

## *Chapter 5:*

# **A Review on Bridging the Gap Between Hospitality Education and Hospitality Industry with Special Reference to Hotels of India**

Shikha Ahlawat, Dr. Yashwant Singh Rawal

DOI: <https://doi.org/10.21467/books.134.5>

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Presently hospitality industry in India is placing the milestones. According to the Ministry of Tourism Report, 2021, there are approximately 1423 registered hotels that facilitate the hospitality industry throughout the nation which indicates the huge potential in terms of manpower requirements in the hospitality sector. To fulfil this manpower requirement, a number of institutions governed/affiliated by apex bodies like NCHMCT, AICTE, private and public universities are offering a number of courses ranging from certificate courses to master degrees in the field of the hospitality industry. But still, there is a gap between the demand from the hospitality industry and the supply by various institutions. The present study focuses on analyzing the gap between hospitality education and industry. This chapter also suggests some key remedies to fill this gap.

## **1 Introduction**

Education plays an important part in our life and helps in the social and economic development of our country. The basic aim of any educational institute is to improve the quality of teaching and learning. However, at present hospitality education has experienced rapid growth globally. Hoteliers always get in touch with Principals, Deans, and HOD of various renowned educational institutes to develop their curriculum, teaching methodology, and young professionals for training and placement opportunities. Normally the students experience a gap between what they have learned in the institutes and experience in the industry. The main reasons behind this gap are outdated syllabus, lack of practical application and lack of communication. As per the present scenario, there are a number of students enrolled in hospitality programs and face many uncertainties in the hospitality industry. Hotel management programs make the students ready for the hospitality industry and also prepare them to work at the supervisory level in the industry. Internship helps the students to know how to do work and the students get to know about different departments and their standard operating procedures. The students learn about the quality of services offered to the customers, cost control methods and grooming standards followed in the industry.

### **1.1 Hotel Management Institutes in India**

The main body is the National Council which is currently heading a total of 91 institutes of hotel management, affiliated NCHMCT (National Council of Hotel Management and Catering Technology) started in the year 1982 as an autonomous body under the Ministry of Tourism Govt. of India including 21 central IHMs, 26 state IHMs, 1 private sector undertaking, 30 private IHMs, and 13 food craft institutes in India. The regulating body NCHMCT is offering various hospitality courses under its umbrella which are mentioned in Table 1.



**Table 1:** Hospitality Courses offered by NCHMCT (Source- [www.nchm.nic.in](http://www.nchm.nic.in) )

| S.NO | Name of the programmes                        | Courses                                                                                                                                                                                                                                                                  |
|------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.   | Post Graduate Degree                          | <ul style="list-style-type: none"> <li>● M.Sc. in Hospitality Administration</li> </ul>                                                                                                                                                                                  |
| 2.   | Post Graduate Diploma                         | <ul style="list-style-type: none"> <li>● Post graduate diploma in dietetics and hospital food service</li> <li>● Post graduate diploma in Accommodation Operations and Management.</li> </ul>                                                                            |
| 3.   | B.Sc. in Hospitality and Hotel Administration | <ul style="list-style-type: none"> <li>● B.Sc. in Hospitality and Hotel Administration- Generic</li> </ul>                                                                                                                                                               |
| 4.   | Diploma Courses                               | <ul style="list-style-type: none"> <li>● Diploma in Food Production</li> <li>● Diploma in Food and Beverage Service</li> <li>● Diploma in Bakery and Confectionery</li> <li>● Diploma in Front Office Operations</li> <li>● Diploma in Housekeeping Operation</li> </ul> |
| 5.   | Craftsmanship Certificate Courses             | <ul style="list-style-type: none"> <li>● Craftsmanship Certificate Courses in Food Production and Patisserie</li> <li>● Craftsmanship Certificate Course in Food and Beverage Service</li> </ul>                                                                         |

The national council firstly started a 3-year diploma after 10+2 and then later started a bachelor's degree in collaboration with IGNOU (Indira Gandhi National Open University). In the year 2005, they have started their Master's degree in the same([www.nchm.nic.in](http://www.nchm.nic.in)). Many institutes are also affiliated with AICTE (All India Council of Technical Education). AICTE was set up in the year 1945 as a national-level apex advisory body to promote technical education in the country. There are a total of 114 institutes of hotel management in India which are affiliated with AICTE ([www.aicte-india.org](http://www.aicte-india.org))

## 1.2 Hotel Industry in India

As per the Ministry of Tourism Report, Indian Tourism statistics at a glance 2021. There are a total of 1423 Hotels in the country which are approved by the Ministry of Tourism as on 28.06.2021.

**Table 2:** No. of Hotels approved by the Ministry of Tourism, 2021 ([www.tourism.gov.in](http://www.tourism.gov.in) )

| S.NO. | Category of Hotels | No. of Hotels |
|-------|--------------------|---------------|
| 1.    | One Star           | 10            |
| 2.    | Two Star           | 27            |
| 3.    | Three Star         | 533           |
| 4.    | Four Star          | 419           |
| 5.    | Five Star          | 226           |
| 6.    | Five Star Deluxe   | 149           |
| 7.    | Heritage Hotels    | 59            |
|       | Total              | <b>1423</b>   |

### 1.3 Manpower Requirement in Hotel industry by 2021

According to the HVS Indian Hotel Industry Manpower Survey (2011), there are approximately a total of 2.84.386 no. of employees required in the year 2021 at different positions in the hotel industry.

**Table 3:** *Manpower requirement in Hotel industry by 2021 (Indian Hotel Industry Manpower Survey, 2011)*

|                                                | Luxury        | First Class   | Mid Market      | Budget        | Extended Stay | Total           |
|------------------------------------------------|---------------|---------------|-----------------|---------------|---------------|-----------------|
| Additional rooms required by 2021              | 21,187        | 37,834        | 70,761          | 45,810        | 4,540         | 1,80,133        |
| <b>Manpower-to-Room Ratio</b>                  | <b>2.70</b>   | <b>2.11</b>   | <b>1.52</b>     | <b>0.72</b>   | <b>1.50</b>   |                 |
| Ratio Breakdown                                |               |               |                 |               |               |                 |
| • Managers                                     | 0.35          | 0.26          | 0.19            | 0.09          | 0.18          |                 |
| • Supervisors                                  | 0.30          | 0.28          | 0.20            | 0.13          | 0.20          |                 |
| • Associates                                   | 2.05          | 1.57          | 1.13            | 0.51          | 1.12          |                 |
| <b>Additional Manpower requirement by 2021</b> | <b>57,206</b> | <b>79,831</b> | <b>1,07,556</b> | <b>32,983</b> | <b>6,810</b>  | <b>2,84,386</b> |
| Manpower Breakdown                             |               |               |                 |               |               |                 |
| • Managers                                     | 7,458         | 9,807         | 13,378          | 4,102         | 837           | <b>35,582</b>   |
| • Supervisors                                  | 6,265         | 10,592        | 13,913          | 5,743         | 904           | <b>37,416</b>   |
| • Associates                                   | 43,482        | 59,432        | 80,266          | 23,138        | 5,070         | <b>2,11,387</b> |

In their study, they have forecasted that there are nearly 10,000 students who graduated every year with either a degree or diploma degree in the hospitality sector. Many students from these are not hired by most of the hotel companies. A number of graduate students get hired by many retail companies, travel agencies, airline companies, and outsourcing industries. There is a much more need for better qualified and trained students to enter the hospitality sector so the current manpower requirement can be fulfilled.

The data highlight that there is a huge requirement of trained manpower throughout the country but the hotel industry is still witnessing a shortage for the same due to the gap between academia and the hotel industry. So, the present study mainly focused to identify the gap and also suggest some recommendations to reduce the gap between academia and the hotel industry.

## 2 Review of literature

Mishra & Pal, (2010) highlighted that hospitality institutions must provide the necessary infrastructure in the labs equipped with the latest equipment and updated instruments. Libraries must be updated with the latest review of literature and e-library facilities should be there. Updated software packages and information systems need to offer in the computer labs for the students. Meier, (2010) highlighted that the

latest technologies must be used by educational institutions in order to keep up with digitization. With the application of artificial intelligence, the plagiarism level of online assessments can be kept to a minimum and also increases the teaching efficiency to make the admin task easier. Classrooms can be converted to virtual classrooms by using various digital tools like Woo clap which is an audience response tool used by teachers and students to communicate via test questions, word clouds, polls, or gamification to improve the teaching-learning process.

Deale *et al.*, (2010) highlighted that the lecture method was the frequent method used by the teachers but that is not an innovative and exciting one. The author also suggests some methods to improve the lecture method which includes: planning each lesson as per the learning outcome, student participation in lectures (student centered approach), use of technological tools, and role-plays, problem-solving, case study, and engaging them in games and activities. Gloria *et al.*, (2013), suggested in their study that in order to make the students more innovative and creative, practical and skills-oriented courses should be taught in hospitality institutions. Students should be well focussed on leadership, communication, managerial, and relationship skills.

Srinivasan & Pol (2014) suggested that both trainees and the hotel industry are satisfied with the internship of students but the level of satisfaction can still be extended if the right coordination and cooperation takes place between the hotel industry and the institutions in Pune. The feedback from industry employees will help in practical curriculum planning which can be accompanied by the institutes to expand the abilities of their students. Asirifi *et al* (2014) concluded that hospitality education requires a structured and well-implemented curriculum for the development of students. There should be practical and skill-based oriented courses in the institutions. To make the students more innovative and creative training of the students should be focussed on employee relations, communication and leadership skills. Sarkodie & Adom, (2015) researchers collected the data from respondents and analysed the lack of practical exposure, outdated lessons, lack of modern equipment for practical, more emphasis on theory-based learning, lack of modern study material, and inadequate workshop organized for students and faculties. They concluded from their study that computer skills, operational skills, multi-lingual skills, and communication skills are necessary skills for students to fit for the hospitality industry. (Rasal & Suryawanshi, 2015) pointed out various innovative methods of teaching for the undergraduate level. The authors believe that innovation and creativity help to provide better education to students so that the core objective of education can be achieved. Problem-based learning should be a must for vocational hospitality education and to make better professionals for the hospitality industry. Workshops can be more helpful to understand the methods for teachers so they can implement them in their teaching. (Prabhu & Wani, 2015) investigated that the students are lacking in the fluency of English, body language, and personality traits. There is a need to improve English communication and one should be motivated to meet the industry requirements. Hussain & Asif (2017) analyzed in their study that faculties spent most of their time in studying the textbooks and supplying bookish information to the scholars. The shortage of infrastructure and lack of practical exposure are also the reasons which make the hotel industry students unemployable. The author also identified that a lack of understanding of the latest trends and requirements of the hospitality industry is the main reason for the gap between academia and the industry. (kaur, 2017) in her study recommended that colleges need to establish the entrepreneurship cell to increase the skills of the students and encourage them for entrepreneurship. Funds can be allocated to innovative and creative ideas. Jhaji & Aggarwal (2018) concluded that in order to improve the quality of education there is a need to design the curriculum as per the current trends and developments in the hospitality industry. Students should possess the specific discipline and inter-disciplinary areas. Every institute must offer innovative methods of teaching such as

case study methodology, lectures by industry experts, industry visits, activity-based learning, and hotel management software for enhancing learning which helps the students become more interactive.

Kumar (2018) pointed out in their study that the appointment of faculties from industries to academic institutions should be encouraged so that the faculties can impart the knowledge of the industry and the latest developments. The research bodies and higher education are required to collaborate on various aspects of the hotels. Under-graduate hospitality should need to be introduced and collaboration with international institutions is encouraged to develop the curriculum and ease program development. R. Espellita & S. Maravilla (2019) concluded that critical thinking ability, team building, interpersonal skills, leadership skills and front office operational ability skills, hands-on experience, strategic planning are the most important skills required by hotel supervisors in mainly three departments which includes front office, housekeeping, and food and beverage service department. These are the most important skills which should be added to the curriculum.

Khan (2019) concluded in his study that in order to achieve the mutual goal, a research and development center can be formed that can contribute to innovating education so that the economy and humans can be benefited. The research centers can be established at some research institutions and assisted by the hospitality industry. These research centers may be opened for industry experts who can coordinate and work with faculty. The research centers can serve two functions- one is that the experts can conduct broader research in academia and the industry. The other one will be the continuous supply of financial resources, and the industry can coordinate with sponsored agencies. The main objective of the study is the foundation of the research program benefits both academia and industry.

Bhatla *et al.* (2019) pointed out that inadequate modern infrastructure and practical exposure are the reasons that make hotel management students unemployable. The students are forced to prepare assignments and presentations from internet sources and because of the stress of getting good marks at the time of performance evaluation. The teachers are not taking any effort for making assignments and presentations practical oriented for their students.

Ganguli (2021) suggested that academic institutions need to prepare the interns with updated theoretical knowledge, organizational culture. There is much more need to pay the attention to safety and security mainly for the girls, working environment, and benefits so that the students will experience their internship more effectively.

Pradip & Mukesh (2021) has used secondary data to conduct the study that is mainly focused to identify the skill gap between academia and the hospitality industry. The authors suggested that faculties should be motivated for industry visits to update their knowledge. The institutions need to organize workshops/seminars to acquaint the students with new knowledge and techniques used in the industry. The authors suggest that the syllabus needs to be updated as per the industry requirements. Industry must also play the role of educating the students during internships instead of using them as cheap labor. Dimri & Dani (2021) concluded that both managerial and operational skills are required for hospitality graduates so they can perform well in the business and remain competitive. There is a need to develop constructive thinking abilities in order to improve the performance and productivity of graduates in the hospitality industry.

### **3 Research Methodology**

#### **3.1 Nature of Research**

The research is exploratory based on the secondary data collected from research articles, government reports, reports by various reputed consultancies.

### 3.2 Objectives

- To study the scenario and manpower requirement of the Hotel Industry in India.
- To study the gap between Hospitality education and Hospitality Industry.

### 4 Finding

Major gap between Academia and hotel Industry

- **Lack of communication skills among students:** Hospitality students are lacking in English communication, body language and personality traits. The language barrier is also a problem that is faced by many students.
- **Lack of experienced faculties in institutions:** Many faculties who are teaching in universities and colleges don't have industrial experience and also lack in necessary skills which are required to develop the students for industry. Faculties spent most of their time studying the textbooks and supplying bookish information to the scholars.
- **The short duration of the internship:** The duration of internships is very short. The students are not able to cover all the core departments and didn't get complete knowledge about the industry.
- **Outdated curriculum:** The curriculum of the institutions is outdated which is not followed in the industry nowadays. The content included in the curriculum is not as per the industry requirements.
- **Lack of modern infrastructure:** The shortage of modern infrastructure and lack of modern equipment for practical's makes the hotel industry students employable.
- **Lack of computer knowledge among students:** Many students lack computer knowledge and are not able to use the software which is used in industry.
- **More concern on theory classes:** The institutions are more concerned about theory classes. The faculties give more emphasis on theory-based learning as compared to practical's which are more important to meet the industry requirements.
- **Lack of Library Facilities in institutions:** The textbooks and reviews of literature available in the libraries are outdated. The institutions are not updated with e-library facilities.
- **Lack of workshops, seminars and conferences organized by institutions:** Most of the institutions are not organizing workshops, seminars and conferences that benefited both students and faculty.
- **Lack of industrial visits organized by institutions:** Institutions are not taking any efforts for industrial visits of the students. The students are unaware of the industry and its facilities.
- **Lack of latest technologies in institutions:** Many institutions are still lacking with the latest technologies like software, Wi-Fi-connectivity, virtual classrooms and e-learning resources.
- **Lack of research and development facilities in institutions:** Academia is lacking in research and development facilities for students and faculties. There is no coordination between academia and industry participants which benefits both.
- **Lack of innovative Teaching methods used by faculties:** The faculties are still using old lecture methods in classrooms which make the students bored.
- **Lack of Operational and Managerial skills among students:** The students are lacking managerial and operational skills which are important skills to meet the industry expectations.

- **Outdated students' evaluation methods used by faculties:** The evaluation methods used in academics are still old. Students are forced to make assignments and presentations which are copied from internet sources.
- **Classrooms are not equipped with modern equipment's:** Classrooms are not equipped with the latest equipment and tools like smart boards, projectors etc. which makes the learning more interesting.

## 5 Conclusion and Recommendation

### 5.1 Conclusion

The study was conducted to find the gap between Hospitality Education and the hospitality industry with special emphasis on the hotel industry and institutes. The finding revealed that there is a huge gap between academia and the hotel industry. The students lack various essential skills required by various departments in hotels. The institutions are lacking in modern infrastructure and the latest equipment used in industry. Much more concern is required to be given to innovation and creativity in order to develop the overall personality of the students. Both academia and industry need to collaborate in the field of research and development, student internship and faculty and industry expert interchange benefit both.

### 5.2 Recommendations for bridging the gap between academics and the hotel Industry

#### 5.2.1 The curriculum must be updated

The syllabus of hospitality courses needs to be more practical oriented. In order to make the students innovative and creative, practical and skills-oriented courses should be taught in educational institutions. The industry experts need to be

#### 5.2.2 Academics Infrastructure must be Improved

- Hospitality institutions must provide the necessary infrastructure in the labs equipped with the latest equipment and updated instruments.
- Libraries must be updated with the latest review of literature and e-library facilities should be there.
- Updated software packages and information systems need to offer in the computer labs for the students.
- With the application of artificial intelligence, the plagiarism level of online assessments can be kept to a minimum and also increases the teaching efficiency to make the admin task easier.
- Classrooms can be converted to virtual classrooms by using various digital tools like Woo clap which is an audience response tool used by teachers and students to communicate via test questions, word clouds, polls, or gamification to improve the teaching-learning process.

#### 5.2.3 Innovative Methods of Teaching

The lecture method needs to be more interested and includes: planning each lesson as per the learning outcome, student participation in lectures (student-centered approach), use of technological tools, and role-plays, problem-solving, case study, and engaging them in games and activities.

#### 5.2.4 The institutions need to organize workshops, seminars, and conferences

Workshops, seminars, and conferences must be continuously organized by institutions that benefit both students and faculty. International industry experts may be invited for sharing the updated knowledge and techniques used in the industry.

### **5.2.5 The skills of the students should be improved**

- Managerial and Operational skills are required for hospitality graduates so they can perform well in the business and remain competitive.
- There is a need to develop constructive thinking abilities in order to improve the performance and productivity of graduates in the hospitality industry.
- Students should be well focussed on leadership, communication, managerial, and relationship skills. Team building, and front office operational ability skills, hands-on experience, strategic planning are the most important skills required by hotel supervisors

### **5.2.6 Appointment of faculties from industry must be encouraged.**

Appointment of faculties from industry must be encouraged so that the faculties can impart the knowledge of the industry and the latest developments

### **5.2.7 Industry visits must be organized**

Both faculties and students must visit the hotel industry to know the latest developments and trends.

### **5.2.8 More concern should be given to practical's**

The faculties are just imparting bookish information and are more concerned with assignments and presentations. There is a much more need that faculties should give more concern to practicals instead of theories.

### **5.2.9 Research and development centers may be formed in the institutions**

Research and development centers can be formed that can contribute to innovating education so that the economy and humans can be benefited. The research centers can be established at some research institutions and assisted by the hospitality industry. These research centers may be opened for industry experts who can coordinate and work with faculty.

### **5.2.10 Collaboration between academia and the hotel industry**

- Industry tie-ups and collaboration must be there for research and development to benefit both academics and industry.
- Job swapping must be encouraged so that the lecturer can work as managers in industry and managers would work as faculty in institutions that benefit both academics and industry and give them the opportunity to change the learning environment.
- It can also encourage students' internship and placement.
- The feedback from industry employees will help in practical curriculum planning which can be accompanied by the institutes to expand the abilities of their students.

### **5.2.11 English fluency of students must be improved**

English fluency of students would be improved by participating them in group discussions, extempore, mock interview. There is a need to improve their body language as well as personality traits in order to meet the industry requirements.

### **5.2.12 Pay attention to the safety, security of the girl students**

There is a need to pay much more attention to the safety and security of the girl's students and the working environment and benefits so that the students will experience their internship more effective.



### 5.2.13 Establishment of Entrepreneurship cell

Colleges need to establish the entrepreneurship cell to encourage the students for their own venture and funds and assistance can also be provided for innovative and creative ideas.

## 6 Declarations

### 6.1 Competing Interests

No potential conflict of interest was reported by the authors.

### 6.2 Publisher's Note

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## Author's Detail

Shikha Ahlawat<sup>1\*</sup>, Dr. Yashwant Singh Rawal<sup>2</sup>

<sup>1</sup> Research Scholar, Amity University Rajasthan

<sup>2</sup> Associate Professor, Parul Institute of Hotel Management & Catering Technology, Parul University, Vadodara, Gujarat

\*Corresponding author

## How to Cite this Chapter:

Ahlawat, S. & Rawal, Y. S., (2022). A Review on Bridging the Gap Between Hospitality Education and Hospitality Industry with Special Reference to Hotels of India. In Y. S. Rawal, H. Soni, & R. Dani (Eds.), *Research in Tourism and Hospitality Management* (pp. 35–44). AJIR Publisher, India. ISBN: 978-81-954993-9-7, DOI: <https://doi.org/10.21467/books.134.5>

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