

## **Role of Government in Policy formulation for Tourism Education: with special reference to Rajasthan**

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**ABSTRACT:** *It is widely recognized that the implementation of appropriate policy and practice that are designed to enhance the level of skill of hospitality personnel and their commitment to a vision of excellence in service is a crucial desire in tourism industry. As a consequence of the growth of tourism industry worldwide, the need for appropriate education related to tourism and hospitality is increasing, thereby developing specific courses with the focus on employability skills which is of great value. In doing so investigating the potential gap between education and practice would greatly help educators and policy makers to identify barriers*

**KEYWORDS:** *Tourism, Education, Tourism Education Policy.*

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### **I. INTRODUCTION**

As per UNWTO, tourism and hospitality industry has grown tremendously since last few years. For many developing countries tourism has become major source of income through different ways like one of the main sources of foreign exchange income and the number one export category, it is the main source of foreign exchange for one-third of developing countries and one-half of each Least Developed Countries (LDCs), where it accounts for up to 40% of their GDP [United Nations Conference on Trade and Development (UNCTAD)], creating much needed employment and opportunities for development.

Likewise India has also seen a significant development in tourism industry as there is recognizable increase in the number of visitors leading to betterment of tourism industry in the country, the direct contribution of Travel & Tourism to GDP was INR5, 943.3bn (USD91.3bn), 3.7% of total GDP in 2017 and is forecast to rise by 7.6% in 2018, and to rise by 7.1% pa, from 2018-2028, to INR12,677.9bn (USD194.7bn), 3.9% of total GDP in 2028. (WTTC, India 2018).

Tourism industry is considered to be a major generator of employment. As a highly labor-intensive activity, tourism and tourism supported activities create a high proportion of employment and career opportunities for whoever is willing to work in the industry, it is the tourism and hospitality industry which provides opportunities for low skilled and semi-skilled workers, particularly for poor, female and young workers. The major key player of tourism industry are women and youth, women make up 70% of the labor force in tourism sector and half of all tourism workers are 25 years or under. The tourism sector is becoming an important source of employment for many of the unemployed youth and consequently reducing the poverty in the society (UNCTAD 2010).

In 2017 Travel & Tourism directly supported 26,148,000 jobs (5.0% of total employment). This is expected to rise by 2.8% in 2018 and rise by 2.1% pa to 33,195,000 jobs (5.3% of total employment) in 2028. In 2017, the total contribution of Travel & Tourism to employment, including jobs indirectly supported by the industry was 8.0% of total employment (41,622,500 jobs). This is expected to rise by 3.1% in 2018 to 42,898,000 jobs and rise by 2.0% pa to 52,279,000 jobs in 2028 (8.4% of total). (WTTC, India 2018).

The tourism industry today, especially in India is on the verge of becoming the largest producer of employment, by providing new jobs and opportunities to diversify the economy. The tourism and hospitality industry incorporates many different types of businesses, such as accommodations and food service providers, transportation companies, and tour operators. As a labor-intensive industry, organizations are majorly dependent on the availability of competent personnel to deliver, operate, and manage the tourist product (Amoah & Baum, 1997) not only this they should be flexible enough to survive the competition of the market efficiently (Zagonari, 2009). In order to acquire such kind of manpower organizations must ensure that their employees are capable of providing top quality service to increasingly discerning customers in a global market.

Amoah and Baum (1997) cites that the importance of human resources in the tourism industry cannot be disregarded. 'the human factor is fundamental to development of the tourism sector since it constitutes the

very essence of quality in tourism supply and in order to train the employees according to the industry proper training and education is must, as Mc. Donald & Hopkin (2003) have mentioned that hospitality education is a vehicle for improving the quality of employees in the industry.

Today especially in hospitality industry one integral aspect of ensuring that employees have the right knowledge, skills, and abilities to provide top service is providing effective training. Training and development in organizations has come to be seen as a normal cost of doing business in order for companies to maintain productivity (Percival, Cozzarin, & Formanek, 2013) and stay competitive in the marketplace (Zagonari, 2009).

With increasing competition in hospitality / tourism industry globally and the growing demands of efficient services, the training & education has become a key area in hospitality, witnessing the rapid development in the industry India too is making an effort to participate in the race of generating quality employees, and to support that the Government of India has been taking initiatives to promote and develop hospitality & tourism both in terms of physical infrastructure & in terms of services by paying attention on uplifting physical products as well as manpower.

The Ministry of Tourism (MoT), Govt of India has mentioned in its report (2012) that Tourism in the country has the potential to emerge as a key economic driver. It is estimated that tourism can generate employment next only to the Construction Sector (National Skill Development Corporation). With MoT targeting over 12 % growth rate in inbound as well as domestic tourists, it has been projected that tourism sector will generate additional jobs for about 2.5 crore persons, both direct and indirect, during the period 2010-16 (12<sup>th</sup> Plan).

Servicing the sector with skilled manpower which is a primary concern of MoT and a concern of all the stakeholders including the authorities in the States becomes an imperative and a foremost challenge for the 12th Plan period. The task of creating a skilful service is inherently challenging as there exist a major skill gap in the industry as the Sector is constrained to take raw hands, the gap is further widened by a rather high rate of attrition. Unless efforts are stepped up substantially to create institutional infrastructure and facilities for training, the supply of skilled manpower will not even touch ten percent of the projected requirement.

The Prime Minister's National Skill Development Council has identified Tourism / Hospitality Industry, along with Health and Information Technology, for mass basing the skill training. The three sectors are recognized as larger generators of employment. This Council, is chaired by the Prime Minister and is at the apex of a three-tier structure and is concerned with vision setting and laying down core strategies. It is assisted by the National Skill Development Coordination Board chaired by the Deputy Chairman Planning Commission. At the third layer of the structure is the National Skill Development Corporation which is essentially for promoting private sector action for skill development

This paper aims to study the policy framework of the Central and State Government, through the various secondary data this paper gives a brief idea of the role played by the government through their various policies and programs in promoting and developing tourism education in the country

## II. REVIEW OF LITERATURE

**Whitehead, (1951)** stated that Education, is conceived primarily as part of a socio-cultural project of intentionality for future development and progress that societies and groups clarify in the mirror of the other Educationists strongly hold that information or knowledge is worthy only if it contributes to the culture of the community. Education leads to proper understanding of all types of phenomena happening around and it gives the capability to look out for all the answered questions.

According to **Singh (2005)** Tourism and education share an intrinsic commonality — that of internalization. Both possess the capacity to contribute significantly to individual and societal values. Practices in tourism especially those emanating from human, societal and environmental values contribute significantly to socio-cultural development. A perfect balance between the two will contribute not only to the society but to the economy of the nation as well, it will also enable to explore new avenues in tourism which are still unexplored due to lack of proper education.

**Schriewer (2000)** With this premise, tourism has been legitimized as a subject worthy of serious study. Tourism is considered to be an age-old phenomena it has been existing from ages in India, but it took so many years to recognize tourism as an individual entity and then took another decade for it to be recognized by the government as a full-fledged industry, and later when people started to explore the industry a need for deep study of tourism was felt which lead to introduction of tourism as subject which needed to be studied seriously.

**(Csikszentmihaly, 1990)** The learning process links culture and education in a mutually interactive manner, whereby culture prescribes norms, evolves goals and builds beliefs that help us tackle the challenges of existence and is, in turn, informed and modified by the prevailing environments. Culture has existed since mankind has evolved but a true understanding of the culture came when human started to learn, learning lead to building up of framework of the society.

Education in India has been the ancient, existence of gurukuls, institutes like Nalanda university, Taxila University explains that how much importance education was given since ancient times, with time education also saw evolution and revolution, new methods of education, new subjects were introduced, **Stenhouse, (1967), Golmohamad, (2004) Sankar, (2004)** mentioned that The prime purpose of planned education, then, is to induct individuals into a culture in such a way that their individuality and creativity may be enhanced and that the educated populace, as a collective may be guided by this creative insight to progress towards 'world citizenship'. The need for world citizenry is eminent for globalization, and it calls for responsive mechanisms. Perhaps education can be utilized effectively to deliver the goods.

**Singh (2005)** in his paper mentioned that the post-independence period in India i.e. (after 1947) witnessed rapid expansion and reforms in higher education to evolve a system of education relevant to the life, living and aspirations of the people. In the wake of educational developments in independent India significant advisory and regulatory bodies specifically for higher education were instituted.

According to **Daniel, (2017)** Tourism is generally acknowledged as one of the economic sectors with higher growth prospects worldwide. As a consequence, the number of tourism education courses has grown significantly in the last decades in order to meet the demands of the qualified workforce.

**Dixit (2019)** mentioned that the future economic growth rate and employment generation capacity of any nation depend on the knowledge and skill of its local workforce. In India, the tourism and hospitality industry continues to experience a critical shortage of a qualified and skilled workforce. Currently, only 2.3% of the Indian workforce has undergone skills training, resulting in the need for a substantial investment in vocational education and training. The Skill India initiative of the Government of India seeks to provide the institutional capacity to train a minimum of 300 million people by 2022, with a total outlay of USD 234 million.

**Cathy H.C.Hsu (2018)** In the context of the changing economic, social, and technological environments, there is dire need for radical transformations of tourism education, including curriculum, program offering, pedagogy, and learning environment. Entrepreneurship, innovation, crisis management, data analytics, humanities, and communication are essential elements of broad-based tourism curricula. Cross-national, online, and "fluid" degrees will flourish and be widely embraced. The increased adoption of blended learning and flipped classrooms, knowledge co-creation learning arrangements, and robot teaching assistants will change the job nature of educators. The integration of formal and informal learning spaces, with the use of augmented and virtual reality tools, will further challenge educators' roles and their use of pedagogies.

### **III. REFORMATION IN THE EDUCATION SYSTEM OF INDIA**

Since the formulation of constitution it took the government nearly three decades to recognize Tourism as an industry until, In 1982, the Indian Government presented its first tourism policy. In retrospect one could argue that the novelty of the subject, its low priority and the belief in its potential as a social engineering tool (in keeping with Indian public ideology at that time), contributed to a rather simplistic piece of work. Not much of preference and recognition was given to tourism as per this policy with the development in industry, later it took the government until 2002 to present an updated policy document which recognized tourism as an individual industry.

Though updated tourism policy was introduced but not much emphasis was given to tourism education in it in order to implement the new policy, it was decided that firstly higher education needed to be amended so as to produce manpower to facilitate capital growth, as committed by the government.

In order improve the higher education government laid the foundation of following institutions:

- The University Grants Commission (UGC) set up in 1952, was constituted as a statutory body under an Act of Parliament in 1956. The establishment of the UGC was the first major legislative measure initiated by the Government of India (GOI) under the constitutional provision reserving to it the powers for coordination and determination of standards in universities;
- The All India Council for Technical Education (AICTE) an advisory body, set up in 1948, to assist the Central Government in the planning and development of technical education at the post-secondary level. Education in engineering and technology, architecture, management and pharmacy lies within the purview of the AICTE. In 1988, the AICTE was constituted as a statutory body under an Act of Parliament;
- National Council for Teacher Education (NCTE) established in 1973 by a Government resolution, as a national expert body to advise Central and State Governments on all matters pertaining to teacher education. The Council was made a statutory body by an Act of Parliament in 1993. Systematic efforts, on the part of the government, were made towards the preparation of educational policies for the future that needed 'radical changes' to actualize a national system of education (Indian National Commission for Cooperation, 1998) that would equip the country to 'compete' in the global economy made possible through the modernization of India.

Introduction of different new subjects gave the idea of hands on education where more emphasis was laid on practical education rather than classroom education, with this a new culture of vocational (skills oriented) and professional (conduct oriented) education was henceforth initialized through various educational institutions in the country. The expression 'radical changes' thus came to be interpreted as generating manpower for the globalized order. The current 10th Five-Year Plan (2002–2007) has initiated a major program of vocationalization, at the under-graduate level, in about 35 subjects. As mentioned in report by **GOI, (2004 a, b)** with the introduction of job-oriented courses and various skill development programs vocational courses need to be designed with job potential in emerging areas such as information technology, biotechnology, biomedicine, genetic engineering, applied psychology, tourism and travel, physical education and sports, to name a few. Unlike conventional vocations, the newly identified areas of knowledge allayed with the new world ordering. Educating a generation of intellectuals and workers for participation in a global system now poses a fresh challenge. Future times alone will judge India's prudence in coping with these challenges.

#### **IV. NEED FOR TRAINING AND SKILL DEVELOPMENT INDIA**

According to statistics presented by Market Pulse report (2016-17) annual foreign tourists arrivals is more than 5 million and domestic tourists arrivals is 500 million, according to the report there are nearly 2.8million manpower employed in the industry, the annual business growth industry is having is 7% and targeted growth is 12%. With the current industry trends the hospitality sector is facing difficulty in terms of skill gap, annually the hospitality industry requires 196,000 trained personnel, secondly , Supply of manpower after accounting for attrition, only about 46,000 (Only MOT sponsored institutes).

According to India Tourism Statistics 2011, Ministry of Tourism and Report on Human Resource and Skill Development requirements in the Tourism, Travel, Hospitality & Trade sector, 2022 prepared by National Skills Development Council, Travel and tourism sector in India includes employees such as inbound tour operators, travel agents, tourist transport operators, adventure tour operators and domestic tour operators in the travel trade segment and those employed in hotels and restaurants in various functions of front office, F&B and housekeeping among others. While the tourism sector in India is targeted to grow at an annual rate of 12 per cent during 2011-2061, adequate training and skill development infrastructure and availability of trained manpower has not kept pace with growth. This has led to an existing as well as forecasted shortfall of trained manpower in various segments of tourism sector in India. The hospitality sector alone witnessed a shortfall of 0.5 million employees during 2011-2012 which is expected to rise to 0.8 million by 2018 and 1.1 million by 2021 as per the target growth levels.

As per a study by the Ministry of Tourism, only 50 per cent of the employees in the key functional domains of hotels are fully trained where formally trained managerial staff accounts for only 16 per cent, efforts are thus required for enhancing the skill sets of non managerial staff. When considering the travel industry only 21 per cent of the total travel and trade sector workforce is said to be trained. Statistics says that 20 per cent of the travel and trade sector employees comprised of casual workers this necessitates the immediate need for formal training development of basic skill set is important. These include health and personal hygiene, cleanliness, basic service techniques, cooking techniques, garbage disposal, etiquette and basic manners, basic nutrition values, basic tourism awareness, first aid, client handling and behavioral skills etc.

In addition, proper selection of hotel management students, increased focus on grooming and communication skills, on the job training, courses in foreign languages and standardization and monitoring of curricula in private institutions may be required. In order to meet the high anticipated demand for employees over the next decade, concerted efforts are required for augmenting the existing training infrastructure through provision of additional training institutes and enhancing the capacity and infrastructure of the existing ones. An assessment of the training infrastructure estimates a total of 337 training institutes in the Hospitality sector and 101 travel and tour institutes offering courses related to ticketing and tourism as in March 2010, which appears to be significantly low. In addition short term courses may be introduced in order to enhance the skill sets of existing employees.

#### **V. INITIATIVES OF CENTRAL GOVERNMENT FOR UPLIFTMENT OF TOURISM EDUCATION IN INDIA**

According to Reports published by Ministry of Tourism Government of India, government has done certain reforms, regarding tourism education which are stated as follows:

The Government established the National Council for Hotel Management and Catering Technology (NCHMCT) in the year 1982. The NCHMCT and its affiliate institutes like Institutes of Hotel Management (IHMs) and Food Craft Institutes (FCIs) impart Post Graduate programs in Hospitality, Diploma, and various other detailed Certificate Courses.

Ministry of Tourism has undertaken various Skill Development initiatives for the Tourism & Hospitality Sector.



Considering the present skill gap Prime Minister initiated Skill Development Mission, the mission visions that till 2022 there will skilled work force of 500 million of which Skilled force in hospitality sector to be 5 million.

In order to achieve the target of fulfilling the target workforce government has launched various schemes such as.

## **VI. ENABLING SCHEMES FOR INSTITUTES**

1. Scheme of Assistance to IHMs/FCI and other institutes:

To put in place a system of professional education and training with necessary infrastructural support capable of generating sufficient manpower to meet the needs of the tourism and hospitality industry.

2. Scheme of Financial Assistance to IHMs/ FCI

a. Central funding to States for setting up IHM and Food Craft Institutes including hostels and for equipments.

b. No limit on assistance to the Central Institutes.

c. Provides for funding of ITIs/ Polytechnic Institutes/Universities/ Government Colleges / Government Vocational Schools / PSUs for broad-basing of hospitality education;

d. Assistance extended for civil works and equipments

## **VII. SCHEME OF CAPACITY BUILDING FOR SERVICE PROVIDERS**

There are a large number of persons who are engaged in the unorganized sector. The tourists come into contact with various service providers and it is this experience they have, while interacting, that governs their experience of India as a tourist destination.

It was therefore felt necessary that this large number of service providers be given certain inputs which can improve their behavior and service levels. Therefore a Scheme was formulated wherein these service providers in the unorganized sector are given some inputs so as to upgrade their behavior and service skills. This Scheme is the 'Capacity Building for Service Providers (CBSP)'. This schemes aims at:

a. To provide in-service training / skill up gradation to the existing/aspiring service providers. Some of the important areas being covered under the training include health & personal hygiene, cleanliness, basic service techniques, cooking techniques, garbage disposal, etiquette and basic manners, basic nutrition values, etc. Energy saving and basic tourism awareness, communication skills, behavior skills, first aid, client handling and behavioral skills, etc. are also covered in the training programs

b. Expanding facilities for Training & Certification of existing and aspiring service providers to bridge the huge skill gap for non-managerial skilled manpower;

c. Completely free courses; the duration of the course ranges from 4 days to 6 days.

d. Tailor-made programs permissible;

e. Wage loss compensation.

Setting in place the framework for supply of trained manpower is a challenge facing the hospitality education. It has been the endeavor of the Ministry of Tourism to put in place a system of training and professional education, with necessary infrastructure support, capable of generating manpower sufficient to meet the needs of the tourism and hospitality industry, both quantitatively and qualitatively.

## **VIII. SKILL DEVELOPMENT PROGRAMS**

The Central Government has started two skill development programs one for the fresher who wish to join the industry and need skills in order to be employable under the nomenclature "Skill to Employability" and the other for the ones already working in the industry in order to enhance their skills under the nomenclature "Skill Testing". The programs are explained as:

### **Skill to Employability Initiative for Fresher**

a. Started in 2009-10 with 100% funding by MOT

b. Being implemented through (a) Central IHMs/ State IHMs/ FCIs directly funded by MOT (b) Through Private Sector Participation- HAI/FHRAI directly funded by MOT and (c) Pvt. Sector and Govt. Institutes under State Govt - Being funded through the State Government

c. State Governments are instructed to use universities/colleges, private institutes having infrastructure for hospitality courses to conduct this program

d. Association with Private sector stakeholder organizations like HAI, FHRAI etc. are encouraged to increase the reach of this program. Special efforts being made to facilitate bank credit for those who desire to start their own ventures.

- e. Special provision to be made to cover physically challenged persons with assistance from NGOs. Along with this Retired defense personnel below 45 years of age also being trained
- f. Eligibility criteria for enrolling in such programs: Minimum eighth pass in the age of 18 to 28 yrs.
- g. Presently offers four training courses – 6 weeks course in F & B Service & Housekeeping and 8 weeks course in Food Production & Bakery.
- h. Encouraging placements reported till dated over 10,000 fresher are trained through this program

#### **Skill Testing & Certification Initiatives for Service Providers**

- a) Started in 2009-10 with 100% funding by MoT
- b) Being implemented through IHMs
- c) Eligibility: Service providers in the hospitality sector
- d) Presently offers 5 days training followed by testing on 6<sup>th</sup> day.
- e) Each trainee is entitled to reimbursement towards wage loss.
- f) Nearly 35, 000 persons have been tested and certified till date.

### **IX. INSTITUTIONAL INFRASTRUCTURE STATUS**

1. As of now, there are 42 Institutes of Hotel Management (IHMs), comprising 21 Central IHMs and 21 State IHMs, and 10 Food Craft Institutes (FCIs) & 20 more under various stages of construction which have come up with the support of the Ministry. These institutes were set up as autonomous societies with the specific mandate to impart hospitality education / conduct training in hospitality skills. While the IHMs mainly impart degree level hospitality education, the FCIs are concerned with skill level education. National Council for Hotel Management & Catering Technology (NCHMCT) steers and regulates the academic efforts of the IHMs and FCIs.
2. Apart from this the Indian Institute of Tourism and Travel Management (IITTM) an autonomous body under the Ministry of Tourism with its Headquarter at Gwalior has centers at Bhubaneswar, Nellore, Noida and Goa (by name National Institute of Water Sports). IITTM is a pioneer in the field of travel and tourism education and training. It provides specialized training and education for tourism and travel industry.
3. The Ministry of Tourism has set up the Indian Culinary Institute (ICI) at Tirupati, Andhra Pradesh. The first of its kind in India, the Institute has commenced its academic session from August, 2016. The Ministry is also expanding the ICI, by opening its Northern Chapter at Noida.
4. The Ministry also has runs the Indian Institute of Skiing and Mountaineering at Gulmarg.

### **X. INITIATIVES OF STATE GOVERNMENT FOR DEVELOPMENT OF TOURISM EDUCATION IN RAJASTHAN**

Unlike the Central government the state government still needs to take much more initiatives with regard to policies to improve the status of tourism education in a tourism –centric state like Rajasthan, a few training programs for hospitality sector are stated as, All Tourism Units registered with the Department of Tourism will be directly eligible to become training partners under the Employment Linked Skill Training Program (ELSTP) subject to availability of infrastructure as per the guidelines of Rajasthan Skill and Livelihoods Development Corporation (RSLDC). The program illustrates that if enrolled as a training partner, management of the respective hotels would be required to set up a training center within the hotel premises using existing/additional infrastructure for the selected courses from the approved list of RSLDC, mobilize youth for training, organize training as per syllabus, follow RSLDC guidelines while conducting of skill training programs, participate in third party assessment and certification process. Moreover, they would also have to ensure that at least 50% of the trained youth is linked to employment in accordance with the norms of Employment Linked Skill Training Programs (ELSTP). Heritage hotels, on hiring trained youth (certified under RSLDC) would be eligible to get subsidies/incentives as per norms, if available.

Along with the skill development programs Government of Rajasthan recently has opened a full-fledged institute to encourage tourism education in the state which is Center of Excellence for Tourism Training, the institute is situated in beautiful city of lakes Udaipur. In the year 2015 the Government of Rajasthan in collaboration with Institute of Technical Education Services (ITES), Singapore, has taken an initiative to train the students according to the industry and in order to be at par with industry very intricate work has been done in order to establish this institute, from the infrastructure to the curriculum everything is especially designed by the ITES in order to provide not only trained but skilled professionals to the industry in order to ensure the quality of education given to students even the faculties recruited in the institute were also trained by the experts from ITE, Singapore.

The institute is offering diploma in six different areas, subjects being Travel and Tourism, Retail Services, Front Office, Food & Beverage, Housekeeping, And Western Culinary Arts.

Minimum eligibility is student to be 10<sup>th</sup> passed.

Till date over 250 students has been trained of which around 85% students have been successfully placed in reputed Hospitality and Travel organizations.

## **XI. ISSUES AND CHALLENGES FACED BY THE GOVERNMENT OF INDIA**

**Tourism Policy:** India's tourism policy, according to tour operators, is not very definite. The state of tourism in India, despite there being huge potential, is not growing at the rate as in other countries like Thailand, Malaysia and Indonesia. The primary reason being that tourism sector in the referred countries is very organized. The policies are clearly drafted; hence all the stakeholders in the sector operate complimenting each other. The scenario in India is totally opposite. All the stake holders in the sectors work according to their own policies and even the promotional campaigns and marketing modalities are separate for private players and Government administration.

**Lack of Government Support:** Indian Government is promoting Hospitality & Tourism Programs and some good initiatives like Hunar Se Rozgar Tak have been laudable. However, there lies a lack in support for operating expenses of the Institutes in terms of salaries, research funding and inspiring youth for pursuing programs. As a matter of fact most of the Institutes as well as University Teaching Departments even in government funded Institutions work on self sustainability models for meeting operating expenses thus as a result the programs offered even in central government institutes turn to be expensive in fees structures.

**Involvement of many Authorities, Whom to follow (AICTE/UGC/MOT/DEC/NCHMCT/Others):** Many authorities are found to be involved in development of Hospitality & Tourism Education Programs. For example Ministry of Tourism (MOT), Govt. of India has been a key initiator for Hospitality & Tourism Education through National Council for Hotel Management & Catering Technology and Indian Institute of Travel & Tourism Management, however, the guidelines for Tourism Programs by UGC seems to be different from MOT, and AICTE are different both for academic and physical infrastructure, similarly the guidelines for Colleges by Universities may vary from University to University. Thus there lies a confusion between central bodies whom to follow.

## **XII. SUGGESTIONS**

- 1. Setting of National Educational Policies and Standard Guidelines pertaining to Hospitality & Tourism Education:** Currently Hospitality & Tourism education is promoted as well as nurtured by Ministry of Tourism, GOI, controlled by Ministry of HRD, Government of India through UGC, where AICTE is taking care of the state universities with the help of state government. There lies a need of setting of National Educational Policies and Standard Guidelines pertaining to Hospitality & Tourism with uniform norms and practices across the country and minimal mismatch between regulatory/ statutory bodies.
- 2. Encouraging Higher education in Tourism:** there is a need of National University of Tourism & Hospitality Studies with emphasis on Masters as well as Doctoral Programs in Hospitality & Tourism so as to develop a pool of talent for faculty resources for Institutes and Universities. There need to be clear yet simple guidelines for vocational education, graduate education and higher education in Tourism & Hospitality with the clear role of Higher Education, HRD Ministry and Ministry of Tourism, Government of India.
- 3. Faculty Development Program:** A Centre of Excellence for conducting Faculty Development Programs, Management Development Programs may be created at level of Centre Government so as to develop the existing faculty resources to meet the growing demands of trade. Subsequently a Centre for Research in Tourism & Hospitality may be created for strengthening Research in Hospitality & Tourism involving both academic and industrial research for the benefit of stake holders and country at large.
- 4. Offering Innovative Programs and Developing a New Education Model for Tourism & Hospitality:** The current education practices in Tourism & Hospitality offers three tiers of education with great differences i.e. at vocational level, at under graduate level and Higher Education. Contrary to academic demands of Research and Higher education the demands of Industry continues to be of skilled manpower and the industry is highly labour intensive. There is a strong need of innovative programs in Hospitality & Tourism. The Prime Minister Skill Development Council of India has already identified the trade of Hospitality & Tourism for potential employability through skill development and AICTE has included the Tourism & Food Areas in modules for ITI, Polytechnics, colleges & Universities. Above this still there is need of new education model which should provide a linkage between education and training path and career path. It should build a hierarchical career path in to curricula of hospitality & tourism education and training.

5. **Encouraging homogeneous pay scales of faculties:** There is a need to establish common guidelines for Faculty and implementation of similar pay scales in respective tiers of education i.e. vocational, undergraduate and graduate programs so as to attract the talent for joining Hospitality & Tourism academics. The existing faculty resources may be strengthened with FDP's and New Institutes may be given with Masters and Ph.D as mandatory qualifications in Hospitality & Tourism with thrust on core faculty in the area of Tourism & Hospitality.
6. **Extension of Government Support and Strengthening of Research facilities:** The academic research is still at a nascent stage in Hospitality & Tourism in India in comparison to other countries. There are about Twelve Journals in Hospitality & Tourism Published in India and most of them have emerged in last one decade. There is no Government Journal except four Universities and IITM offering research journals in Tourism & Hospitality. There lies a need to inspire faculty of Tourism & Hospitality for both academic research and link with industry research. This can be done through either by setting own centre for excellence in research or foreign collaborations. The productivity of any domain can only be enhanced through research.

### **XIII. CONCLUSION**

In terms of Tourism Policy, India needs to improve upon greatly by organizing the tourism sector so that the growth in all the segments of the tourism sector is cohesive and complimentary. Currently all the emerging tourism centric countries' tourism policy is very definite and involves all stakeholders interests and most importantly is very organized with the aim being to develop tourism in a very comprehensive way, such that tourists are bound to visit. In India, however the scenario is opposite, since tourism infrastructure is still developing this has led to the urge reforms in Hospitality & Tourism Education. The current system is looking for innovative programmes with better understanding of domain and offering employability for trade in International as well as Domestic sector. The youth of today are having enormous potential, they are highly productive, keen to deliver quality services, aim at quick promotions and committed for work. Fortunately hospitality & tourism domain has a lot to offer for all. The new reforms in this domain will benefit both the students as well as trade. The spirit of providing hospitality via Atithi Devo Bhava is inculcated in every Indian. All we need is manifestation in human mind for career and life with quality education leading to enhanced productivity. All this, if planned and implemented carefully will not only strengthen our own system but shall also turn out to be an exporter of Indian Hospitality & Tourism education overseas.

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- <http://tourism.gov.in/sites/default/files/Other/IndiaTourismGlobal%20.pdf>

*Competitiveness of Tourism Sector in India with Selected Other Countries of the World*

- <http://1billiontourists.unwto.org/>
- <http://mkt.unwto.org/en/barometer>
- <http://www.tourism.gov.in/writereaddata/CMSPagePicture/file/Primary%20Content/MR/FTAs/Brief%20Write-up%202012.pdf>
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