

Exploring the Gaps of Hospitality Curriculum Delivery and Hospitality Industry Expectations with Effective Methods of Bridging

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Abstract

As India shows an excellent economic growth rate, the demand for a trained workforce increases. The transition is not accessible from campus to corporate. There seems to be an increasing gap in what the institutes teach and industry experts. When the corporate sector visits for campus recruitments, more often than not, they seem to get very few skilled candidates. They have a requirement that cannot be fulfilled. Integrating the learning and applying it in new and different situations is the key to a successful career. Therefore, one of the institutes' significant challenges is getting their students at par with the industry requirements. Rapid expansion in the industry during the last decade of the twentieth century and the first decade of the new millennium translated into increased opportunities for hospitality and tourism programs graduates. Hence, the professional skills industry requirements must match the curriculum and teaching process to minimize the gap. To study the objectives, three questionnaire were designed for the population comprising of respondents from hotels, hotel management colleges and their students. The random sampling technique was used for data collection. The gap between the syllabus and the industry expectations is increasing gradually; therefore, it is necessary to act upon this and help to bridge this gap. The study has suggested methods to bridge these gaps.

Keywords: Hospitality Education, Hospitality Industry, Expectations, Gap, Skills, Bridging

INTRODUCTION

The spectacular growth of the education sector has led to an increase in many institutes. The number of students being churned out every year is growing too. Today we are in an increasingly globalized world. It shows that

the number of students graduating from corporate and non-academic universities increases, adding to non-employability or under-employment. It is necessary to have strong foundations in professional subjects such as Hospitality and Tourism. The hospitality industry gained momentum in the 1990s when rapid expansion in the tourism industry created a demand for skilled staff. Demand for better educated, more knowledgeable, and multi-skilled workers capable of holding managerial and supervisory positions increased.

Incredible India! And "Atithi Devo Bhava" (Guest is God) campaigns did succeed in revving up the interest in Indian culture and sites. Every year, the number of foreign nationals coming to India is seeing steady growth. This, in turn, has upped the demand for infrastructure. In addition to this, there is a massive onslaught of foreign chains entering the Indian market. All this development of emerging hotels has driven a demand for skilled staff. So, the hospitality industry is booming, and so is the hospitality education sector. The complex nature of the industry has significantly intensified the complexity of the role of supervisory or managerial staff. The staff needs to work virtually through others as well as hands-on. Therefore, the team is challenged with an expectation of making revenue out of every action and activity. This expectation demands innovative, effective, and resourceful personnel who are good in technical and generic competencies. This reflects that employers are looking for vital soft skills in graduates obtained during study or stages of work knowledge rather than degree-specific knowledge. Therefore, it is essential to consider whether graduates could develop these work-related skills through education. Furthermore, education will only achieve its purpose when it produces graduates with the competencies the industry demands. Graduates

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become less relevant to the industry when there is a gap between the competencies required and those possessed, and vice versa. As a result, the graduates become less attractive to the industry and vice versa. Most often, curriculum developers are caught in between. They try to balance educational requirements and industry needs. Therefore, the study needed to create an awareness of the needs of the industry among students, help the academic curriculum cater to the industry needs, demonstrate the level of competence of the graduates in different generic skill areas both from their point of view and that of industrialists (Rakesh Sharma, 2019). The graduates must acquire the employability skills or critical competencies for employment through the academic curriculum to be marketable in the industry. Most educational institutions provide careers service to support graduates in gaining employment. However, such assistance in isolation may not address the more complex issue of enhancing employability. Employability is about much more than acquiring a first job and relates to a broader set of achievements that enhance students' capability to operate in a self-sufficient manner within the labor market. The purpose of any course in engineering, hotel management, or any other management degree or post-graduation usually equips the students with knowledge and skills that can be applied in real life, i.e., practically at work. The aim is to make them industry-ready to get opportunities to do relevant work enriching themselves and society directly or indirectly.

The term "employability skills" is used to refer to "a set of achievements like – Skills, identifications and personal qualities – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit them, the community, and the economy" (Yorke & Knight, 2006). In general, employability skills are skills and personal attributes identified by employers as essential for employment. The employability skills identified are relevant to both entry-level and established staff. Employability talents have also been referred to as "generic skills" and "key competencies." While the role of education in contributing to economic development and student employability may have been implicitly assumed for many years, it has only recently become an explicit requirement for institutions. There is a need to ensure the academic curriculum meets educational expectations and industry and student expectations regarding the skill

sets needed at the workplace. It is pretty common to have a classical gap or conflict between the theory and practice typically found in almost any field of knowledge. Competency includes knowledge possession and the behavioral capacity to act appropriately. To develop competencies, one must be introduced to knowledge and practice the skills. As the industry becomes more professionalized and organized, competency building has become critical. Many researchers mention that "soft" human relation skills, including oral and written communication and interpersonal communication, are essential for graduates and trainees to possess. According to the literature, the abilities or competencies required of graduates in the hospitality business are not industry-specific.

Institutes are beginning to pay heed to this. Hence some interaction has already started between industry and institutes through forums like seminars, guest lectures, summer training, industry visits, etc. However, these are very few, and there is a need to see these initiatives' effectiveness and reach. It is required to study this in detail and have some guidelines ready. The industry should not run a parallel training institute or basic programs to do what the institutes have failed. As stated earlier, integrating the learning and applying it in real-life scenarios is required. In addition, soft skills such as communication and teamwork are critical to one's growth as a professional. While education provides a solid theoretical background, one needs to translate it to a more concrete structure that is employment friendly. Fundamentally, as a culture, we have emphasized learning methodology since independence rather than joint efforts in terms of communication and articulation—memorization and producing what you have assimilated on paper. In an era where education does not guarantee employment, a comprehensive learning environment in sync with the industry requirements is imperative. As mentioned, institutes churn out graduates, not necessarily industry-ready. After that, the onus is on the Corporate. The Corporate must deal with an unskilled workforce and shortage of competent human resources. Hence, they must rise to the occasion. Only a few giant ones with excellent financial strength can do so. If institutes were imparting relevant skills and training, the big names in the hospitality industry would not have required setting up training institutes or collaborating with universities to

impart education. Many hospitality organizations have extensive training, i.e., in-house training operations for fresh recruits. While this training is OK to get the recruits at par with the concerned organization, their requirements, brand standards, and acculturation, it should not be to teach or train the recruits on the basics.

REVIEW OF LITERATURE

(Ashaq Hussain, 2013) in his research study “Gap Analysis in Hospitality Education and Industrial Requirements” analyzed the reasons and the responsible factors that will help bridge this gap between what hospitality students are taught in the classroom and the actual requirements of the industry. Their results identified a few drawbacks: the Multilingual barrier, inadequate computer training, short period of internship, etc. Hospitality experts emphasized that essential skills such as management skills, human relation skills, operational skills, etc., need to be incurred in hospitality graduates.

(Rakesh Sharma, 2019) in their study tried to find out the expectations of the industry workers from prospective employees in terms of skills, knowledge, and managing attitude through their research paper titled “A Study of Outcomes of Hospitality in Institutions and its Comparison with Industry expectations.” They provided suggestive measures to bridge this gap between the institutions offering and industry demands. They found a huge demand for experienced and skilled human resources. According to them, to develop attitudinal competencies, value-based instructions should be incorporated into the curriculum.

(Sarah W. Kamau, 2012) establish the prospects of hospitality industry employers on employees’ competencies was studied in the research paper titled “Hospitality industry employer’s expectation of employees’ competencies in Nairobi Hotels.” The results found a big difference between employers’ and employees’ expectations on technical skills, communication skills, self-discipline, etc. The researcher’s findings suggested that the establishment of hospitality industry standards should be communicated to all employees, employers, and training providers.

(Krishnendu Hazra, December 2017) in the research article titled “Importance of Training and Development and its Impact on Employees’ of Hotels in Kolkata,

India” stated Training and Development are getting more critical gradually in the hospitality industry due to high employee turnover. Training plays an important role; therefore, it should be considered an investment. Training and development of an employee play a vital role in the growth & success of the hotel, and employee satisfaction level is also increased. However, the employee will be frustrated by the management when the client will be left unhappy by the services provided by the hotel due to a lack of training programs.

(Noble Amoako Sarkodie, July 2015) in their research article titled “Bridging the Gap between Hospitality/Tourism Education and Hospitality/Tourism Industry in Ghana” aimed to explore the perception of the hospitality graduates on the necessary skills in the hospitality industry and hospitality education. The study by the researcher found out that operational skills, communicational skills, multilingual skills are basic required skills in the industry. In addition, a close bonding between the faculties and industry experts should be there so that students leave school knowing expectations by the industry, the researcher recommended.

(Wood, 2003) in the research paper “An Educational and Workplace Comparative Analysis Hospitality Management Skills” wrote to formulate a comparison of hospitality curricular design as it is viewed by industry. The findings by the researcher profiled those specific skills are best learned in the workplace, while a smaller skill set needs to be learned during Hospitality Education. The essential skills taught in the educational Compliance compared to the courses in hospitality to identify any potential gaps in skills. A model was used to compare approaches to the skill sets industry.

(Thang, 2020) in a research article Factors Affecting Industry and University Collaboration in Education in the Hospitality Industry in Vietnam: A Business Perspective. They studied the factors affecting the industry and university collaboration in education in the hospitality industry in Vietnam from a company perspective. The authors proposed four factors in the study, which are: (1) contextual factors, (2) process factors, (3) organization factors, and (4) cooperation perspective impacting on the benefit factors. The researcher found that the process factors had the most substantial positive, followed by the contextual factor. The benefit factors significantly relate to collaboration in education, which affects industry and university hospitality alliances.

RESEARCH METHODOLOGY

Objectives

- To identify the gap in the hospitality education delivery and the requirements of the hospitality industry.
- To study the reasons for creating the gap between hospitality industry expectations and hospitality education syllabus delivery.
- To suggest the effective methods to bridge these gaps of hospitality education and hospitality industry.

Collection of Primary Data

To study the objectives, three questionnaire were designed for the population comprising of respondents from hotels, hotel management colleges and their students. The questionnaire was circulated to 15 colleges affiliated to state university of Mumbai and Pune and 3 senior faculty from each college and 64 students participated in the survey. The students who replied were final year students who all did complete their training in hotels.

To receive the responses from the hotel, the questionnaire was sent to training manager of 15 star hotels of Mumbai and Pune however received the reply from 10 star hotels. The Training Manager circulated to their HOD's to participate in this study.

Secondary Data

In addition to the primary data, the informative discussion with few decision makers of hotels and college authorities were considered to understand their opinion on the objectives of this study. It was necessary to refer to the available research papers which helped for designing the instrument. The purpose of this reference was to support the preliminary data.

Selection of Sample

Given the nature of the study, the units of the population and the different constraints, the researcher has selected a sample that benefits the requirement of the study. The sample selection is on the following parameters:

- Nature of the study

- Possibility of assessing the data.
- Respondents' willingness.

Sample Size

The random sampling technique was used for data collection. The total 150 sample was received and analysed for this study. The below table shows responses obtained.

Table 1

Questionnaire for	Questionnaire Circulated	Questionnaire Received	Response Rate (%)
Hoteliers	50	41	82%
Faculties	50	45	90%
Students	100	64	83%
Total	200	150	73%

DATA ANALYSIS DISCUSSION AND INTERPRETATION

The below mentioned analysis is done on the responses gathered from all the involved parties in the hospitality teaching and learning process. The responses were received from the faculty of hotel management colleges and students, also opinion of Industry experts to understand and to find the responsible factors for the delivery and expectation Gap; This study suggests few doable solutions to bridge this Gap.

Table 2: Demographic Information

Experience	Hoteliers (Industry Experience)		Faculty (Teaching Experience)	
	Responses	Percentage	Responses	Percentage
Less than 5 years	0	0%	0	0%
5-10 years	7	17%	9	20%
11-15 years	14	34%	13	29%
16-20 years	15	37%	10	22%
21-25 years	3	7%	8	18%
26 - 30 years	1	2%	3	7%
> 30 years	1	2%	2	4%

The Table 2 shows the respondents from hotel industry and faculty of hotel management colleges have good experience.

Industry Experts Questionnaire

Table 3: Industry Expert Interest to Associate with Colleges to Improve Quality Education

<i>Are You Interested to be Associated with Hotel Management Colleges to Improve the Quality Education ?</i>	<i>Responses</i>	<i>Percentage</i>
Yes	30	73%
No	11	27%

As per the Table 3, 73% hoteliers are interested to give their inputs to improve the quality education.

Table 4: Industry Expert Association with Hotel Management Colleges

<i>Invited in Hotel Management Colleges for</i>	<i>Yes</i>	<i>Percentage</i>	<i>No</i>	<i>Percentage</i>
Invited for Guest Lectures/Seminars/ Workshops	12	29%	29	71%
Invited as Judge for competition/Chief Guest for events	17	41%	24	59%
Invited for Designing Syllabus	8	20%	33	80%
Invited in University Practical evaluation	12	29%	29	71%
Member Board of Studies	2	5%	39	95%

It is observed that industry experts are involved in (41%) Judging competitions/chief guests for events, (29%) in university practical evaluation and conducting guest lectures however involvement is less in designing syllabus (20%).

Table 5: The Freshers Who Joins the Organization have Sufficient Knowledge, to Begin Their Job After Graduation

<i>Sufficient Knowledge</i>	<i>Respondents</i>	<i>Percentage %</i>
Yes	26	63.4%
No	7	17.1%
Neutral	8	19.5%
Total	41	100%

As per the Table 5, 63% of industry experts agree that the freshers who joins the organization have sufficient knowledge after graduation.

Table 6: Freshers Need to Acquire Basic Skills and Knowledge Required for the Job

<i>Basic Skills and Knowledge</i>	<i>Respondents</i>	<i>Percentage %</i>
Yes	24	58.5%
No	5	12.2%
Neutral	12	29.3%
Total	41	100%

The Table 6 shows, 58% of the respondent agrees that an freshers needs to acquire the basic skills and knowledge required for the Job.

Table 7: Including Latest Trends and Skills in the Curriculum will Help the Freshers

	<i>Respondants</i>	<i>Percentage %</i>
Strongly Agree	12	29.3%
Agree	19	46.3%
Neutral	6	14.6%
Disagree	3	7.3%
Strongly Disagree	1	2.4%
Total	41	100%

In this question, the industrial experts agree that including the latest trends and skills in the curriculum will help the fresher (Table 7).

Table 8: Ways to Incorporate Latest Trends in the Curriculum

<i>Latest Trends</i>	<i>Response</i>	<i>Total Respondents</i>	<i>Percentage</i>
Student And Industry Interaction in the form of Workshops and Demonstrations	25	41	61%
Short Internship During Every Vacation	29	41	70.7%

Latest Trends	Response	Total Respondents	Percentage
Inclusion Of Industry Experts During Setting of Syllabus	26	41	63.4%
Conducting Quarterly Training in the form of Practical through External trainer or Industrial Experts	1	41	2.4%

The industry experts opinion were taken on ways to incorporate latest trends in the curriculum by suggesting them multiple choices on latest trends. The Table 8 shows that the most of the industry expert preferred ways are: Student and Industry Interaction in the form of Workshops and Demonstrations (61%), Short internship during every vacation (71%) and Inclusion of industry experts during setting of syllabus (63%).

Table 9: Competencies Type to be More Focused During Education

Comptencies Type	Basic		Advance	
	Responses	Percentage	Responses	Percentage
Knowledge (Subject/ Department related)	27	65%	15	35%
Technical Skills (Subject/Department related)	16	39%	25	61%
General Knowledge	30	73%	11	27%
Management Skills	24	58%	17	42%
Communication Skills	26	63%	15	37%

The above question was framed to compare the basic and advance competencies type preferred by the industry expert which is to be more focused during their education. The Table 9 shows that:

Knowledge (Subject/Department Related): 65% agrees that focus on basic knowledge than 35% agrees that focus should be on advance knowledge.

Technical Skills (Subject/Department related): 39% agrees that Focus on Basic technical skills than 61% agrees that focus should be on advance technical skills.

General Knowledge: 73% agrees that focus on basic general knowledge than 27% agrees that focus on advance General knowledge.

Management Skills: 58% agrees that focus on basic management skills than 42% agrees that focus on advance management skills.

Communication Skills: 63% agrees that focus should be on basic communication than 37% agrees that focus should be on advance communication.

Table 10: Methods the Educational Institutes Should Include to Keep the Faculty Updated with the Current Industrial Trends

Methods	Responses	Percentage
Colleges to organize Short Internships for faculty	4	9.8%
Colleges to organise Seminars and Workshops for faculty	2	4.8%
Organising Special training Sessions by the Industry Experts	10	24.4%
Short Weekend Courses for faculty	0	0
Vocational Courses to be attended by faculty	2	4.8%
Faculty to visit hospitality Exhibitions	1	2.4%
Organising Skill Advancement Courses and International Exposure through Workshops	22	53.7%

From the Table 10, 54% respondents agree that there should be skill advancement courses and international exposure through workshops conducted by the colleges to keep the faculty updated with the current industrial trends followed by organising special training sessions by the industry experts for faculties (24%).

Faculties Questionnaire

Table 11: Is There a Gap in Syllabus Taught and The Industry Expectations?

Gap	Respondants	Percentage %
Yes	43	95.6%
No	2	4.4%
Total	45	100%

From the Table 11, it is observed that 96% faculties agree that there is a gap in syllabus taught and industry expectations.

Table 12: Activities to be Included in the Syllabus to Update on Latest Trends

Activities	Respondents	Percentage %
Student and industry interaction in the form of workshops and demonstrations	12	26.7%
Short Internship During Every Vacation	3	15.6%
Inclusion Of Industry Experts During Setting of Syllabus	25	55.6%
Total	45	100%

The Table 12 shows, 56% of faculties said that industry experts should be included during the syllabus setting and 27% faculties agree to include Student and industry interaction in the form of workshops and demonstrations are the activities which can be included in syllabus.

Table 13: The Factors Responsible for this Gap

Factors	Respondents	Percentage %
The Revision of syllabus does not happen on regular intervals of time	15	33.3%
During setting of syllabus Industry reviews are not considered	12	26.7%
Hotels Salary does not match to the students expectation	9	20%
The Aptitude and Skill Level of the students does not match to the Industry expectations	9	20%
Total	45	100%

From the Table 13, 33% respondents agree that the revision of the syllabus does not happen at regular intervals of time, 27% agree the industry reviews are not considered during the setting of the syllabus as the key factors responsible for the gap. The remaining respondents believe the other factors equally.

Table 14: Overall Percentage of Designed Syllabus Taught in College is Useful to Industry

Percentage of Syllabus	Respondants	Percentage %
0-25%	4	8.9%
25%-50%	9	20%
50%-75%	31	68.9%
75%-100%	4	8.9%
Total	45	100%

In Table 14, Overall Percentage of designed syllabus taught in College is useful to Industry.

69% of the faculty believes that 50%-75% syllabus taught in the college is helpful in the industry.

Table 15: Activities Other Than the Regular Teachings in the Syllabus Should be Introduced to the Students

Extra Activities	Respondents	Percentage %
Food Festivals	3	6%
Theme Lunches/Dinners	5	11.1%
Organizing Events	12	26.7%
Seminars And Workshops	20	44.4%
Exhibitions	5	11.1%
Total	45	100%

From the above responses (Table 15), extra activities such as seminars & workshops organizing events should be introduced to the students other than the regular teaching to get a hands-on experience during their college.

Table 16: Techniques That will Help to Bridge This Gap

Techniques	Respondents	Percentage %
More exposure to be offered through mandatory industrial internship	22	48.9%
The compulsory number of hours to be devoted for outdoor services (ODC's) offered for students	17	37.8%

Techniques	Respondents	Percentage %
Grades should be considered for part-time jobs	17	37.8%
Students should be trained for management trainee and other training programs	28	62.2%

The faculties were given with multiple choices techniques to bridge the hospitality curriculum & hotel industry gap. Maximum respondents agree that the students should be trained for management trainee and other training programs followed by more exposure to be offered through mandatory industrial internships. Some of the above techniques will help bridge this gap between the syllabus and the industry.

Table 17: The Education Provided in the Current Colleges is Efficient and will Help to Get a Basic Level Job

	Respondants	Percentage %
Yes	27	60.0%
No	8	17.8%
Neutral	10	22.2%
Total	45	100%

From the above Table 17, It can be observed that 60% faculties replied that the education provided in the current colleges is efficient and will help the students to get a basic level job.

Table 18: Faculties Knowledge is Updated to the Latest Trends in the Industry

Faculties Knowledge	Respondents	Percentage %
Yes	14	31.1%
No	31	68.9%
Total	45	100%

Majority of the respondents say that the faculty's knowledge is not updated to the latest trends in the industry.

Table 19: Methods That will Help the Faculties to Keep Them Updated with the Current Industry Trends

Methods	Respondents	Percentage %
Short Internships for faculty	11	24.4%
Seminars and Workshops for faculty	12	26.7%
Special training Sessions by the Industry Experts	32	71.1%
Short Weekend Courses for faculty	20	44.4%
Vocational Courses to be attended by faculty	14	31.1%
Faculty to visit hospitality Exhibitions	8	
Skill Advancement Courses and International Exposure through Workshops	42	93.3%

The faculties opinion were taken on ways to incorporate latest trends in the curriculum by suggesting them multiple choices on latest industry trends. Maximum respondents (93%) agree that skill advancement courses & international exposure through workshops and special training sessions by the industrial experts will help the faculties keep themselves updated with the current industrial trends.

Students Questionnaire

Table 20: Is there a Gap in Syllabus and the Industry Expectations?

Gap	Respondants	Percentage %
Yes	56	87.5%
No	8	12.5%
Total	64	100%

The above Table 20 clearly shows that maximum students (88%) agree for Gap in Syllabus and the Industry Expectations.

Table 21: Activities to be Included in the Syllabus to Update on Latest Trends

Activities	Respondents	Percentage %
Student and industry interaction in the form of workshops and demonstrations	25	39.1%
Short internship during every vacation	28	42.2%
Inclusion of industry experts during setting of syllabus	11	17.2%
Total	64	100%

From the Table 21, 42% of total respondents agree that short internships during every vacation should be included in the syllabus regarding the current trends, while the rest say that there should be an interaction between students & industry experts in the form of workshops and demonstrations and the experts should be included during setting of the syllabus.

Table 22: The Factors Responsible for this Gap

Factors	Respondents	Percentage %
The Revision of Syllabus Does Not Happen on Regular Intervals of Time	11	17.2%
During Setting of Syllabus Industry Reviews Are Not Considered	28	43.8%
Hotels Salary doesnot match to the students expectation	11	17.2%
The Aptitude and Skill Level of the students does not match to the Industry expectations	14	21.9%
Total	64	100%

From the Table 22, a maximum, i.e., 22% of total respondents, say that the industry reviews are not considered during syllabus setting as the critical factor responsible for the gap. The remaining respondents believe the other factors equally.

Table 23: Overall Percentage of Designed Syllabus Taught in College is Useful to Industry

Percentage of Syllabus	Respondants	Percentage %
0-25%	9	15.6%
25%-50%	25	39.1%
50%-75%	22	34.4%

Percentage of Syllabus	Respondants	Percentage %
75%-100%	8	12.5%
Total	64	100%

Maximum respondents (39%) have said that only 25%-50% syllabus, followed by (34%) have said that only 50%-75% syllabus taught in college is helpful in the industry.

Table 24: Extra Activities other than the Regular Teachings in the Syllabus should be Introduced to the Students

Extra Activities	Respondants	Percentage %
Festivals	3	4.6%
Theme Dinners	7	10.9%
Organizing Events	33	51.6%
Seminars And Workshops	16	25%
Exhibitions	5	7.8%
Total	64	100%

From the above responses (Table 24), extra activities such as organizing events, seminars & workshops should be introduced to the students other than the regular teaching to get a hands-on experience during their college.

Table 25: Techniques That will Help to Bridge This Gap

Techniques	Respondents	Percentage %
More Exposure to be offered through Mandatory Industrial Internship	37	57.8%
The compulsory number of hours to be devoted for outdoor services (ODC's) offered for students	18	28.1%
Grades should be considered for part-time jobs	22	34.4%
Students should be trained for management trainee and other training programs	42	65.6%

The students were given with multiple choices techniques to bridge the hospitality curriculum & hotel industry gap.

Maximum students (66%) say that they should be trained for management trainee and other training programs followed by Students (58%) agree that more exposure to be offered through mandatory industrial internships. Some of the above techniques will help bridge this gap between the syllabus and the industry.

Table 26: The Education Provided in the Current Institution is Efficient and will Help to Get a Basic Level Job

Education Provided	Respondants	Percentage %
Yes	51	79.7%
No	0	0
Neutral	13	20.3%
Total	64	100

From the Table 26, it is clear that the education provided in the current institution is efficient and will help the students to get a basic level job.

Table 27: The Faculties Knowledge is Updated to the Latest Trends in the Industry

Faculty Knowledge	Respondants	Percentage %
Yes	49	76.6%
No	15	23.4%
Total	64	100%

In the Table 27, Respondents (77%) agree that the faculty's knowledge is updated to the latest trends in the industry.

Table 28: Methods will Help the Faculties Keep Them Updated with the Current Industrial Trends

Methods	Respondents	Percentage %
Short Internships	23	35.9%
Seminars And Workshops	24	37.5%
Special Training Sessions by the Industrial Experts	44	68.8%
Short Weekend Courses	7	10.9%
Vacation Courses	10	15.6%
Hospitality Exhibitions	10	15.6%
Skill Advancement Courses and International Exposure Through Workshops	40	62.5%

Maximum respondents (63%) agree that skill advancement courses & international exposure through workshops and (69%) special training sessions by the industrial experts are the methods will help the faculties to keep themselves updated with the current industrial trends.

FINDINGS

Findings of Industrial Experts

- The industry experts (73%) are interested to contribute in the process of improving the quality education
- The industry experts involvement in quality education improvement is limited to Competition judging/ Chief guests and practical evaluation whereas more involvement is required in designing syllabus and to be associated with central authority team in education system.
- The maximum of the respondents, i.e., 64 percent, said that the freshers who join the organization have sufficient knowledge to begin their job after graduation.
- More than 59 percent of the industry experts said that the freshers needs to acquire basic skills and knowledge which is the most required parameter for the Job.
- 77 percent of respondents agree that including the latest trends and skills in the curriculum will help the freshers acquiring better jobs.
- The majority of the respondents opted for student and industry interaction in the form of workshops and demonstrations, short internships during every vacation, and inclusion of industry experts during syllabus setting to incorporate the latest trends in the curriculum.
- The industry experts preferred students basic competency in General knowledge (73%), communication skills (63%) and subject knowledge (65%) and in advance competencies are preferred for subject/ departmental technical skills (61%) and management skills (42%).
- Respondents (54%) said that the educational institutes should use skill advancement courses and international exposure through workshops and Organising special training sessions by industry experts (25%) to keep the faculty updated with the current industrial trends.

Findings of Faculties

- More than 95 percent of faculty members said that there is a gap in the syllabus and the industry expectations.
- The majority of respondents said methods such as the inclusion of industry experts during syllabus setting (56%) and Student & industry interaction in the form of workshops and demonstrations (27%) would help acquire the latest trends in the syllabus.
- The 33% faculties pointed out that the syllabus revision does not happen at regular intervals, 27% industry experts believes that reviews are not considered during the setting of the syllabus which is the key factors responsible for this gap.
- 69 percent of the respondents said that 50%-75% of the syllabus taught in educational institutes is helpful in the industry.
- The respondents said that activities such as organizing seminars and workshops (44%) for the students and organizing events (27%) should be introduced to the students to get a hands-on experience.
- Most of the respondents said that the students should be trained for management trainee and other training programs, which will help to bridge this gap.
- 49 percent of respondents said that the current institution's education is efficient and will help them get a primary job.
- Most of the faculties, i.e.69 percent, themselves feel that they are not updated to the latest trends in the industry.
- Primary respondents 93%, said that skill advancement courses and international exposure through workshops would help update the latest industry trends.

Findings of the Students

- The majority of the students (88%) said that there is a gap in the education provided by the hospitality institutes and industry expectation from the freshers.
- Most of the students (44%) said that the industry reviews are not considered during the syllabus setting as one of the major factors responsible for this gap.

- The majority of the students said that up to 75% syllabus taught in college is helpful in the industry.
- More than 52% of the students said they should organize various events to have different experiences and regular teachings.
- The majority of the students (66%) said that they should be trained for management trainee and other training programs and more exposure of Industrial internship (58%) to avoid difficulties during their placements.
- 80% of the students believes that education provided to them in the current institution is efficient and will help them to get a basic level job.
- Most respondents (77%) replied that the faculty knowledge is updated according to the latest industry trends.
- Primary respondents believes that skill advancement courses & international exposure through workshops, and special training sessions by the industrial experts will help the faculties keep them updated with the current industrial trends.

SUGGESTIONS

To minimize this gap between the syllabus and the industry expectations and to work towards quality education, everyone must work together towards the cause. It is not the responsibility of only the institute and their faculty or students alone. The industry also needs to take initiative to bridge this gap. The suggestions to bridge this gap as per this study are presented below:

- There is scope for improvement. The skills of students and faculty can be improved through continuous exposure to the industry.
- The study shows that Industry experts are interested to be associated with colleges to improve quality education hence colleges should approach hotel managers for their contribution in curriculum designing and also active participation in college academic board/committee.
- The colleges should seek for more guest lectures/workshops from the industry expert so that the latest information can be shared with the students and faculty. In addition, colleges should provide remuneration to industry expert for their time and efforts.

- Colleges can initiate for MOU (memorandum of understanding) with hotels for faculty training and faculty to attend training once a year for minimum a week.
- The colleges should focus on improving basic technical skills, general knowledge and communication skills are the expected competencies which the industry look into freshers.
- The colleges must update the students on the current affairs, general knowledge and management skills by organizing competitions and various hospitality events.
- The colleges can arrange field visits to give more hospitality exposure by sending them for; ODC's (out door catering) to hotels, part time jobs in restaurants and hotels, short internship during vacation.
- Hotels are becoming more trendy in the looks of their hotel employees. The more international chains adding to the hotel inventory giving change in 'employees grooming look' like males in long hair tied (pony tail), well maintained beard for hotel male employees are allowed in certain department. Hence colleges can keep a day in a month as a casual day which students can enjoy in their college life and faculty can break the monotony of being strict throughout.

CONCLUSIONS

Pune is growing in heaps and bounds in infrastructure and other facilities. All major corporates head offices are in Mumbai and Pune. Moreover, Pune being the educational hub and Mumbai being the capital of Maharashtra, attracts many students from other states in India and abroad. Hence, there is a greater need for hotels and the hospitality sector to meet the food and stay requirements of this growing demand. The need of hospitality colleges are must to meet this growing demand of hospitality sector.

The faculties and the students from different colleges in Pune and Mumbai said that there is a gap in the education provided by the hospitality institutes and what the industry is looking for from the employees. Thus, it is indispensable to analyze this gap to reduce it so that the students would face fewer difficulties when they join the actual industry after their education.

The industry experts pointed out that the education provided to the students lacks the latest trends and skills that an employee needs in the industry. The students should have short internships during every vacation, which will help keep them updated with the current trends in the industry. The students should focus on their basic, general, and communication skills. The faculties and the students believe that the revision of the syllabus does not happen at regular intervals on time, and industry reviews are not considered during the setting of the syllabus as the key factors responsible for this gap. The students should organize activities other than their regular teaching to get practical and theoretical knowledge. This will also help them believe that almost everything taught to them during their education will be helpful for them once they enter the industry as employees.

The gap between the syllabus and the industry expectations is increasing gradually; therefore, it is necessary to act upon this and help to bridge this gap. Students are trained for management training and other training programs from their initial college days, and more exposure is offered to the students through mandatory industrial internships; these techniques will help bridge this gap. Moreover, the hospitality education institutes should organize skills advancement & international exposure through the workshop to the faculties, which will help them keep updated with the latest trends in the industry. In addition, the institutes should conduct special training sessions by the industry experts for the faculties, which will keep the faculties updated.

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