hospitality sector like introduction of new courses which will match the requirements of the industry, efforts taken to increase the annual pass out of trained persons by expanding and strengthening the institutional infrastructure for training, skill testing and certification of existing service providers, special training programs to create employable skills i.e. hunar se rozgar yojana and earn while you learn program. Periodic assessment of skilled manpower needs of the hospitality and tourism industry and formulation of policy and strategy to meet the skill gap, state wise sanctioning of new institutes, training of teachers of institutes of hotel

management and food craft institutes, revision of syllabus, introduction of certified hospitality trainers program, tie up with army units, training of sentenced prisoners at bhatinda jail, training of physically challenged persons, training of children's home inmates, training of heritage walk escorts, arranging for training program for tour assistants, transfer assistants and office assistants in the tourism sector are some of the other efforts taken.

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

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

supply imitative / policies for requirement and fulfillment of supply of human resource.

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

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

Efforts are being taken by the government and all the stake holders of the industry to bridge the gap between the educated and the employable candidates but still the gap has not been bridged. All the stake holders should take efforts and concentrate on the skill gaps in order to make more and more candidates employable which is the need of the

hour. Pune is a cultural and educational city which is growing fast due to the growth in the industrial sector around it. With the increase in population the hotel industry in Pune is also booming and there is requirement for skilled and trained staff to provide service to the ever increasing population. If the requisite skills according to the industry are imparted in the students by the institutes and the faculty then the gap in the educated and employable candidates can be reduced.

7.3 Suggestions:

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

7.3.1 Suggestions for Hotel Industry:

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

6. The hotel industry should make the industrial training stint of students a pleasant one by making a schedule, following it, having contact hours, ensuring right treatment and learning. They should aspire to become 'preferred employers'.
7. Competitions and related activities can be organized for the institute students. This will also enhance the hotel brand recall value for students.
8. Students should be treated well when they go to hotels for ODCs (outdoor caterings) and other instances.
9. The hotel industry can become knowledge partners with the institutes and initiate a healthy exchange of knowledge and skills.
10. The hotel industry must accept and actively seek to be on board for major bodies like Syllabus revision committee, Board of studies, Institute body etc.

7.3.2 Suggestions for Students:

1. Students should put in lot of efforts and try to gain maximum benefit from the course.
2. Besides attending regular classes, students should show enthusiasm and volunteer to do more ODCs (outdoor caterings) and interact more with the industry.
3. Students should also take individual efforts to enhance their English language and communication skills and grooming standards.
4. Apart from the mandatory industrial training, students should opt for part time jobs or weekend jobs and summer training for shorter durations during vacations. This will enhance their skills, guest interaction, build confidence and establish a rapport with the industry.
5. Students should take part actively in all institute activities like seminars, workshops, demos, visits etc.
6. Students should form a body for campus recruitments and get in touch with potential recruiters actively along with the institute.
7. Students should develop the right attitude and prepare themselves for hard work and develop willingness to learn.
8. Students should improve their knowledge about the industry, their technical skills and their time management skills.

7.3.3 Suggestions for Faculty:

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

7.3.4 Suggestions for Institutes:

1. The institutes should tie up with four and five star hotels for the campus placements more pro-actively.
2. The institutes should increase the liaison with the hotels in order to improvise the quality of the students and make them employable. This can be done through structured programmes and various forums throughout the year.

3. The institutes should obtain formal feedback from the campus recruiters on their shortcomings and try to improvise the same. The institute can provide a form for each candidate stating the name and department of the candidate and a column should be provided for the campus recruiters to provide the reasons for selecting or rejecting a candidate. An action plan on the same can be made on the basis of the feedback form.
4. The institutes should concentrate more on practical training and internship along with theoretical coaching in order to make the students employment ready.
5. The hospitality management program should be designed in such a way that it will bring world class hospitality education to students and prepare them to enter the hospitality industry with full potential and competency.
6. Hospitality management institutes should provide practical training to the graduate students of the hospitality course in such a way that they would be able function by themselves smoothly without any support from peers.
7. Department wise training institutes should be formed. Like a culinary institute that hones the skills of a student interested in kitchen, similarly other specialty institutes/wings should be formed.
8. Industry participation will give an appropriate feedback about new employees' competencies and attempt to address some of the issues relating to the skills and competencies relating to hotel management education.
9. The hospitality industry has certain characteristics that will influence the qualities needed by employees at all levels and thus will also influence the curriculum for hospitality graduates. The curriculum should be set according to the expectation of the hospitality industry. Institutes should initiate syllabus revision more often and include industry experts in the panels.
10. The Hospitality management program should be designed in a way as to prepare them to enter the hospitality industry at the supervisory level in areas of hotel and catering operations.
11. Instead of having only one stint of industrial training, multiple trainings/internships can be structured in the course. This will give students more exposure into real life.
12. Institutes should recruit faculty with industry experience. In case of the faculty who do not have industry experience the institute should arrange for providing industry

- orientation and experience through faculty development programme so that the faculty members will get to know the requirements of the industry.
13. Mandatory refresher training and skill training should be initiated for faculty by the institutes for updating industry knowledge and enhancing network with the industry.
 14. Institutes can look at international tie-ups and certification which can bring a different learning sensibility and benefit students and faculty altogether.
 15. Institutes can have a formal 'Mentor-Mentee' programme and appoint industry personnel as mentors.
 16. Better infrastructure and latest technology can enhance students learning.
 17. Institutes can sign a Memorandum Of Understanding with industry for overall student development.

ANNEXURE – I

QUESTIONNAIRE FOR HOTEL INDUSTRY

Respected sir/madam,

This survey is a part of research work to analyze the gap between hotel management education and industry expectations. The data collected through this questionnaire will be used strictly for academic purpose. Kindly provide the information requested below.

1. Name of the respondent:

2. Name of the Hotel:

3. Department:

4. Designation:

5. Sex: Male Female

6. Experience with the hotel industry:

7. Educational Qualification:

8. Do you feel that your hotel liaises frequently with the hotel management institutes in the city?

Yes No

9. Which factors do you consider while selecting an employee?

Enthusiasm Willingness Dedication Commitment

Soft skills Technical skills Industry knowledge Personality

Communication skills Qualification Experience Others _____

10. Which skills do you think was the most important for your own career development?

Communication skills Using initiative skills Human relation skills

Food and beverage skills Problem solving skills Self management skills

Rooms division skills Others specify _____.

11. While selecting candidates which do you prefer?

Private institute degree / diploma University degree / diploma in Hotel Management
 AICTE approved diploma / degree Others specify _____

12. Does your hotel / chain have any campus connect programme for better relations / frequent interactions with the academia?

Yes Kindly share details _____
 No Do you think a programme like this would be useful / mutually beneficial

13. In a five point scale how much rating do you expect a candidate to score during the interview (1 = lowest score and 5 = highest score). Please tick the appropriate box.

S.No.	Factors	1	2	3	4	5
1	Commitment					
2	Willingness to learn					
3	Knowledge of the industry					
4	Team work					
5	Enthusiasm					
6	Dedication					
7	Soft skills					
8	Technical Skills					
9	Problem solving skills					
10	Time management skills					
11	Classroom training					
12	Practical training					

14. Rank the factors according to their importance with respect to employability in 4 / 5 star hotels.

S.No.	Factors	Rank
1	Commitment	
2	Willingness to learn	
3	Knowledge of the industry	

4	Team work	
5	Enthusiasm	
6	Dedication	
7	Soft skills	
8	Technical Skills	
9	Problem solving skills	
10	Time management skills	
11	Classroom training	
12	Practical training	

15. Give your opinion on the following statements:

S.No	Statement	Agree	Neutral	Disagree
1	An internship or a collaborative education programme may help students career in the hotel industry			
2	The career expectations of the students are understood differently by the educators and managers in the hotel industry			
3	A government recognized (university, AICTE, government) certificate in hotel management is an important criterion when you are selecting a new employee			
4	Work experience is more important than degree qualification for a prospective employee to perform as per industry requirements.			
5	Students selected through campus require further training.			
6	Industry can contribute more actively in the curriculum design			
7.	The hotel management educators know the industry well			

16. Suggest initiatives to increase industry participation to benefit students and make them industry ready:

Thank you for your co-operation

ANNEXURE – II

QUESTIONNAIRE FOR HOTEL MANAGEMENT STUDENTS

Dear Students,

This survey is a part of research work to analyze the gap between hotel management education and industry expectations. The data collected through this questionnaire will be used strictly for academic purpose. Kindly provide the information requested below.

1. Name of the student:

2. Name of the institute:

3. Sex: Male Female

4. Name of the course studied:

5. Period of the course (in years):

6. Percentage of training received:

Classroom training	Practical training

7. Frequency of training sessions:

8. Reason for choosing this course:

Passion Career Glamour Last resort

9. Do you intend to follow a career related to the hotel industry after completing the course?

Yes Not sure No

10. Do you think that the hotel management educators know about the hotel industry well?

Yes Not sure No

11. Do you have campus recruitment? Yes No

12. On the job training as a part of your course is:

Compulsory Optional No on-the-job training

13. What do you think will be your entry level at your first job after completion of course?

Entry level Management trainee Department supervisor
Department manager Others please specify _____.

14. What do you think the Human Resource Department considers as important factors for a new employee?

Knowledge of the industry Personality Technical skills
Qualifications Experience Others please specify _____.

15. Which of the following factors are important to possess as an employee in the hotel industry?

Knowledge of the industry Personality Technical skills
Qualifications Experience Attitude Commitment
Others please specify _____.

16. List some initiatives with industry institute liaison at your college:

17. Suggest initiatives to increase industry participation to benefit students and make them industry ready:

18. Give your opinion on the following statements:

S.No	Statement	Agree	Neutral	Disagree
1	There is a high level of industry institute liaison			
2	The curriculum is in sync with what the industry expects			
3	Faculty with industry experience are more effective in class			
4	Hotel industry is a growing industry with many career opportunities			
5	Work experience is more important than a degree qualification			
6	A Hotel management course of a specific period is equal to work experience of that same period			
7	There are benefits for an employee having a hotel management course certificate in the hotel industry			

19. As a student of Hotel Management Course, rate yourself on the following factors on a five point scale. (1 = lowest score and 5 = highest score). Please tick the appropriate box.

S.No.	Factors	1	2	3	4	5
1	Commitment					
2	Willingness to learn					
3	Knowledge of the industry					
4	Team work					
5	Enthusiasm					
6	Dedication					
7	Soft skills					
8	Technical Skills					
9	Problem solving skills					

10	Time management skills					
11	Classroom training					
12	Practical training					

20. Rank the factors according to their importance with respect to employability in 4 / 5 star hotels.

S.No.	Factors	Rank
1	Commitment	
2	Willingness to learn	
3	Knowledge of the industry	
4	Team work	
5	Enthusiasm	
6	Dedication	
7	Soft skills	
8	Technical Skills	
9	Problem solving skills	
10	Time management skills	
11	Classroom training	
12	Practical training	

Thank you for your co-operation

ANNEXURE – III

QUESTIONNAIRE FOR FACULTY

1. Name of the faculty:
2. Name of the institute you teach at:
3. Sex: Male / Female
4. Experience in years: industry _____; Academics _____.
5. Have you switched over from industry to academics? Please provide reasons for the same.

6. Educational Qualification: (please tick whichever is appropriate)
4 year BHMCT / 3 year BSc. HS / Diploma in Hospitality Management / Others, specify _____ Masters in _____; Doctorate in _____; Others pls. specify _____.

7. Subjects taught by you:

8. Hospitality management courses run by your institute:

Name of the course	Available in the institute (write yes / no)	Class room training (in percentage)	Practical training (in percentage)
4 years BHMCT			
3 years BSC-HS			
Diploma in HM			
Others, please specify			

9. Specialisation available in the course: (please specify)

10. Does the course include compulsory industry training: **Yes / No**

11. If yes, Please provide details:

Period of training: _____; Type of Hotel: _____

12. Do you have campus recruitment: **Yes / No**

13. Percentage of students employed through campus recruitment from your institute:
(Specialisation wise)

a. _____ b. _____
c. _____ d. _____

14. How frequently is the curriculum revised:

15. According to you think is there is a gap between the educated and the employable candidate: **Yes / No**

16. If yes, suggest remedies to bridge the gap.

17. What do you think the human resource department consider while recruiting a new employee: (Tick whichever is applicable)

Knowledge of the industry / Personality / Technical skills / Qualifications / Experience / Others, Pls. specify _____.

18. Which of the following factors are important for an employee in the hospitality industry: (Tick whichever is applicable)

Enthusiasm / Dedication / Commitment / Willingness to learn / Hard working / Determination / Technical Skills / Attitude / Sincerity / others, Pls. specify _____.

19. Provide your opinion on the following statements: (Tick the appropriate box)

S. No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum is in sync with what the industry expects					
2	Faculty with industry experience are more effective in teaching					

3	Students take up Hospitality Management courses as a last resort and not as a career opportunity					
4	The tenure of practical on the job training should be increased in order to improve the employability ratio					
5	There is sufficient interaction between the industry and the faculty					
6	Workshops / seminars / conferences should be conducted frequently by combining both the industry and the academicians in order to reduce the gap					
7	Hotel management educators are well aware about the hospitality industry					
8	A hospitality management degree is beneficial for an candidate at the entry level and also for promotional purposes in the hospitality industry.					
9	There is a high level of industry institute liaison					
10	There is a need to restructure the syllabus in order to produce more employable candidates					

20. Please list some initiatives with industry – institute liaison during your tenure at the college:

21. According to you, how can the faculty update themselves with the industry developments?

22. According to you, what are the reasons for the failure of the students in getting good opening in reputed star hotel chains?

23. What initiatives would you suggest to increase industry participation to benefit students and make them more industry ready?

24. In a five point scale, rate your students on the following employability factors on the basis of their performance during the course: (1 being the lowest rating and 5 being the highest rating)

Factors	Five Point Scale				
	1	2	3	4	5
1. High level of commitment					
2. Willingness to perform / learn					
3. General knowledge of the industry					
4. Team work					
5. Enthusiasm					
6. Dedication					
7. Communication skills					

8. Co-ordination skills					
9. Leadership skills					
10. Technical skills					
11. Human resource management					
12. Food and beverage skills					
13. Problem solving capability					
14. Housekeeping management					
15. Time management					
16. Presentation skills					
17. Others, specify					

(This survey is for my research purpose only. Confidentiality of the inputs will be ensured)

Thank you for your opinion and your valuable time

ANNEXURE – IV

QUESTIONNAIRE FOR HOTEL MANAGEMENT INSTITUTES

Respected sir/madam,

This survey is a part of research work to analyze the gap between hotel management education and industry expectations. The data collected through this questionnaire will be used strictly for academic purpose. Kindly provide the information requested below.

1. Name of the institute:

2. Courses offered:

3. Total number of students in the final year:

4. Percentage of students recruited through campus:

Year	Total recruitment	5 Star Category Hotels	4 Star category Hotels	Less than 4 Star Category Hotels	Other industries
2011-2012					
2012-2013					
2013-2014					

****** Thank you for your co-operation ******

ANNEXURE - V

STUDENTS RECRUITED THROUGH CAMPUS

College Code	Total No. of Students in the Final Year (2013-14)	Students recruited through campus (In Percentage)														
		2011 – 2012					2012 – 2013					2013 - 2014				
		Total	5 Star	4 Star	< 4 Star	Other s	Total	5 Star	4 Star	< 4 Star	Other s	Total	5 Star	4 Star	< 4 Star	Other s
A	38	70	40	0	10	20	70	40	10	0	20	80	50	0	0	30
B	32	50	20	10	20	0	60	15	20	20	5	60	15	20	20	5
C	45	70	40	20	10	0	80	35	25	10	10	75	30	20	15	10
D	90	60	30	20	10	0	50	20	20	10	0	50	20	10	10	10
E	110	60	30	10	10	10	70	40	10	10	10	70	40	10	10	10
F	70	40	20	10	10	0	40	10	10	10	10	50	15	15	10	10
G	68	50	10	20	10	10	50	10	10	20	10	60	10	20	20	10
H	32	40	10	20	10	0	40	10	5	15	10	40	10	10	10	10
I	23	30	10	10	10	0	40	10	15	15	0	50	10	10	15	15
J	18	30	10	10	10	0	40	10	10	10	10	40	10	20	10	0
K	24	50	20	15	15	0	60	20	10	20	10	60	20	15	15	10
L	25	40	10	10	10	10	50	15	15	10	10	50	15	15	10	10
M	15	20	10	5	5	0	30	10	10	10	0	30	10	10	10	0
N	60	60	30	20	10	0	50	20	20	10	0	50	20	10	10	10
O	15	20	10	5	5	0	30	10	10	10	0	30	10	10	10	0
Total	665	690	300	185	155	50	760	275	200	180	105	795	285	195	175	140
	AVG.	46	20	12	11	3	51	18	14	12	7	53	19	13	12	9
3 YRS AVG.		50	19	13	11	7										

(Source: Field Work)

ANNEXURE – VI

LIST OF HOTELS

Sr. No.	Hotel name	Authoritative Body
1	Vivanta by Taj - Blue Diamond	MOT & FHRAI
2	The O hotel	MOT & FHRAI
3	Hotel Aurora Towers	MOT & FHRAI
4	Deccan Rendezvous	MOT & FHRAI
5	Central Park Hotel	MOT & FHRAI
6	Seasons Service apartments	MOT & FHRAI
7	Le Meidien, Pune	FHRAI
8	Sun n Sand Pune	FHRAI
9	Four Points by Sheraton	FHRAI
10	Hotel Parc Estique	FHRAI
11	Hotel Sagar Plaza	FHRAI
12	The Central Park Hotel	FHRAI
13	Hyatt Pune	Self declared/Campus recruiters
14	Westin Pune	Self declared/Campus recruiters
15	Novotel, Pune	Self declared/Campus recruiters
16	Radisson Blue Hotel	Self declared/Campus recruiters
17	J W Marriott	Self declared/Campus recruiters
18	Royal Orchid Golden Suites	Self declared/Campus recruiters
19	HHI	Self declared/Campus recruiters
20	The Gordon House	Self declared/Campus recruiters
21	The Pride	Self declared/Campus recruiters
22	Ramee Grand	Self declared/Campus recruiters
23	The Centurion Hotel	Self declared/Campus recruiters
24	Citrus Hotel	Self declared/Campus recruiters
25	Fortune Inn Exotica	Self declared/Campus recruiters
26	Fortune INN Jukaso	Self declared/Campus recruiters
27	Park Ornate	Self declared/Campus recruiters
28	Courtyard by Marriott, City Centre	Self declared/Campus recruiters
29	ibis Pune	Self declared/Campus recruiters
30	St. Larn Hotel	Self declared/Campus recruiters
31	VITS Pune	Self declared/Campus recruiters
32	Holiday Inn	Self declared/Campus recruiters
33	Centurion Inn	Self declared/Campus recruiters
34	Citiotel	Self declared/Campus recruiters
35	Cocoon Hotel	Self declared/Campus recruiters

36	Formule 1	Self declared/Campus recruiters
37	Golden emerald	Self declared/Campus recruiters
38	Ashish Plaza	Self declared/Campus recruiters
39	Basil Hotel	Self declared/Campus recruiters
40	Hotel Ivy Studio	Self declared/Campus recruiters
41	Le Royce	Self declared/Campus recruiters
42	The Oakwood Premier, Pune	Self declared/Campus recruiters
43	Courtyard by Marriott, Hinjewadi	Self declared/Campus recruiters
44	The Gateway Hotel	Self declared/Campus recruiters
45	Sayaji	Self declared/Campus recruiters
46	Courtyard by Marriott, Chakan	Self declared/Campus recruiters
47	Corinthian	Self declared/Campus recruiters
48	The Leela group*	Self declared/Campus recruiters
49	The Oberoi group*	Self declared/Campus recruiters
50	ITC Welcome group*	Self declared/Campus recruiters
51	Hyatt Regency	Self declared/Campus recruiters
52	Double Tree by Hilton	Self declared/Campus recruiters
53	E Square Hotel	Self declared/Campus recruiters
54	Grand Exotica Business Hotel	Self declared/Campus recruiters
55	Lemon Tree	Self declared/Campus recruiters
56	Gordon House	Self declared/Campus recruiters
57	Fort Jadhavgadh	Self declared/Campus recruiters
58	Coronet	Self declared/Campus recruiters

*leading hotel groups which are top recruiters but have only offices in Pune

MOT - Ministry of Tourism (2012-2013)

FHRAI - Federation of Hotel and Restaurant Association of India (2012-2013)

ANNEXURE – VII

SCOPE FOR FURTHER RESEARCH

1. Attrition rate of the employees of the hotel industry.
2. Work life balance of employees of the hotel industry.
3. Effectiveness of training program through pre and post training evaluation which will identify the skill gap and suggest measures to fill the gap.
4. Effectiveness of training pedagogies in hotel management.
5. A department wise study of skill gaps.