

---

# Changing Dynamics of Hospitality & Tourism Education and its Impact on Employability

**Amrita Pani**

Research Scholar, KIIT School of Management, Bhubaneswar  
mail: amrita65@gmail.com

**Biswajit Das**

Professor of Marketing, KIIT School of Management, KIIT University Bhubaneswar  
mail: biswajit@ksom.ac.in

**Mahesh Sharma**

Research Scholar, KIIT School of Management, Bhubaneswar  
mail: greatfighter1984@gmail.com

---

## ABSTRACT

*Change is the only constant factor in the world. This statement applies to the changing dynamics of tourism and hospitality education in India; to generate employability of young mass in the global competitive scenario. 21<sup>st</sup> century experiences a radical change in the fashion of education in the knowledge economy. In order to fulfil the required skill set and employability of the gennext youth in India present education system tries to patch up with the industry requirement. It plays a major role in reducing demand supply gap of the employable youth and employability. Tourism industry is one of the most emerging sectors in India. Success of tourism and hospitality sector depends upon the skill set of the human resources; quality training & education shall generate real professionals in this sector. Tourism education is a special branch of education in India to train and nurture individual for providing world class hospitality services.*

*The main objective of this research paper is to focus on how education tries to fill up the requirement of tourism sector in India. This paper tries to evaluate various scopes and challenges for the education system in tourism and hospitality. It also proposes a multi-disciplinary education design for tourism education in India and highlights the changing role of tourism education in generating youth employability.*

*On the basis of secondary data analysis this study tries to examine the development of hospitality & tourism education in India. The study discusses the initiatives by the government for enhancing the youth employability in the tourism sector.*

**Keywords:** Tourism education, design thinking, employability, mass oriented teaching, pedagogy.

## Introduction

### ***“India does not have the problem of Unemployment but un-employability”***

- Dr. A .P.J. Kalam

The world has experienced a radical transformation over the past two decades. The Changing dynamics of demographics, shifting lifestyles ,travel patterns and volatile global economic conditions are mounting pressure on tourism industry players and educational institutions to develop effective, innovative and incredible approaches. More recently, social inclusivity and global competitiveness manifested by tourism experts have amplified the necessity for industry.

Tourism is the foremost socio economic happening of a modern country like India for a giant competitive edge. It is a device for prosperity, employment creation, socio-economic progress and entrepreneurship. It is a significant movement for building sustainable, social up-gradation of the weaker sections and green business through the eco- friendly and socially responsible tourism. In the international scenario, tourism resources in India have become one of the principal attraction to the global tourist community. Travel and Tourism is one of the leading job creator in the world ;for employing more than 98 million people directly, representing over 3 percent of total employment (Rochelle Turner and Zachary Sears, 2013).Tourism connoisseurs both, from Asian and western countries have fittingly understood and evaluated the

dynamics of modern tourism education. Leiper (2000) advocates ‘tourology’ to cheer up research in this ‘cross-copulated field. However, Tribe (2001) put more emphasis on realistic, humanistic and technical interests to devise a program for non-vocational concerns. The concept is showcased in the existing condition of tourism and hospitality education. Though most courses included domains of knowledge, need for a central body of knowledge to uplift the value of tourism education is pivotal.

Efficiency in hospitality and tourism business entail upon the human capital; together with technology too. Education and Training institutions in Indian market are a basis of the supply of skilled manpower to the hospitality and tourism industry. The success of tourism depends on the effective and efficient trained manpower. Proper training & education can help to create the real professional in the emerging field of tourism.

It suggests that tourism as an emerging field need of higher study, policy makers, administrators, and researchers become aware of the importance. Positive impacts of tourism education in Indian higher educational intuitions will raise public awareness and preferences will change. This research is a blend of descriptive and

analytical approach based on the evaluation and interpretation of the secondary data on the dynamics of Tourism education in India. Indeed, few researchers have visualized tourism as a holistic and inclusive discipline.

This article tries to evaluate the progress of hospitality and tourism education in India with a specific focus on the approaches, nomenclatures, offerings and their modules in hospitality and tourism education system of India. Furthermore the need of innovative programmes are discussed along with curriculum development. It also discuss on the role of government as a policy regulator and its interface with educational institutions, local and national bodies for the sustainable prosperity of tourism. The paper concludes by examining the future of

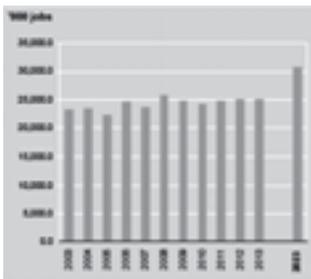
hospitality and tourism education in this growing industry.

**Rising Trend of Hospitality and Tourism Education in India: A Paradigm Shift.**

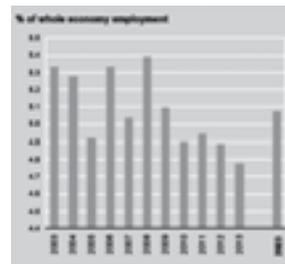
According to World Travel and Tourism Council (WTTC) report the

Indian travel and tourism industry is the major employment generating sector contributing 7.6 per cent share of the whole economy employment in 2014 and which is expected to create 30,631,000 jobs by 2023. As depicted in Figure 1.0 and 1.1; Travel & Tourism generated 25,041,000 jobs directly in 2012 which are 4.9% of the total employment. However there has seen a fall by 0.6% in 2013 to 24,899,000 which is 4.8% of the total employment.

**Figure:1.0 Contribution of Travel and Tourism to employment**



**Figure:1.1 Contribution of Travel and Tourism to Whole economy employment**



Source : WTTC Travel & Tourism Economic Impact 2013

Hence, tourism and hospitality have huge employment scope both directly and indirectly in hotels and restaurants, travel agencies and transportation services, etc. The sector being highly labour intensive;

tourism industry creates a high proportion of employment and career opportunities for low skilled and semi-skilled workers, particularly for poor, women and youth (Ashish Dahiya, 2013)

Presently tourism sector in India is thriving in a sky-scraping manner. Thus, to provide services there is an urgent need of quality man power at various parts of the country. For awareness of tourism and hospitality education Indian universities have to provide different courses to create trained professionals. UGC approved tourism courses has been included in the curriculum of many Universities to provide bachelor as well as Master degrees. There are number of National Universities facilitating tourism education, ranging from diploma to Ph.D. They are imparting Hotel Management Graduate/ Post Graduate / Degree, PG Diploma's and One Year Diplomas both in regular as well as distance mode. Some of the popular courses in tourism are BSc./B.A./BBA and MSc., MATA (Master in Tourism Education), MTM (Master in Tourism Administration), MBA with Tourism Specialization and PG Diploma in Travel and Tourism, etc. Some private institutes also run short term and diploma courses too.

### **Growth of Tourism & Hospitality Education in India:**

Today Institutes providing tourism and hospitality education are mushrooming in India. Few of them are pioneers to generate high quality human resources. Due to rising trend of tourism, Ministry of

Tourism is now focusing on the development, promotion and research of hospitality and tourism education. With the growth & development of hospitality and tourism in India, various programmes are

gaining tremendous popularity among students. Tourism and Hospitality education was initiated by Govt. of India in 1962 by establishing four institutes of Hotel Management Catering Technology and Applied Nutrition at New Delhi,

Mumbai, Chennai and Kolkata respectively. Then, National Council for

Hotel Management and Catering Technology (NCHMCT) was established in 1982 by Ministry of Tourism for the

Human Resource Development in hospitality sector to provide hospitality education to compete with the changing need of the industry. Presently there are of 21 Central IHMS, 8 State IHMS and 12 private IHMS and 5 Food Craft institutes following National council's curriculum.

Indian Institute of Tourism and Travel Management (IITTM) is one of the premier institutes to provide tourism education since 1983 by Ministry of Tourism. This multi-campus Institute offers various programmes in tourism and related fields as well as Regional Level Guide Training Programme. Amongst the universities Masters Degree in Tourism was firstly initiated in 1990s by Kurukshetra University afterward by HP University Shimla, HNB Garhwal University, Bundelkhand University Jhansi, and Jammu University. The success trend motivated other 20 -25 Indian Universities to run tourism courses at different levels. Amity Institute of Travel & Tourism

(AITT) is a unique institute established to provide the best Travel & Tourism Management education. Aptech Aviation & Hospitality Academy is the Aviation, Hospitality and Travel & Tourism education brand of Aptech Limited. There are also food craft Institutes offering specialized courses in food production, housekeeping operation, front office operation and bakery & confectionary management, behavioral and etiquette training, etc. Craft and Vocational courses in different departments and disciplines like food and beverage, production, bakery, house-keeping, chef training and other hotel operations are provided.

Many crash courses are also strategized for the people having direct contact with the tourists. Ministry of Tourism also initiated skill enhancement programmes under the scheme of “*Hunar Se Rozgaar Tak*” to provide hospitality training to young mass of India. The programmes help the young mass to be placed in various fields of tourism industry; starting from Railways, Aviation to Tour and Travel Services, Polo Grooms, Spa Therapists, Beauticians and Nutritionists, Nature Guides, Porters, Taxi Drivers, Tour Operators, River Rafting Guides, Security Guards, Mountain and Eco-Rural Guides at Select Destinations.

### **Hotels Offering Courses:**

Apart from these many Hotel groups are trying to start their own hotel management colleges to avoid the problem of recruiting qualified hotel staffs. ITC

Hospitality Management Institute (ITC HMI) offers the best Hospitality Management Training in India for supporting the organizational growth. Students after passing out from ITC-HMI are successfully placed as Executive Director, Vice Presidents, General Managers, Food & Beverage Managers, Front Office Managers, Executive Chefs and Executive Housekeepers across a number of hotels all over the country.

Hotel giant Taj Hotel Group provides world class training and development programs to ensure their employees learn and continuously grow. Taj Hotel Group offers Taj Management Training Programme (TMTP) and Hotel Operations Management Trainee (HOMT) Program which are equivalent to MBA in hospitality to nurture young talents. The Oberoi Group also offers a 3 years training programme known as Systematic Training and Education Programme (STEP) for young students. The Oberoi Centre for Learning and Development is based in Delhi offers a two year post graduate management programmes in Guest Service Management, Housekeeping Management and Kitchen Management. Jaypee Hotels group also has their own Training Centre to provide high quality training in various nomenclatures of hospitality services.

### **Tourism Education on Talent Creation and Employability Among Gennext**

About 120 million gennext youth enter the labor force with a massive

prospective to lead secured and occupied lives and help make economic progress across the world. More than around 75 million of them encounter major hurdles to hunting upright work. Today's corporate houses require to employ skilled youth to compete in the global competitive market and the gennext Indians want decent jobs. Until now there is a mismatch between on companies manpower requirements and the demand skills among prospective human resources. Viewing the rising need of accomplishment, Hilton Worldwide has collaborated with the International Youth Foundation to lend a hand to furnish Indian youth with skill sets and equip them for jobs in the tourism & hospitality industry. With the launch of Bright Blue Futures and other stirring initiatives tourism firms are leveraging the mammoth skilled capital and proficiency that the hospitality companies require from gennext across the globe. The main purpose of the firms are to work unitedly to unlock the talents from Indian gennext to develop, flourish, and go ahead. The tourism industry is undergoing an electrifying stage.

Ministry of Tourism under the scheme of "Capacity Building for Service Providers", has supported Institutes to conduct Skill Development Programmes known as "Hunar Se Rozgar Tak". The programme has been aimed at targeting rural youths with not much means and in need to gain skills to employment and ensure social inclusion.

The hospitality sector has revived from 2009 slowdown and is estimated to swell by more than 45 percent, from \$584 billion in 2010 to \$848 billion by the end of 2015. The tourism industry as a whole ( of which the hospitality industry is a component) continues to be one of India's most vital drivers of socio economic development, covering nearly 9 percent of global GDP. It is also the globe's biggest employment creator. More than 255 million people across the globe at present work in the tourism industry, and by the end of 2022, hospitality and tourism industry will employ 328 million human resources; creating 73 million fresh job opportunities.

The International Labour Organization made an approximation that every new employment fashioned in the tourism sector supplements 1.5 jobs along the Hospitality supply chain, with a balanced economic boost. The tourism industry's estimated progress will ensure and encourage economic prosperity Economic growth denotes more job, and jobs bring much more than a paycheck; they yield honour, social status and dignity to human being, fiscal and tax revenue to government and new consumers to business firms.

### **Opportunities and Challenges for Tourism Education**

According to WorldTravel and Tourism Council (WTTC), 2005 report 8.3 per cent of the total global labor force is employed in tourism. According to

IBEF report, 2013; Travel and tourism sector is estimated to create 78 jobs per USD 18,3666 of investment as compared to other sectors. India seems to be enhanced employment potential within the country through tourism sector and foster economic integration through developing linkages with other sectors. Growth and development of Tourism Industry paves the way for employment generation at different departments. With the rise in aviation sector, Travel portals, Luxury Hotels and resorts the need for trained professionals also increased. Hospitality sector is manpower oriented; growth and development is highly dependent upon the service quality provided to the customers. Therefore, professionalism and positive attitude of the staffs appointed plays a vital role. In hospitality services they always need committed staffs having customer friendly attitude. Hence, candidates with good communication skills, linguistic expertise and empathetic towards clients mostly suitable for hospitality sector. At present Tourism and Hospitality having diversified carrier option is gaining popularity among Indian youth. People have also realized the significance of the career growth opportunity in this sector. Tourism education also has huge scope for self – employment generation. Trained professionals can start their own business as tourism and travel consultant, travel journalist, language interpreter, online travel agents, web designer, marketing & sales team and training instructors.

According to the study conducted by Ministry of Tourism, the total employment rate in Hospitality Sector in 12<sup>th</sup> 5 years plan are depicted in Table-1.0.

**Table -1.0 Total employments in Hospitality Sector**

Year	Employment (Lakhs)
2011-12	43.84
2012-13	47.26
2016-17	63.79

Source : <http://www.tourism.gov.in/writereaddata/Uploaded/ImpDoc/020220120146055.pdf>

**Table -1.1 Requirement Supply Gap in Tourism Sector**

Year	Requirement (Lakhs)	Supply (Lakhs)	Gaps (Lakhs)
2011-12	5.83	0.52	5.32
2012-13	6.26	0.56	5.70
2016-17	8.29	0.75	7.54

Source : <http://www.tourism.gov.in/writereaddata/Uploaded/ImpDoc/020220120146055.pdf>

Table 1.1 shows the requirement – supply gap in the tourism and hospitality sector in 12<sup>th</sup> 5 years plan. It illustrates the supply of manpower from Hospitality Education through youth training programmes by the Ministry of Tourism and the total supply in Lakhs from 2012 to 2017.

**Employment of Local Community: Poverty Alleviation**

National Tourism and Hospitality Policy is an integral part of poverty

reduction strategy of 12<sup>th</sup> plan which ensures flow of benefits to the local rural community. Pro poor approach of tourism aims for exploiting natural resources and culture developmental linkage between stakeholders and government authorities. States have to take a massive role in skill development, quality of infrastructure, carbon neutral initiatives and for balancing competing demand and supply. During 12<sup>th</sup> 5 years plan a budget sum up of USD 2.8 Billion has been approved for the Ministry of Tourism for the development of tourism infrastructure projects including rural tourism and HRD Projects. It has also targeted to create additional employment of about 2.5 crore in the tourism sector during 12<sup>th</sup> 5 years. According to The Times of India, 2013 sustainable employment to train and equip gennext youth in the next 5 years will be a major challenge for the Government. These Programmes also involve PPP and SHG models in various states of India.

Besides professional development, providing employment to local community has also an impact on the growth of Indian economy. For this reason, to harness direct employment generation facilitation starts from the local community development. With the emergence of rural tourism, eco tourism, village tourism and medical tourism, etc. the local community can be benefited. In recent past many ecotourism projects are operating in Odisha, Karnataka, Kerala, North East India, Tamil Nadu and Goa, etc. Rising levels of awareness for heritage, culture and environmental

consciousness plays a significant role in propelling rural tourism. Rural and village tourism has broader scope for the benefit of the local community.

Hospitality sector has opportunity for poverty reduction, improvement of local community and society. In Gujarat there are 335 'Kaushalya Vardhan Kendras' providing vocational skills to rural youth in various sectors including tourism.

In general, there is a lack of understanding of the potential business benefits and shared value arising from improving community relations. In order to improve employment opportunities for local communities there is, therefore, a need to understand effective approaches to improving capacity within local communities.

### **Issues and Challenges:**

Tourism and Hospitality sector has been acknowledged as a key agent for social and economic development. But in spite of such recognition, the growth is not adequate for the development of a strong infrastructure. Though Tourism and Hospitality sector having remarkable job scope till there is shortage of skilled human resources and there is a huge gap between the demand and supply of manpower.

According to Market Pulse study, 2004 the annual supply of skilled manpower to the hospitality sector was of about 18000 persons which further came down to about 12000 after attrition. Tourism education in India only emphasis

on generating employment to meet industry requirements, but limited attention is given for the development of quality human resources. Therefore, an urgent need for the remodelling of course curriculum in hospitality & tourism education in India is essential. The materials available and the teaching pedagogy are not adequate to bridge the gap between the demand and supply of quality manpower. Lack of industry-academic collaboration in Training Institutes leads to mismatch between skill set of students and industry requirements.

Universities providing tourism education also needs to run vocational courses in the regions having tourism prospective. The education should be in a mass oriented teaching format; so that it can help to reduce skill shortage and support local youth. Training should be given to the local youth at the tourist spots to make them employable in form of Tourist guide, Porter, Life guard, Camera Person and Vending Zone owners, etc.

Yet tourism and hospitality sector is still unable to recruit the best talents due to lack of proper training and education. On the job training for the hospitality employees are not always successful to provide quality service. Hence there are huge requirement for a more focused professional education programme to enhance employability. Moreover highly structured curriculum should be redesigned to provide industry oriented training to the students. Thus universities have to

restructure the traditional course pattern and modernize the syllabus as per the current market scenario. To make the course more appealing experts from tourism and hospitality sector can contribute their experience. Qualified and research oriented faculty resources are also required to impart quality education. On the basis of industry-academia partnership universities can re-organize the curriculum based on the expertise and research inputs. Additionally a value-based tourism curriculum has to be designed to face the new challenges of the industry. Furthermore, there is an essential need for grooming and communication skills enhancement programmes and foreign languages training to the young generation.

### **Influence of ICT on Dynamics of Tourism education**

Today, Information and communication technologies (ICT) has revolutionized every aspects of modern lifestyle. Over the last few years Information and Communication Technology (ICT) has transformed the world into a versatile global village where technological revolution has brought enormous reduction in time, distance and cost. So all the organizations from banking, manufacturing, media and entertainment and education, etc. are rapidly adopting the latest technologies to thrive in the fierce competition. The growth and development of ICT has brought significant changes to the education landscape . Internet

revolution along with digital media are now widely used in education system. Customer's preference and demand are changing in global competitive scenario. So, tourism education also needs to reframe the course curriculum. Gennex youth can excel in the field of hospitality industry being properly trained. Simply redesigning the course curriculum is not sufficient but the way of teaching also matters.

Progressively the job profile for employment in tourism sector is very challenging, so educational institutes have to update their syllabus time to time according to industry requirement. Moreover there is need for value based education with the touch of technology for the development and dissemination of knowledge in sustainable tourism.

### **Conclusion**

Academic barter and research partnerships between tourism industry and higher educational institutions will advance to generate synergy. Holistic development can benefit from a shared learning of the existing concepts, networking, practices and job opportunity. Progress of innovative tourism can benefit all sections of the society. Knowledge transfer interface will augment tourism development in India. The Demand and supply gap of skilled manpower will best be filled up through the close partnership of both public and private sectors in the tourism education industry .

The scale, size and speedy escalation of the hospitality and tourism sector needs effective, innovative and feasible solutions to this gennext employment crisis. In order to attain the predictable target of 5 million global tourists and 170 million in-house tourists by the union tourism department we have to focus on the value centered tourism education in India. The tourism strategists and pundits in India should endorse top priority to the widespread of tourism education in rural India. Indian business giants can invite scholars from next-door nations as well. Even international students and researchers from abroad may be fascinated to know India through the tourism online education. Yet in India semi urban areas have very less scope of E-tourism education infrastructure.

The arguments will not only lessen the thick fissure that subsists between the demand and supply dynamics for trained and skilled tourism resources in India; but will also facilitate the tourism industry in India to come forward as a workable tool for economic, cultural, environmental and social developments in a radical fashion. In a nutshell, it can be expressed that at the dawn of 21<sup>st</sup> century Indian tourism strategists, educationists, professionals and consultants, etc. should not opt for conventional pathway to the widespread of tourism education; but employ innovative, non-traditional and vibrant approaches to connect tourism education to gennext employability.

**References:**

1. Airey D and Tribe J (2000), Education for Hospitality, in Lashely C and Morrison A (Eds), *In Search of Hospitality*, Butterworth – Heinemann, Oxford
2. Amoah, V A and Baum, T (1997), Tourism Education : Policy Versus Practice, *International Journal of Contemporary Hospitality Management* Vol.9, No.1, pp.5-12
3. Bagri, S.C. and Babu, Suresh A. (2011), Historical Development of Tourism Education in India: The Case of the Himalayan State of Uttarakhand, *Journal of Tourism*, Vol. XII, No. 1, pp. 39-59
4. Dahiya, Ashish (2013), *Hospitality & Tourism Education in India: In search of innovative programmes*,
5. Das, Biswajit and Pani, Amrita (2013), Agro-Tourism Development in India for Inclusive Growth and Global Competitiveness through Ideations and Innovations ,*Indian Economic Journal*, December, pp.61-69
6. Jamal, T., Taillon, J. and Dredge, D. (2011), Sustainable tourism pedagogy and academic-community collaboration: A progressive service learning approach, *Tourism and Hospitality Research*, Vol. 11, 2, pp.133–147
7. Jha, S.M. (2010), *Tourism Marketing*, Mumbai
8. Kamari, Muhamad Naim (2004), Hospitality Graduates: An Employability Model, *Tourism Educators Association of Malaysia*, Vol.1 (1):pp.22-41
9. Meyer, D. (2008). Pro-Poor Tourism: From Leakages to Linkages. A Conceptual Framework for Creating Linkages between the Accommodation Sector and ‘Poor’ Neighbouring Communities. *Current Issues in Tourism*, 10(6), 558–583.
10. Swaminathan, P. (2007), The Interface between Employment and Education in India: The Need for a Discourse, Available on <http://cscs.res.in/dataarchive/textfiles/textfile.2008-05-12.4232476218/file>
11. Sofique, Mir Abdul, *Tourism education in India: Challenges and Opportunities in the Global context*, pp.1-33, Available on [https://www.academia.edu/1882194/Tourism\\_education\\_in\\_India\\_Challenges\\_and\\_Opportunities\\_in\\_the\\_Global\\_context](https://www.academia.edu/1882194/Tourism_education_in_India_Challenges_and_Opportunities_in_the_Global_context)
12. Schiaffella, E. et al. (2012), *Tourism Education, Employability and Mobility in four Mediterranean Countries*, Available on <http://www.adam-europe.eu/prj/7017/prj/Tourism%20Education,%20Employability%20%26%20Mobility%20in%204%20Mediterranean%20Countries.pdf>
13. Subramonian, Hema (2008) , Competencies Gap between Education and Employability Stakes, *TEAM Journal of Hospitality & Tourism*, Vol. 5, Issue 1, pp.45-60
14. Turner Rochelle & Sears Zachary (2013), *Travel & Tourism as a Driver of Employment Growth*, The

- Travel & Tourism Competitiveness Report 2013, pp.63-69
15. Zulfikar, Mohammed (2010), Introduction of Tourism and Hotel Industry, Noida
  16. <http://www.safaripius.co.in/KanjilalArticle.aspx?GIId=29>, Accessed on 6<sup>th</sup> December, 2013
  17. <http://www.indiaeducationreview.com/article/need-focusdeveloping-employability-skills-ourengineering-graduates>, Accessed on 6<sup>th</sup> December,2013
  18. <http://www.adam-europe.eu/prj/7017/prj/Tourism%20Education,%20Employability%20%26%20Mobility%20in%204%20Mediterranean%20Countries.pdf>, Accessed on 6<sup>th</sup> December,2013
  19. [http://tourism.uq.edu.au/docs/GenY\\_Report.pdf](http://tourism.uq.edu.au/docs/GenY_Report.pdf), Accessed on 6<sup>th</sup> December,2013
  20. <http://www.kpmg.com/IN/en/IssuesAndInsights/ArticlesPublications/Documents/KPMG-CIITravel-Tourism-sector-Report.pdf>, Accessed on 6<sup>th</sup> December, 2013
  21. [http://www.britishcouncil.org/dr\\_patrick\\_kalifungwa\\_youth\\_development\\_in\\_tourism\\_sector.pdf](http://www.britishcouncil.org/dr_patrick_kalifungwa_youth_development_in_tourism_sector.pdf), Accessed on 8<sup>th</sup> January, 2014
  22. <http://www.assochem.org/the-india2013/>, Accessed on 8<sup>th</sup> January, 2014
  23. [http://www.wttc.org/site\\_media/uploads/downloads/india2013\\_1.pdf](http://www.wttc.org/site_media/uploads/downloads/india2013_1.pdf), Accessed on 8<sup>th</sup> January,2014
  24. <http://www.trcollege.net/articles/74development-and-impact-of-tourism-industry-in-india>,Accessed on 7<sup>th</sup> January,2014
  25. [http://www.wttc.org/site\\_media/uploads/downloads/Economic\\_Impact\\_of\\_TT\\_2013\\_Annual\\_Update\\_-\\_Summary.pdf](http://www.wttc.org/site_media/uploads/downloads/Economic_Impact_of_TT_2013_Annual_Update_-_Summary.pdf), Accessed on 8<sup>th</sup> January, 2014
  26. [http://www.dnb.co.in/Travel\\_Tourism/Indian\\_Travel\\_and\\_Tourism\\_Industry.asp](http://www.dnb.co.in/Travel_Tourism/Indian_Travel_and_Tourism_Industry.asp), Accessed on 8<sup>th</sup> January,2014
  27. <http://www.iittm.org/main/aboutus.htm>, Accessed on 6<sup>th</sup> February,2014
  28. [http://www.mdurohtak.ac.in/pdf/Notices\\_Pdf/new\\_notice/National%20Seminar%20on%20Hospitality.pdf](http://www.mdurohtak.ac.in/pdf/Notices_Pdf/new_notice/National%20Seminar%20on%20Hospitality.pdf)
  29. [http://www.tourism.gov.in/Tourism\\_Division/AboutDivision.aspx?Name=Human%20Resource%20Development](http://www.tourism.gov.in/Tourism_Division/AboutDivision.aspx?Name=Human%20Resource%20Development), Accessed on 6<sup>th</sup> February,2014
  30. <http://amity.edu/ait/> Accessed on 6<sup>th</sup> February,2014
  31. <http://ihmctan.edu/PDF/MSc2010/Brochure.pdf> , Accessed on 6<sup>th</sup> February,2014
  32. Tourism Report 12th five year plan (2012- 17) ,Ministry of Tourism Government of India, [http://www.tourism.gov.in/writereaddata/Uploaded/ImpDoc/020220120146055 .pdf](http://www.tourism.gov.in/writereaddata/Uploaded/ImpDoc/020220120146055.pdf), Accessed on 8<sup>th</sup> December,2013

