

ASSESSMENT OF HOSPITALITY EDUCATION IN TERMS OF LACKING SKILL DEVELOPMENT IN MEETING THE DEMAND OF INDUSTRY: AN INTEGRATIVE REVIEW

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Abstract

The hospitality and tourism industry is one of the key drivers to contribute to the Indian economy. It has continuously excelled in other industries in terms of both generating GDP and Employment (Center for Economic Policy Research). According to IBEF (India Brand Equity Foundation) Indian tourism is rich in variety, it has natural, heritage, medical, religious, and cultural tourism in its account. In FY20 it has created 39 million jobs which are 8% of total employment in India. It is expected to reach 52.3 million jobs by 2028. India has ranked 10th worldwide in the tourism sector according to WTTC and it has contributed Rs.13,68,100 crore which is 6.8% of the Indian economy. Indian hospitality education and industry both have been developing tremendously but there is a significant gap between the skills demand of industry and supply by academia. The study is an integrative review of previous research and it establishes the gap and provides suggestions to bridge this gap. Study has some limitations as the previous studies taken are from different countries not only from India. The study will help various stakeholders to revisit their technologies and methodologies to mitigate this skill gap.

Key words: Hospitality and tourism education, Skill gap, Employment, Soft skills, Hard skills

JEL Classification: L83

I. INTRODUCTION

The hospitality and tourism industry is one of the key drivers to contribute to the Indian economy. It has continuously excelled in other industries in terms of both generating GDP and Employment (Center for Economic Policy Research). According to IBEF (India Brand Equity Foundation) Indian tourism is rich in variety, it has natural, heritage, medical, religious, and cultural tourism in its account. In FY20 it has created 39 million jobs which are 8% of total employment in India. It is expected to reach 52.3 million jobs by 2028. India has ranked 10th worldwide in the tourism sector according to WTTC and it has contributed Rs.13,68,100 crore which is 6.8% of the Indian economy.

Basic Components of Tourism:

<u>Accessibility</u>	<u>Accommodation</u>	<u>Attraction</u>
Air Railway Road Sea	Hotels Motels Inns Resorts Heritage Hotels Guest Houses Youth Hotels Restaurants etc.	Monuments Pilgrimage Beaches Cultural Heritage Medical Natural etc.

Hospitality is one of the main components of the tourism sector, it plays a key role by providing food and lodging to make it a memorable experience. Hospitality is the basis of tourism, to survive at the destination, it not only provides accommodation to the tourists but also food and beverages, which are basic needs. From ancient times people used to stay in Sarais and Inns while traveling from one place to another. There were Dharamshala and Ashram to accommodate travelers generally going for pilgrimage. According to (Pal, 2015) the history of commercial hotels in India goes back to the 17th century during the Colonial Era. The hotels were managed and controlled by foreigners.

1.1 indian hospitality industry

As per the Oxford Dictionary Hospitality is defined as “Reception and entertainment of guests, visitors, or strangers with liberality and goodwill”. The word hospitality is derived from the Latin word “Hospes”. In the Colonial Era, India started having its commercial hotels that fit in today’s definition of a hotel. According to (Devendra, 2001) The important hotels that were built during India's British period were:

- The Rugby, Matheran (1876)
- The Taj Mahal Hotel, Mumbai (1900)
- The Grand, Calcutta (1930)
- The Cecil Hotels, Shimla and Muree (1935)
- The Savoy, Mussoorie (1936)

The first Government hotel was started in New Delhi under the name of “The Ashoka” hotel. Jamshedji Tata established the first-ever hotel in Mumbai by an Indian industrialist (Allen 2008). After that, the hospitality industry has progressed tremendously by adding no. of hotels and rooms every year. Nowadays India is rich with Indian and multinational brands of hotels. The hotel industry has many categories according to their services, locations, and heritage importance. In the future, as predicted by the researchers, tourism is going to rule the economy of the world and will see a great rise in tourism travelers. To attract more tourists a tough competition

will be seen among countries and will need a highly qualified, well-skilled manpower. The focus of the world is turning towards enriching and empowering hospitality and tourism education.

1.2 Hospitality education in India

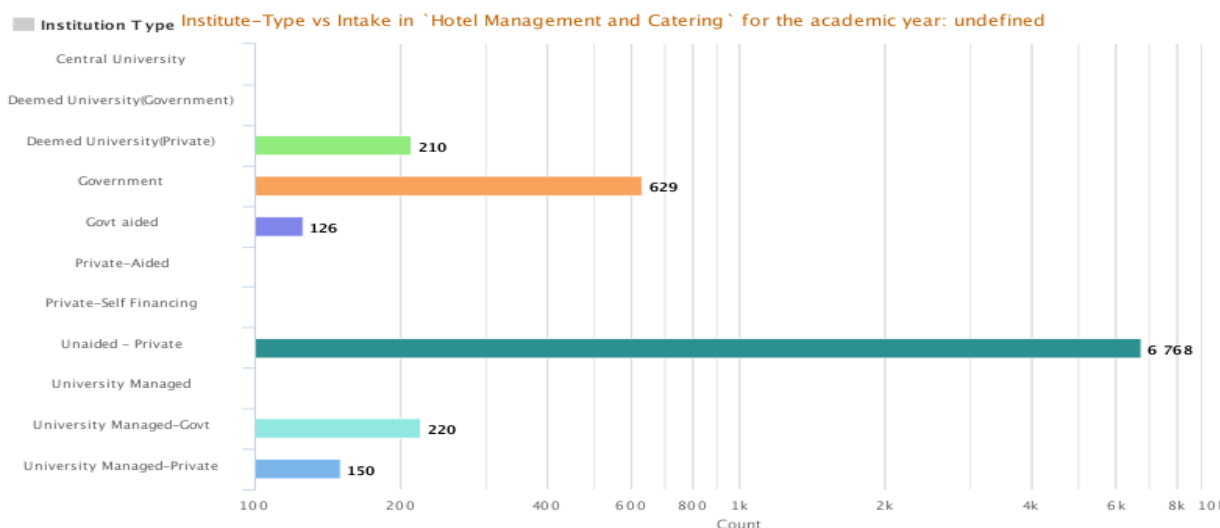
“ATITHI DEVO BHAVA” means the guest is god been the culture of India. Indian hospitality education was formally started in 1954 after establishing the Catering College, Dadar in Mumbai by the All India Women’s Central Food Council (Kumar, 2014). In 1958 the Three Year Diploma Programme in Hotel Management & Catering Technology was started, recognized by the Directorate of Technical Education, Maharashtra State. MoT (Ministry of Tourism) took the initiative and in 1984 established an autonomous body “National Council for Hotel Management and Catering Technology (NCHMCT)”.

NCHMCT is the apex body and it lays down the rules and regulations related to Curriculum, teaching hours, and other academic activities to maintain uniformity (Kumar, 2018). In 2002 NCHMCT signed MoU with IGNOU and converted the diploma course into a degree course with the nomenclature of B.Sc. in Hospitality and Hotel Administration. In the same year, M.Sc. was started in hospitality education in India by NCHMCT. Structure of Institutes:

No. of Seats	CIHMs	SIHMs	PSU IHMs	Private IHMs	FCIs
	21	24	01	25	14
M.Sc.	238	----	----	----	----
B.Sc.	6734	2873	96	2994	----
Diploma	1800	667	----	----	1667

Apart from NCHMCT, AICTE/UGC also running various courses in Hospitality and Tourism education

in The Universities and Hotel Management Colleges/Institutes,



(source: aicte-india.org)

and some institutes are run by the industry itself like

- The Oberoi Centre of Learning and Development, Delhi,
- Institute of Hotel Management, Aurangabad, by Taj Hotels
- Regency College of Hotel Management and Catering Technology, by Sheraton
- Jaypee Hotels Training Centre (JHTC)

The hospitality education in India has improved gradually and is trying to meet the skill demand of the industry by incorporating new ways and methodologies of teaching. As the industry is adopting new trends and technologies to achieve the highest satisfaction level of the customers, academia faces a challenge to match the pace with the industry. There is a combination of skills that are expected from a successful hotelier and academia is expected to inculcate and impart those skills among the students.

1.3 Skills required in hospitality industry

“Skills refer to the level of performance of an individual on a particular task or the capability to perform a job well which can be divided into technical elements and behavioral elements” (Noe, Hollenbeck & Gerhart, 2015). For a successful business throughout the world, people are the most important resource, especially in the hospitality industry which is a service-oriented industry. It requires a personal touch to achieve customer satisfaction, for that a focus on the development of all staff with emphasis on high quality and high skills is needed (Hai-Yan & Baum, 2006). According to Siddiq, Abbokar & Acharya, Ganesh. (2016) The skills required by the industry or for a successful hotelier can be grouped into the following 4 categories:

- A. Conceptual Skills
 - Organizational Structure and Policies skill
 - Law and Regulations skill
 - Marketing skill
 - Accounting skill
 - Human Resource Management skill
 - Total Quality Management skill
 - Interrelationships skill
- B. Hospitality Operations Skills
 - Lodging Administration skill
 - Restaurant Operational skill
 - Food and Beverage Management skill
 - Front Office Operational Ability
 - Housekeeping Operational Ability
- C. Human Resource Skills
 - Leadership skill
 - Communication skill
 - Cooperative Team Building skill
 - Negotiating Skills
 - Harmonious Guest Relations skill
 - Employee Relations skill
 - Public Relations Skills
 - Professional Analysis skill
- D. Personal Skills
 - Critical Thinking Ability
 - Identification and Problem Solving Skill
 - Decision Making Skills Analytical Skills
 - Computer Applications Skill
 - Multilingual Skill
 - Research Skills
 - Professionalism Skill
 - Hands-on Experience Skill.

Generally skills are broadly classified into two categories- Hard Skills and Soft Skills. Hard skills are all technical skills which may require a physical action while Soft Skills are related with human behavior, attitude and approaches towards people and work like Leadership, Team player, Public relationship (Daud et al., 2012).

The organization and the characteristics in the hospitality sector are continuously changing and restructuring. As business changes and reshapes it to attract more consumers in terms of services, it brings major labor and skills implications in the required manpower (Hjalager & Baum, 1998), and to address the competitiveness in the market for new trends and technologies (Warhurst et al, 2000). Researchers have been working for decades on the needed skills and competencies among employees to work in the hospitality industry (Baum, 2002). However there is plenty of research that indicates a reasonable gap between the skill demand of the industry and supply by academia.

The study of (Johnstone, 1994, Kumar, 2018), confirms that there are notable discrepancies between the demand and supply of skills in the hospitality sector.

II. NEED AND IMPORTANCE OF THE STUDY

The hospitality and tourism industry is based on the human personal touch and perceptions. The repeated consumers or loyal consumers are the backbone of the industry. Perceptions could be modified by providing the best services to satisfy the expectations of consumers. The industry is facing an issue of lack of required skills among the manpower. What academia is teaching/training seems not completely fulfilling the industry demand of needed skills. Skill gap is defined by (Alsafadi & Abunafesa, 2012) as “the difference between the market need (demand) and the current skills supplied by local education institutes (supply)”. This study will help the academia and industry to revisit their methodologies to impart the hospitality knowledge and traits among potential and present employees by placing an extensive review of the literature related to the skill gap.

III. OBJECTIVES OF THE STUDY

- 1) To assess the hospitality education and industry in India
- 2) To highlight the skill gap in hospitality sector
- 3) To provide suggestion to bridge this gap

IV. RESEARCH METHODOLOGY

This study is purely based on the secondary data. An extensive review was done to write this paper. The time span of the research papers/articles/books taken for the review was not limited to any particular span. The purpose was to collect the most important and relevant literature on the skill gap for the study.

V. LITERATURE REVIEW

1). Hospitality and tourism industry is one of the highest employment creating industries in the world. According to the World Tourism Organisation every 10th person is employed by it. Because of such a huge spread the demand of skilled manpower is rising day by day. (Sheth & Dubey, 2016) did a study with the objectives to find out the gap between the demand of the hospitality industry and supply of skilled manpower by the training institutions and to measure overall development of the hospitality and tourism sector. For the purpose author developed a questionnaire to survey the need of skilled manpower, which was distributed among the HR managers of 3 star, 4 star, 5 star hotels and the managers of fine dine restaurants and the findings of survey suggested that there is a need of 75% skilled manpower in hospitality sector and the hospitality schools are not capable to fulfil this demand in India.

The core departments like Kitchen, F&B service, Housekeeping and Front office can only function efficiently if they have capable skill in their departments. The study talks about the incapable staff employed by the industry due to the scarcity of skilled manpower and also it focuses on the training provided by hospitality schools is not up to the demand of industry because of the new trends and technology emergent. The number of students being trained by these institutions is not enough and one of the reasons for that is the limited capacity of institutions. The study deals with the perception of industry only, it has not taken the perception of Students and Faculties to overcome this gap and to understand how this gap can be filled, the curriculum and training style of these institutions remains unchanged from the last 25 years.

2). (Hussain et al., 2017) took a conceptual study based on the previous research and the knowledge was pooled to reach the findings. Study says that there is definitely a gap between the demand and supply of skilled manpower and it tries to suggest the measures to fulfil this gap. According to study that training being provided at the training institutes is not apt to the demand of industry that is the reason hospitality graduates face uncertainties in terms of needs and expectations of the hospitality industry. Communication skills, customer service, adaptability, IT skills, professionalism are some of the skills industry demands but the focus of the educators

remains more on theoretical knowledge, internal examinations, assessments and events etc.

Study suggested that there should be close connections between industry and the hospitality educators. More industry experts' visits should be planned to the institutions and frequent training programmes should be organised for faculties to keep the students and education up to date about the new trends and technology also to understand the demand of industry so that supply of desired skills can be met. Organisation of seminars and conferences, field trips of students will make them aware about the new trends and technology. Study also suggests review of curriculum on a regular basis will help in filling the gap between demand and supply of the hospitality industry.

3). A dual conceptual framework was developed by (**Felisitas, 2012**) to map the training imparted by the educators in hospitality & tourism schools taking the considerations of all stakeholders. Study was focused primarily on following objectives- 1. Mapping the curriculum on the basis of its relevance, adequacy and balance of the courses designed. 2. The stakeholders' perceptions about the competencies were compared. 3. Students' perception was taken about the quality lectures. 4. The employability of these programmes was also assessed. The study had a sample of 44 final years' students and 52 third year's students to take students' perceptions and it took a sample of 25 lecturers and 40 hospitality & tourism managers to assess the education quality and relevance along with the employability. Stakeholders' perceptions were recorded on Likert Scale and t-test was done to compare the perceptions of stakeholders. The researchers recommend the development of a competency framework that spells out expected graduate competencies by both employers and academics.

The findings of the study bring out the idea of a strong tripartite relationship among stakeholders like students, educationists and employers to fill the gap of competencies. It also suggests that curriculum modifications and revitalisation should be a regular process and it should be done taking stakeholders in account to develop and increase the competencies demanded for the hospitality & tourism industry which will also help in increasing employability therefore it is an ongoing challenge for both educators and industrialists.

4). (**Amoako Sarkodie, 2015**) conducted Qualitative research methodology to seek the views of tertiary graduates to provide key information about the skills needed by the industry and the education imparted by the training institutions. The objectives of study were to assess the reasons why graduates of hospitality are not meeting the needs of industry and also how to bridge that gap. The main instrument which was applied by the researcher was a semi structured interview with elaborate questions to get responses of the students. The population of the study chosen was 106 tertiary graduates of hospitality education and they

were working in 3star, 4star & 5star hotels, to provide the information about the skills required by the industry. These students were chosen in research because they had experienced the gap between the education they got in institutions/schools and in actual demand of the industry.

Most of the respondents pinpointed communication skills, multilingual skills and skills in computing as the prominent skills required in the hospitality graduates to fit into the hospitality industry. Maximum number of students also believed that they did not possess skills in oral & written communication as well as foreign languages such as English, French, German and Chinese. findings of study suggests that the skills discussed above are the primary need of the industry however managing guests' problem with understanding and sensitivity should also be imparted in students by providing experiential learning through case studies and role playing to make the hospitality programme more productive and in producing efficient man power to supply to the hospitality industry. The study was focused on the hospitality graduates who are already working; it did not take the perception of students who are still in the hospitality schools & the educators who are imparting the hospitality education in the training institutions and schools.

5). (**Jhajj & Aggarwal, 2018**) in the descriptive research they conducted with the multiple objectives as- to find out factors affecting hospitality education deliverables and industry expectations, to study gaps between hospitality education and industry needs and to understand challenges and issues which are faced by the hospitality educators and industry. The convenience and judgemental sampling methods were used and the targeted sample size was kept 50 out of which 25 were from industry and 25 from academia. It was primary data and for secondary data previous research papers, magazines and reports were taken into consideration. After completion of research the findings were as follows-1. The shortage of skilled manpower is due to the lack of proper motivation, better pay package, rigorous working hours and others. 2. Lack of poor infrastructures in terms of connectivity, hygiene and poor amenities. Study also finds out that there are few issues which need to be addressed like the taxation policy of the government which makes the hospitality sector a bit expensive in comparison to other developing countries, hospitality institutions face difficulty in making the pace with the industry changes in terms of new trends and technology. Hospitality education requires a body with strict guidelines for maintaining and updating the curriculum for imparting quality education to strengthen and support the hospitality industry by producing manpower which is full of skills required by the industry. However study was done in limited time and the perceptions taken from the respondents cannot be generalized as the number was restricted because some of the respondents

were not found co-operative which may hamper the study findings.

6). Based on his secondary data research (Khan, 2014) pointed out that the hospitality and tourism industry in India is growing at a fast pace and academia is not capable of meeting the needs of industry. Study talks about the gaps, reasons of this gap and suggestions to fulfil/bridge these gaps. Some of the measure reasons it talks about are like Shortage of qualified manpower, particularly at the managerial level, which poses a major obstacle to the overall development of the tourism sector, Shortage of qualified and experienced teaching staff in hospitality training institutes, Shortage of training materials and facilities according to the present day industry need, Lack of strategies and policies for human resources development in the hospitality sector, Difficulty in keeping pace with rapidly changing technological innovations and dynamic changes in the global marketplace, Huge Gap between the training capacity of training educational institutes and the actual need of the industry.

Study mentions different types of tourism available in India and its potential to generate employment as the hospitality and transport sector is the measure part of tourism. It provides employment to approximately 31 million (both direct & indirect) people throughout the country and is one of the largest employers in the country; this number is expected to rise to

over 40 million by 2019 and over 43 million by 2022. It also talks about the skilled manpower crunch and high attrition rate. Study suggests that the hospitality & tourism academia and industry must collaborate to prepare such guidelines which will help in not only fulfilling/meeting the manpower supply but also quality manpower with desired skills can be produced.

7). India has evolved as one of the greatest sources available for tourism. But as we know that tourism is not the activity limited to or within the country. Inbound tourism brings a great amount of not only revenue but the employment opportunities for the Indians. Thus English as a communicating knowledge is the primary need for the hospitality and tourism industry. (Prabhu & Wani, 2015) conducted research to find out the need of English communicating skills in the industry. However the scope of research was limited to AISSMS College of Hotel Management & Catering Technology, Pune, Maharashtra. The study had the following objectives- 1. To determine whether there is a relationship between English communication skills and employability in the hospitality industry. 2. to measure a gap between desired and actual communication standards. 3. To identify the steps should be taken to address this gap. 4. To assess the need of motivation of students towards enhancement of English communication.

Researchers used basic analytical tools to analyze the primary data which was collected through

3 different questionnaires for each- students group, industry group and faculty group of AISSMS College. Overall 88 responses were recorded, 48 from students using cluster random method, 30 from faculties using census and 10 from hospitality HR specialists using random sampling method. The conclusion suggests that English proficiency is a prerequisite for the hospitality industry and all three groups responded that there is a deficiency/ gap in this skill, for which industry and academia both should come together to fill this gap. This study has some limitations. The findings of study cannot be generalized as the research was limited to one college and was at specific time. Perception may change by the time.

8). Hospitality education is being given importance because of the tourism sectors vital growth all around the world. Malaysia has developed a curriculum which seems fulfilling the needs of industry in terms of skill. (Shariff, 2013) took a study which was based on analysis of the curriculum in Malaysian hospitality schools. It had the following objectives to work on- 1. is the curriculum being used in hospitality schools, designed to meet the demand of industry in terms of skills 2. Is there a need to eliminate some courses and add some courses? The study was basically exploratory in nature to understand the perceptions of the industry about the hospitality education being given to the students at UUM (Universiti Utara Malaysia). For the purpose an in-depth unstructured interview was conducted involving seven experts from the hospitality industry. Out of which six experts were representing Malaysia and one expert was representing the United States. The representation of United States experts was taken to understand international views.

The experts were provided with the complete and concise curriculum to review and their perceptions were recorded. Then in next step they all were joined again and the

views/perceptions given by them were discussed in depth. The experts gave a positive nod towards the curriculum design meeting the needs of the hospitality industry. However two suggestions were also given by the experts 1. - That Islamic & civilization course and 2. A foreign language must also be given space to meet international demands. Conclusion believes that the curriculum being used in UUM is up to the demand of industry in terms of skills; it has covered core skills in the following terms- business functional skills, hospitality functional skills, personal skills and analytical skills.

9). The study conducted by (Asirifi & Polytechnic, 2013) had a focus on Ghana country's hospitality education. Graduates of hospitality in Ghana face difficulty to find a suitable job in the hospitality industry. Research intended to find the reasons and for that it has the following objectives- to find out if the graduates of hospitality meet the expectation of industry and also if there is a gap between the training they are getting and demand of

industry if yes then what are the causes behind it. For this a case study of data gathering methods was used for survey. The research population was 535 and the sampling size was 100 comprising 50 graduates, 25 teaching staff, and 25 industry managers were used. The primary data was collected through questionnaire and personal interviews and secondary data was collected from the old research, magazines, text books, news papers and reports. For easy interpretation of collected data both quantitative and qualitative analysis methods were used.

The findings of research suggests that hospitality educators must design well structured and industry centric curriculum to achieve quality graduates that can fulfil the demand of industry and also in this competitive world getting employment will be easy. Training students should be well focused on mainly on leadership skills, managerial communication and employee relations. This will make students creative and innovative. The researcher also finds that the comparative study indicates that Leadership was the most important skill that employers felt was relevant for hospitality students to possess. Educators need to rely on the practical needs of industry while serving the long term educational needs of the students. It also suggests that curriculum needs to be updated according to industry demands and hospitality educators and industry people must come together to fill this gap.

10). (Malik & Venkatraman, 2017) conducted a study with the objective to focus on the vast gap between industry skill demand and supply by the hospitality institutions in India. India is believed no. one in the young population and if motivated and industry based/centric education is provided India's hospitality will definitely make a difference worldwide. The research is expected to help generate the causes for this gap and believes that necessary steps would be taken by the stakeholders to bridge this gap. Researchers also believe that the impact of this study on stakeholders will make hospitality graduates more employable. The study is based on secondary data; a thorough review of existing literature was given to make an understanding about the gap between the demand of industry and supply by the hospitality institutions despite the abundance of young population in the country.

Findings of the study implicitly mention that a vast gap between demand and supply is prevailing in the Indian hospitality industry. Stakeholders are trying or investing in the current hospitality manpower to achieve the quality manpower in future. Based on the previous studies, researchers find a need for responsibilities to be taken by all stakeholders and work together to bridge this gap for better hospitality experience to the guests and also to provide better employment opportunities to the young generation specially hospitality students. So researchers believe That India's jobless growth is not going to reap the

demographic dividend and certainly the increasing skill gap needs to be bridged ASAP.

11). (Wang & Tsai, 2014) conducted a study in Taiwan with the objective to analyse relationships among career competencies and career success from a viewpoint of career development and developing these career competencies in hospitality education institutions to match with the industry demand. Study talks about the considerations of the hospitality industry as a career by the students by keeping in mind compliance with the demand of the hospitality industry's competitive environment. The career competencies discussed in the study are the potential reference for planning of core or general education courses in the hospitality domain Hospitality programs can offer a "hospitality career and employability" course that presents modules such as career recognition, career planning, self-management, job-seeking and mobility techniques, problem solving skills, ethics and safety in the workplace, workplace attitude, teamwork, and communication and networking skills.

Study used the Delphi Method to estimate or forecast the need and demand of hospitality education along with the demand of the hospitality industry. Study was focused on the perceptions of senior hospitality students and the managers of employability in the industry. Questionnaires were prepared and distributed among managers and hospitality students to take their perceptions about the gap which need to be bridged. A total of 298 responses recorded out of which 105 were from the managers and 193 were from senior hospitality students. Questionnaires were primarily focused on the core attributes demanded by industry in hospitality graduates. Study's findings showed that there is a gap between the hospitality industry's skills demand and supply by the education institutions. Researchers also believed that educators have begun to focus on bridging the gap between the skills of hospitality students and the expectations of industry. Study also suggests that the employability of hospitality graduates can be improved if the desired skills by industry are taught in the institutes with focus on industry demands.

12). (K.M. Kavita & P. Sharma, 2011) conducted a study to measure the gap between the hospitality industry's skills demand and supply by the training institutions in India. Due to the growing competitive environment of business and education, hospitality education too needs reforms and significant changes to meet the global standards. The official reports and surveys indicate that the tourism and hospitality industry in India is growing at a fast pace and becoming one of the largest sectors in producing employment and revenue. The objectives of the research was to find and pinpoint the key skills demanded by the hospitality industry in India and how the hospitality sector is responding to it in current scenario and how it needs to

respond keeping the future demands in considerations.

The null hypothesis was formed by the researcher stating that there is no significant difference between the existing and expected skills set for the entry level hospitality graduates. Descriptive research design was used to conduct the study. A well-designed questionnaire was used to survey 30 (Five Star, Four Star and Boutique) properties. The heads of all core departments were sent questionnaires to collect data. Chi square and Anova technique was used to analyze the data. The findings of study showed that there is a significant difference in the existing skill set of the desired one. Students were found to be lacking in almost all the areas. Study suggests a quick wakeup call for educators.

13).(**Elnasr Sobaih & Jones, 2015**) conducted this research and the place of this research was focused on Egypt and it was a case study, which was conducted with the objective to know how to bridge the hospitality and tourism university–industry research gap in developing countries. Hospitality and tourism industry is very important to Egyptian economy like other developing countries in the world. The study mentions that the policy-makers, particularly the government needs to pay serious attention to hospitality and tourism education and research. Very little research is being carried out on hospitality and tourism in both the education sector and industry which can bring a negative impact on the economy and employment field. This paper explores university–industry collaboration in developing countries through a case study of university–industry research collaboration in support of the Egyptian hospitality and tourism industry.

The perceptions of four key stakeholder groups in the hospitality and tourism sector – industry, university, government and non-governmental organisations – were collected. Data was collected through in-depth semi-structured, one-to-one interviews. Study finds that the research gap between the hospitality and tourism education and industry is much bigger than in the literature available on educators-industry collaboration. Responses of the interviews after analysis clearly shows that experts agree with the views that there is an absence of research culture in educators of hospitality and tourism and industry. Generally social science research was perceived as having very little or no value except availing degrees or for career growth rather than for creating new ideas or imparting new knowledge in the hospitality and tourism sector. Study also finds that government’s serious interventions were not seen as in developed countries like the USA and Europe.

14). The hospitality industry in the Middle East can be traced almost 2000years back. It is believed that its development started due to the involvement of the transport industry. This led to the need of skilled manpower. (**Sarah W. Kamau, 2012**) conducted research with the objective to determine the expectations of hospitality industry employers on

employees’ competences. The study was based on the Haywood and Maki model in which they argue that quality exists when expectation matches perception. Thus the focus of the study remains on the skills and competencies of hospitality graduates when they leave their training institutions against the expectations of employers.

A stratified sampling method was used to collect primary data of hotels. The data was collected from 8 out of 27 classified town hotels and restaurants of Nairobi. Guided interview of HRM was performed and two different questionnaires were prepared for the HOD and employees. The SPSS was used to analyse coded and tabulated data. This data was presented in frequency distributions, graphs and percentages. Chi-square test was used to measure significance relationship between skills expected and by the industry and the hotel classification. Findings of study suggest that there is a relationship between the expected skills by employers and the hotel classification. However the study has some limitations as the HODs and HRMs interviewed were referred to as employers while in other places they were also employees. it means that actual employers expectation was not obtained.

15).(**Jackson, 2014**) conducted a study with the objective to Test a model of undergraduate competence in employability skills and its implications for stakeholders. The hospitality and tourism sector is becoming the main source of employment and a great support to the economy of the world. Higher education worldwide is putting focus in Hospitality and tourism education to bring in the methods and developed pedagogy to impart employability skills among the graduates but still there are certain skills where these graduates are lacking in meeting the industry demand. This paper focuses and tests a model of hospitality and tourism graduates competence in demanded skills. The study highlights the factors which impact on competence in employability skills and also identifies ways in which various hospitality and tourism educators can make adjustments and modification in the curriculum and pedagogy to impart and enhance needed skill outcomes.

For the study researcher collected online data of 1008 business graduates who were asked to self rate their competence against the framework of employability skills required by the industry. This data was analysed by using multiple regression techniques. Findings of study states many factors which influence the competence in employability skills like geographical origin, sex, work experience, engagement with the skills agenda, stage of degree studies and activities beyond education and work. Finding also suggests all stakeholders must come together and work on their responsibilities for ensuring undergraduate employability skills are developed as per the industry requirement.

16). The study was conducted by (Nhuta et al., 2015) in Zimbabwe to understand the reasons for reluctant employment for graduates in the hospitality and tourism industry. The objectives of the study were – To ascertain the gap between the curriculum of education and demand of industry, establish the reasons of this gap, determine the challenges militating tourism curriculum from producing capable tourism management competent graduates. The result of study may help in reconciliation of modifications in curriculum with the consultation of industry.

The study for primary data collection used non-probability sampling which is purposive sampling. Questionnaire was prepared for interviews. Researchers did a pilot test to validate Their questionnaire for data collection and the population was constituted of 13 organizations which are the chain organizations and have the capacity to provide employment to the hospitality and tourism graduate. Findings of the study states that that the tourism curriculum is over focused on training managerial level persons forgoing the occupational skills. It also states that there should be continuous exchange of information about the trends and technology between academia and industry to meet the standard of required skills. The soft skills do need a proper space in the curriculum of education. Researchers based on the study have some recommendations like- educators must get some leave to get industrial exposure, tourism industrial exchange program with the countries like UK, Singapore, Thailand etc. must be initiated by government, all stakeholders must be aware about the up[to date information and changes happening in the industry worldwide to bridge the gap.

17). The tourism and hospitality industry has developed itself with continuous innovations and bringing in new trends and technologies. Information and Communications Technologies (ICTs) has been specially used as a tool which can bridge tourism and hospitality suppliers, intermediaries as well as end-consumers, while simultaneously reengineering the industry towards increased customer satisfaction. Research paper of (Fu, 2016) is focused on the gap analysis between E- tourism and hospitality industry needs and supply by the educators/institutions. To bridge this gap between demand and supply, researchers used a knowledge engineering approach to pinpoint E-tourism and hospitality demands and how to fulfil that demand. A well structured question set was prepared for a perception record which involved face to face interviews, e-mails and telephonic conversation of the targeted population. Population had 20 professionals each from the sections of Human Resources, IT and Marketing of tourism operators, travel agencies and hotels in Thailand also 40 senior students from three departments (tourism & hospitality, IT and Business sections) of CMU. The study finds out that there are three measure actors in

developing, designing, implementing and assessing the E-tourism and hospitality curriculum.

Researcher believes that using a knowledge supply chain in E-tourism and hospitality curriculum development will be the first step; it also provides opportunities for further research. Further research on the subject could help GMS developing countries in bridging the gap between the demands of E-tourism and hospitality industry and supply by the education institutions which could increase the revenue by preventing leakage to the IT sector.

18). The study conducted by (Sarkodie, 2017) has a focus on the hospitality and tourism education being provided by the training institutions to the students in Ghana. Different stakeholders of hospitality and tourism like government, industry and educational institutes have set standard guidelines for the skills and knowledge that have to be acquired and demonstrated in their learning process. Study of related literature showed that there is little or no study on the use of standard skills guides established by hospitality and tourism educators in developing countries like Ghana to meet the demand of industry globally. The study sought to present a basic idea about the usage of standard skill guides in hospitality and tourism institutions. The study was done on the faculty members in the Technical University of Ghana to assess the education being imparted in students; despite the research main objective was to find out whether there is any standard skills guide used by hospitality trainers.

Survey was done using a closed ended questionnaire to get the responses and the population of study was the hospitality teachers. SPSS version20 was used to analyse the data collected. Descriptive statistics such as frequency, percentages, were used to illustrate the demographic profile of the participants and also used to answer the research question. Findings of study state that hospitality teachers did not follow the standard skills guide in teaching the students. The researcher recommended that policy makers must adopt policies which will compel the hospitality teachers to have a set skills guide. Study has its limitations as the data was collected purposely from the core related courses teachers, hence findings cannot be generalised.

19). Gap analysis between the hospitality industry demand and supply by the training institutes was the main objective of (Bathla, 2018) study focusing on Punjab State of India. Hospitality industry has grown tremendously and has established itself as the key role player in the country's economy. There is always a demand for well educated, more knowledgeable and multi-skilled workers capable of holding administrative and supervisory level positions in the industry. Travel and tourism competitiveness report 2017 placed India at 40th place in the world's attractive and tourism destinations. India was ranked 3rd amongst 184 countries in terms of travel and tourism total contributions to the GDP. Objectives of

the study were- 1) To study the job requirements for entry level staff in a Hotel Industry. 2) To identify the various factors that create a gap between industry and academia. 3) To suggest initiatives to bridge the gap between hotel industry expectations and academic institutes.

For the study secondary data was taken from previous studies, reports, text books and primary data was collected using a structured questionnaire which was sent to the HR managers and departmental heads from the selected hotels of Punjab. Total 52 questionnaires were distributed out of which 46 filled questionnaires were received. The rate of response is almost 88%. Hotel industry is known for its multidimensional roles, creating employment for skilled, unskilled and semi skilled people. To bridge the skill gap between the industry demand and supply of manpower by training institutes, study suggests that there is a need to include the new trends and technology in the curriculum which is evolving in the industry time to time. Research also suggests a close connection between industry and educators to meet the requirement of skilled manpower by industry.

20). (Sharma & Sethi, 2015) has used secondary data to conduct the study and for which main documents used are the government reports like NSDC, MHRD data, UGC report etc. study is focused on establishing the skilled manpower gap between demand and supply, it also talks about the reasons and challenges to bridge this gap. In the globalized world the demand for skilled manpower is increasing, employers are looking for the workers who are skilled to finish the job efficiently. India being one of the developing countries and having an abundant young population required to look into the challenges and map the skilled manpower gap. India has taken many skill development initiatives which include national agencies, 17 ministries, several sector skill councils, 35 state skill development missions and some industry bodies to achieve the national skill development mission.

India has some challenges in the way like inadequate infrastructure, low industry-interface, low students mobilization, direct admission without assessment, lack of standardization, career counselling, high cost and skill relevance. India has an enormous skill gap which needs to be addressed. Demand-Supply Gap NSDC has projected an incremental requirement of 347 million skilled personnel in 21 high- growth sectors in India by 2022 (Table 1) but the country is faced with a significant skill development challenge as over the next decade, every year approximately 12 million people are expected to join the workforce. In contrast, the country has a total training capacity of around 4.3 million, which is just 36% of the entrants

and thus depriving every year around 64% newcomers of the opportunity of the skill development training.

VI. CONCLUSION

After giving a thorough and deep review to the existing literature the conclusion drawn by the researchers indicate following points:

1. The hospitality and tourism education in India has improved tremendously by incorporating new teaching methodologies and techniques however it still needs to collaborate with the industry to meet the skill demand.

2. The hospitality and tourism sector in India is growing at a very fast pace and has potential to increase its contribution to the GDP and employment of the country.

3. The technical skills which are termed as HARD skills and Behavioural skills termed as SOFT skills both need to be developed to become a successful hotelier.

4. There is a significant gap between the industry and academia which need to be addressed to compete with the world and to produce high quality and high skilled manpower.

5. The syllabus of the courses taught need to be synchronized and uniformity should be brought in for all the education institutions.

VII. SUGGESTIONS

The study suggests that there should be a close relationship between industry and academia to bridge the skill gap. Industry people should be called frequently for guest lectures to acquaint students with new trends in the industry. Also, faculties must be encouraged for industry visits to update their knowledge. seminar/workshops need to be organized by the academia to gather new knowledge and understand new techniques being used in industry. Study also suggests that syllabus needs to be updated to keep the demand of industry in the center. Industry must also play its role by educating and training the students while on industrial training instead of using them as cheap labor.

VIII. LIMITATIONS

The study has some limitations like it is based on the previous literature and has not collected primary data to know the current scenario. Study has used research papers which were having studies from different countries.

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