# Government's Role in Tourism Education in India: Evaluating Policy Implementation, Challenges, and Industry Alignment

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| ARTICLE DETAILS | ABSTRACT |
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| | *Tourism education plays a critical role in training qualified jobs in the rapid development tourism industry. The Indian government has introduced several politicians and initiatives to improve tourism education, including financial investment, institutional creation and industry-leading specialized programs. This study analyzes the effectiveness of this policy, examines its implementation issues, particularly infrastructure gaps and stakeholder participation, and explores how tourism programs adapt to industry requirements. Using secondary data, this study highlights the gaps in policy implementation, the need to improve infrastructure, and the importance of industry collaboration in programs. Findings indicate that while government efforts have contributed to the expansion of tourism education, challenges such as inadequate infrastructure and limited stakeholder engagement hinder effective implementation. Furthermore, the evolving nature of industry demands necessitates continuous curriculum updates to align with workforce expectations.* |

*This study suggests that there are solutions to these problems by improving policy achievement, systematic data collection and improved academic partnerships that can enhance tourism education in India. Future research should focus on assessing long-term employment outcomes and studying regional differences in policy effectiveness.*

## Introduction

Tourism is one of the fastest growth industries on a global scale, playing a crucial role in economic development, job creation and cultural exchanges. In India, tourism contributes significantly to GDP and provides employment to millions, directly and indirectly. The growth of globalization and the development of consumer preferences has led to a significant increase in the demand for qualified professionals in the tourism sector. As a result, tourism education has become an important aspect of labor development, ensuring that professionals have the knowledge and skills necessary to improve the quality, stability and innovation of the service in the industry. The Indian government has adopted several initiatives to enhance tourism education by formulating policies, creating institutions and promoting cooperation in the field of industrial academies. However, despite these efforts, issues are preserved in terms of implementation of policy, infrastructure, accessibility and industry integrity. Many tourism education programs in India fail to meet industry expectations, leading to the bursting of graduate skills. Furthermore, the lack of uniform standards, limited impact on practical training, and local inequality in educational capabilities further hinder the effectiveness of tourism education. The purpose of this study is to assess the role of government in tourism education in India and focus on coordinating with policy implementation, issues in educational programme implementation, and industry requirements. By studying these aspects, the objective of this study aims to demonstrate that tourism education is more relevant, stable and effective in promoting general growth in the sector.

## Evolution of Tourism Education in India

Tourism education in India has evolved significantly over the decades. Initially, training in tourism and hospitality was informal and primarily conducted within the industry. However, with the recognition of tourism as a major economic driver, formal education and skill development initiatives were introduced.

1. **Early Developments** – The 1980s and 1990s saw the emergence of structured tourism education programs, with institutions like the National Council for Hotel Management and Catering Technology (NCHMCT) and Indian Institute of Tourism and Travel Management (IITTM) playing a crucial role in setting standards for professional training.

2. **Expansion of Institutes** – Over the years, the government expanded the network of Institutes of Hotel Management (IHMs), Food Craft Institutes (FCIs), and university-affiliated tourism programs to cater to the growing demand for skilled professionals.

3. **Inclusion in Higher Education** – Various universities across India now offer undergraduate, postgraduate, and diploma programs in tourism and hospitality management, integrating aspects of business administration, sustainability, and service excellence.

4. **Skill Development Initiatives** – The introduction of vocational training programs, short-term courses, and certification schemes under Skill India has further strengthened the educational landscape.

Despite this progress, concerns about curriculum relevance, quality of training, and employability of graduates continue to persist. While tourism education has expanded, its effectiveness in producing industry-ready professionals remains debatable.

**Government Policies and Their Impact on Tourism Education**

The Indian government has introduced several policies and initiatives to enhance tourism education and skills development. These initiatives aim to improve work capacity, align education with industry requirements and support sustainable tourism practices.

1. **National Tourism Policy (2002, Draft 2022)** - The 2002 policy recognized tourism as a key economic sector and has emphasized the development of human resources. In the revised 2022 policy project, he also highlights digital transformation, sustainability and skill improvements.

2. **Hunar Se Rozgar Tak (HSRT) Initiative** - Created by the Ministry of Tourism, this initiative offers short-term courses for the development of young people, particularly in economically low sections, to ensure employment in the tourism sector.

3. **Skill India and National Skills Development Corporation (NSDC)** - This is devoted to professional training and certification in the field of tourism and transactions related to hospitality.

4. **Swadesh Darshan and Prashad Schemes** - Primarily involve infrastructure, but these initiatives also include research programs for local communities and parties interested in tourism.

5. **Expanding IHMS and FCIS** - The government has increased the number of hotel management institutions and food facilities to ensure special education in the hospitality and tourism sectors.

These politicians and these programs have created structured educational structures, but their implementation remains consistent across different regions, with industry stakeholders often finding graduates who do not have practical skills. Furthermore, collaboration between academic institutions and tourism remains limited, leading to a disconnect between theoretical learning and industry requirements.

**Challenges in Policy Implementation and Industry Alignment**

Despite governmental efforts, several barriers hinder the effective implementation of tourism education policies and their alignment with industry needs. These include:

1. **Curriculum and industry shift** - Many tourism education programs focus on theoretical knowledge but lack practical components such as internships, field training and case studies in the real world. The result is graduates who are academically qualified but lack operational skills. 2. **Infrastructure and Technology Gap** - Many government-funded tourist facilities lack accesses to modern training facilities, simulation labs, and digital tools that hinder experiential learning.

3. **Regional and socioeconomic inequality** - Tourism education opportunities are concentrated in urban areas, with rural and tribal areas restricted access to high-quality training programs.

4. **Challenges of sustainability and implementation of policies** - While policies emphasize sustainable tourism education, practical implementation and monitoring remain weak, resulting in inconsistencies in execution.

To overcome these issues, stronger cooperation between government agencies, industry leaders and academic institutions must be ensured to ensure tourism education remains relevant, practical and affordable.

**Strengthening Industry - Academia Collaboration in Tourism Education**

One of the most effective ways to bridge the gap between education and industry requirements is through structured collaboration between academia and the tourism sector. Several global models demonstrate the benefits of industry-integrated learning, such as:

1. Integrate and promote education models according to internships where students spend a considerable amount of time in operational positions before they obtain their diploma.

2. Co-design of the curriculum industry stakeholders will be involved in the design and regular revision of academic programs to ensure relevance.

3. The conferences and seminars of the guests are a regular interaction with industry professionals as teachers, coaches and guest mentors.

4. Technology-Driven Training Integrating AI, virtual reality, and online simulation tools to enhance experiential learning in tourism education.

By increasing industry participation in curriculum design, internships, and practical training, tourism education can become more aligned with market demands and global trends.

**Future Directions and Recommendations**

The following measures must be taken into consideration in order for India to remain competitive in the global tourism industry:

1. Standardization of tourism education creating a national foundation for accreditation, certification of skills, and evaluation of tourism programs.

2. Integration of ecotourism sustainability and digitalization promotion, controlled by the analysis of educational data in tourism services artificial intelligence and academic programs.

3. Joint government and industrial industry academic partnership for research program development, program exchange programs, and funded industrial research.

4. Regional Inclusion Strategies Development of the possibilities of tourism education in rural, tribal and inadequately serviced areas creates the development of a comprehensive workforce.

5. Regular monitoring of policy and evaluation the establishment of mechanisms for a constant evaluation of a policy in the field of tourism and their efficiency in the development of skills.

**Review of Literature**

**Carson Lewis Jenkins (2020)** "*The role of government in the tourism sector in developing countries: a perspective article*" and purpose of the study is to provide a perspective on the role of government in the tourism sector in developing countries in the past 75 years. A perspective article type of methodology is used. This study highlights that Governments support tourism development primarily for foreign exchange earnings, revenue generation, employment creation, and regional growth.

**Marketa Kubickova (2016)** "*The Role of Government in Tourism: Linking Competitiveness, Freedom, and Developing Economies*" and objective of this study is to investigates the role government plays in tourism competitive-ness by applying a panel data analysis to the Central American region. The results reveal that government plays an important role in tourism. The data provide evidence that a new theory may emerge as it pertains to tourism and developing countries.

**Nyoman Rasmen Adi & Made Suyana Utama et.al. (2017)** "*The Role of Government in Community Based Tourism and Sustainable Tourism Development at Penglipuran Traditional Village - Bali*" and the purpose of this study was to determine the effect of the government's role towards community-based tourism and sustainable tourism development. The study was conducted by questionnaire to households in Penglipuran. Furthermore, the data were analyzed by SEM-PLS. The results showed that the government's role and significant positive effect on the community-based tourism and sustainable tourism development in the Penglipuran traditional village.

**Bhupinder Dughliya & Ashish Dahiya (2024)** "*Tourism and Hospitality Education in India: Innovation, Trends, and Status*" and the objective of this paper is to analyze the evolution and impact of tourism and hospitality education in India. A descriptive study based on secondary data from scholarly articles, industry reports, and government publications is used in this study. This study highlights that tourism and hospitality education in India have evolved with a focus on skill development and industry collaboration. While innovations have improved workforce readiness, ongoing advancements are needed to align with industry demands.

**Md Azmain Muhtasim Mir & Becky Shelley et.al. (2024)** "*Uses of tourism resources for educational and community development: A systematic literature review and lessons*" and the objective of this study is to explore the role of tourism resources in enhancing educational attainment and community development in regional areas. This Study is based on a systematic literature review of 21 empirical

studies (2012–2021) in English. This study highlights that tourism and community development are interdependent future research should focus on stakeholder involvement and aligning tourism's educational contributions with local youth preferences.

**Vivek Kumar Ahirwar & Rhitwik Gupta et.al. (2023)** "*Impacts of Tourism on Development of Urban Areas in Indian Cities: A Systematic Literature Review*" and the objective of this paper is to review the impact of tourism on the economic, social, and physical development of urban areas in Indian cities. This study is based on systematic literature review and content analysis. This study highlights that tourism significantly contributes to urban development but also poses challenges related to environmental degradation, cultural heritage preservation, and residents' quality of life. Effective management is essential for sustainable urban tourism growth.

**Vijay Kumar & Gurshaminder Singh Bajwa (2023)** "*Government intervention in Indian tourism*" and the objective of this study is to analyze the impact of government policies on sustainable tourism in India. The study is based on secondary data from journals, books, and reports, using a qualitative analysis approach. This study is highlighting that Government policies support tourism growth, but challenges like infrastructure gaps and environmental concerns require better implementation and stakeholder collaboration for sustainability.

**Deepti Singh & Qamar Alam (2024)** "*Is tourism expansion the key to economic growth in India? An aggregate-level time series analysis*" and objective of this study is to examine the impact of tourism-related factors on India's economic growth. This study is based on Johansen's cointegration and error correction model are used to analyze the long-run relationship between tourism variables and GDP. This study is highlights tourism-led growth hypothesis, highlighting the need for strategic government and private sector investments to boost economic growth.

**Dr. Mallanna I Biradar & Dr. Shrishail Hatti (2024)** "*The Role of Tourism in Economic Development: A Comprehensive Analysis*" and the objective of this paper is to analyze tourism's impact on GDP, employment, and infrastructure. The study uses secondary data and case studies to evaluate tourism's economic impact and policy effectiveness. This study is highlighting that tourism drives economic growth but requires sustainable policies to maximize benefits and minimize negative impacts.

**Richa Mishra & M. Sajnani et.al (2021)** "*Government initiatives for tourism development in India: A review of TTCI reports*" and the objective of this study is to assess India's performance in the Travel and

Tourism Competitiveness Index (TTCI). This study based on secondary data from TTCI reports, government policies, and existing literature and comparative analysis of India's tourism growth with global competitors. This study highlights that India has progressed in tourism, but global competitiveness remains a challenge. Addressing infrastructural gaps and policy implementation is crucial for further growth.

**Research Gap**

Existing literature provides important information on the role of government in the development of tourism and highlights its impact on economic growth, infrastructure and political implementation. However, some shortcomings of the research are retained. Although some studies highlight the contributions of tourism to GDP, employment and urban development, a complete analysis of long-term socioeconomic impacts is not sufficient, especially in rural and tribal regions. Furthermore, while state policies are perceived as engines for tourism expansion, limited research assesses their actual implementation issues, stakeholder participation, and sustainability outcomes. Furthermore, the evolution of tourism education dynamics and consistency with industry requirements remains unexamined. Future research should focus on assessing the effectiveness of political interventions, combating infrastructure flaws, and investigating the role of community involvement in promoting sustainable tourism development.

**Research Objective**

1. To analyze the effectiveness of state policies in promoting tourism education in India through evaluation of secondary data.

2. Study issues in political implementation, such as infrastructure flaws in the formation of tourism and the participation of stakeholders.

3. To study how tourism programs are adapted to the requirements of industry and work forces.

**Research Methodology**

**1. Research design -** This study follows the descriptive design of the study using secondary data sources to analyze the approval of tourist programs using industry requirements and labor requirements.

**2. Data Collection -** This study is based on secondary data obtained from.

- Government Reporting and Politics - Reporting from the Ministry of Tourism, UGC, AICTE, NSDC.
- Academic Research and Magazines - Research on tourism education, work trends, and political efficiency.
- Industry Reports - FICCI, CII, WTTC, NITI Aayog Publications on the bursting of industry skills and expectations.
- Statistical Data - NSSO Reports, Tourism Trends, and Data Registration.

## 3 Data analysis

- Content analysis - A review of political documents, industry and university literature reports to identify subjects and key trends.
- Comparative analysis - Assessment of India's tourism education system against world best practices.
- Trends analysis - The study of changes in tourism policy in education, updates to programs and job trends over time.

**Data collection & Presentation**

**Effectiveness of Government Policies in Promoting Tourism Education**

An analysis of the effectiveness of national policies in promoting tourism education in India requires a detailed study of various initiatives and their measurable results. Although complete data is limited, available secondary sources consider the impact of these politicians.

**1. National Tourism Policy (2023) -** In December 2023, the Ministry of Tourism drafted the National Tourism Policy with the objective of enhancing tourism's contribution to the Indian economy. The policy focuses on improving structural conditions for tourism development by supporting the tourism industry and enhancing the support and development capabilities of tourism depositors. The main strategic goals include increasing visits, increasing length of stay and increasing visitor costs, positioning them as the direction of tourists facing India. In addition, the policy emphasizes the creation of jobs and entrepreneurial opportunities in the tourism sector, guaranteeing the constant supply of qualified work.

**2. Incredible India Tourist facilitator certification (IITFC) program -** The Ministry of Tourism has implemented the IITFC program, a digital initiative aimed at creating an online learning platform to train and certify tourist facilitators across the country. This program seeks to improve the quality of services for tourists by developing a pool of well-trained professionals, including people in distant regions with tourist potential. The initiative not only aims to improve the tourism experience, but also create local employment opportunities.

**3. Financial strength and growth in the tourism sector -** The Indian government is constantly strengthening its financial commitment to the tourism sector. From 2024 to 2025, the government allocated to exercise the 2479 culture in the tourism sector, reflecting the perception of tourism as an important factor to make India a nation by 2047. These investments aim to support infrastructure, promote tourism education and improve the overall development of the sector.

**4. Expansion of Tourism Education Institutions -** The government's focus on tourism education is evident through the establishment and support of various Institutes of Hotel Management (IHMs) and Food Craft Institutes (FCIs). These institutions play a pivotal role in providing formal education and training in tourism and hospitality. Although specific statistics for registration and releases are not explained in detail in accessible sources, the presence of these agencies illustrates a structured approach to developing a qualified workforce that meets industry needs.

**5. Impact of National Education Policy (NEP) 2020 -** NEP 2020 emphasizes the internationalization of education and positions India as a global educational venue. This political change is assumed to attract a diverse student population around the world and thus affect educational tourism. The hotel industry must adapt to meet this influx needs, which could lead to increased demand from trained professionals in tourism and hotel management.

**Challenges in Policy Implementation: Infrastructural Deficiencies and Stakeholder Participation**

The study of problems in the implementation of a policy in India reveals important problems associated with the gaps in infrastructure and the participation of interested parties. Although complex digital data is limited, research and available reports give an idea of these problems.

**Challenges in Implementing Tourism Education Policies in India**
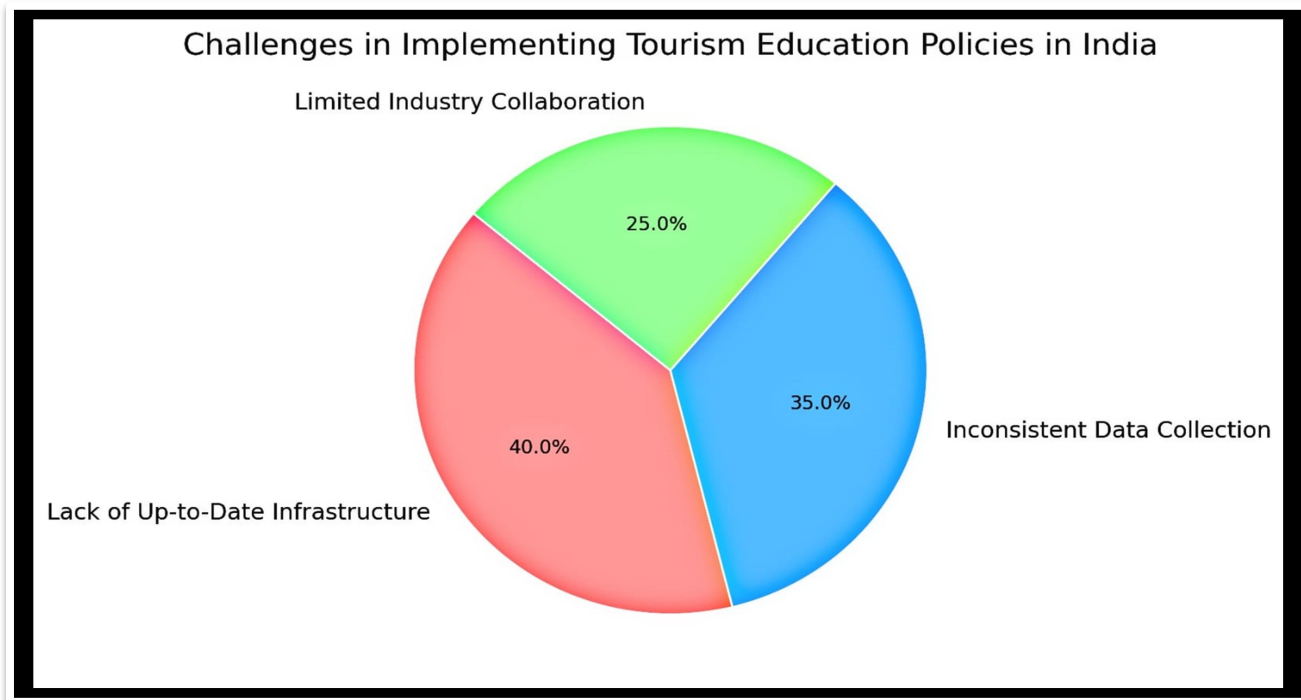
**Source:** Author

1. **Infrastructure disadvantages** - Educational Institutions: Tourism education in India began in the 1970s and expanded to diplomas, certificates, undergraduate students, graduate students and doctoral programs. Despite this growth, many institutions do not have sufficient relevant infrastructure to impact the quality of education and training.

Collection and Data Quality: This study highlights the need for up-to-date data development data, showing the lack of critical data, data collection using research or interviews, and data collection as data from a variety of sources.

2. **Stakeholder participation** - Policy Implementation: National Education Policy (NEP) 2020 highlights skills and vocational education, including the tourism sector. However, effective implementation requires active participation from educational institutions, industry stakeholders, and government bodies. Challenges include aligning curricula with industry needs and ensuring collaborative efforts among stakeholders.

Infrastructure development: For example, tourism infrastructure assessments conducted in Cashmere Valley show significant weaknesses in performance. These studies highlight the need for a complete

assessment of effective solutions to infrastructure gaps and the active participation of local stakeholders. Adapt tourism training programs to industry requirements. India's tourism education programme is constantly developing to meet industry requirements and working conditions. This adaptation is evident as it focuses on improving curriculum, improving in the collaborative industry, and developing skills.

The following is the analysis of these efforts supplemented by digital data adapted to the graphic presentation.
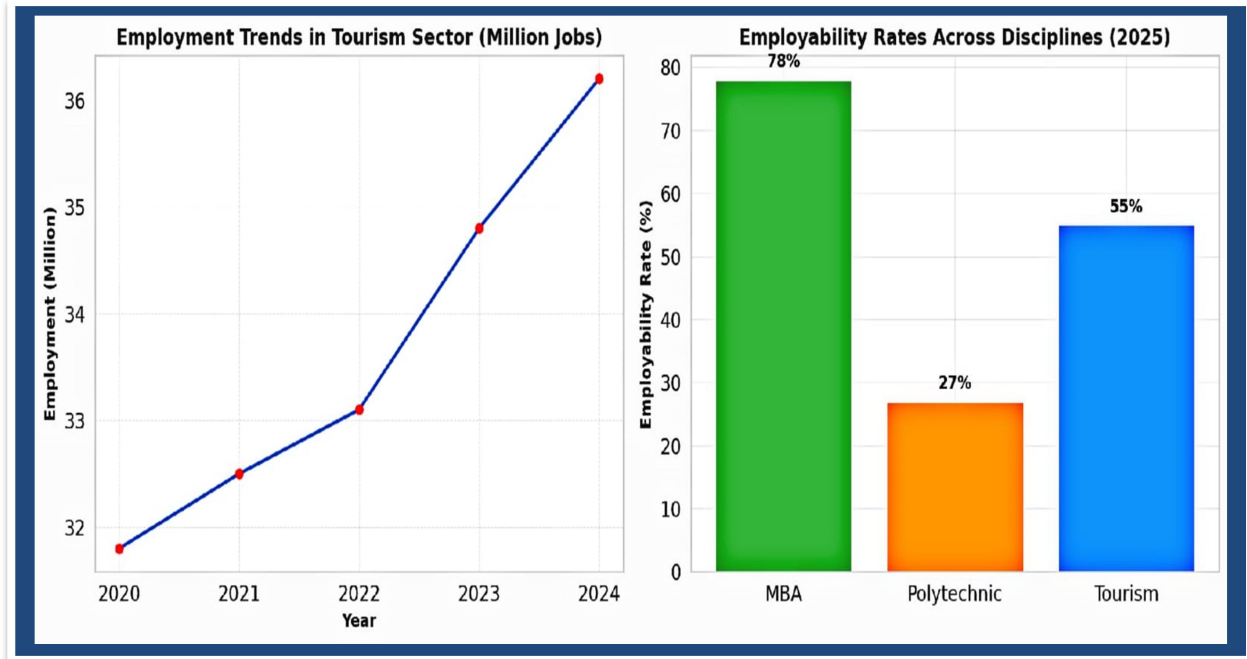


Source: Author

**1. Employment in the tourism sector -** The tourism sector in India has demonstrated stability and growth in recent years. According to the Ministry of Tourism, the number of jobs (direct and indirect) in the tourism sector was as follows:

These data show a recovery and growth in employment capabilities in the tourism sector, highlighting the growing demand for skilled workers.

**2. Employment of graduates -** The employment level of graduates varies by sector. Although specific data for tourism alumni are not available, understanding from relevant areas is useful. In 2025, the level of employment for graduates in the domain master of business administration (MBA) amounted to approximately 78%, which increased compared to the previous year. On the contrary, the Polytechnic Domain had a level of employment about 27%. This disparity underscores the importance of improving employment opportunities for education programs to tailor industry.

**3. Integrity between research programs and skill development -** The research highlights the need for tourism training programs to closely follow industry expectations. Critical analysis shows that teachers and industry experts highlight the importance of practical skills, industries and updates to overcome gaps between academic training and practical requirements.

**4. Industry Employees -** Cooperation between educational facilities and the tourism industry is extremely important to ensure the relevance of learning programs. These partnerships promote internships, train workplace and guest lectures, providing students with experience in the first place and preparing them for employment.

### Findings

The study shows that the Indian government has made significant efforts to promote tourism education through financial investments, specialized institutions and strategic programs such as IITFC. However, the effectiveness of this policy remains difficult to assess from the absence of complex data on registration indicators, the results of graduation and employment statistics in the tourism sector. The results also emphasize critical problems in the implementation of politics, primarily related to infrastructure shortcomings and limited participation of interested parties. The inadequate availability of modern educational institutions and the insufficient cooperation between state organizations, educational institutions and representatives of the industry impedes the complete implementation of the goals of politics. Furthermore, India's tourism education programmes have been developed to improve training programs, including cooperation with the industry, but the gap holds these programs with labor expectations. A more structured approach to data collection is important, especially in relation to graduates in the tourism sector, to clarify education strategies and increase the overall effectiveness of tourism education in India.

### Conclusion

The study emphasizes the active role of the Indian government in the help of tourism education through financial investments, specialized institutions and structured programs. However, the effectiveness of these initiatives remains uncertain insufficient data by key indicators, such as credits, graduates and employment results. Furthermore, infrastructure gaps and limited participation of stakeholders pose important issues in policy implementation. Tourism education programs are developing according to industry needs, but certain gaps indicate the need for continuous improvement in the curriculum and

better monitoring of graduates. To improve the influence of tourism education in India, future efforts should focus on a systematic data collection, improving infrastructure and adjusting politics based on industry requirements. The strengthening of these areas will provide more qualified labor and contributes to the steady growth of the tourist sector in India.

**Limitations of the Study**

1. This study is based on transcendent or inconsistent quadratic data that affects the accuracy of the results.

2. Limited availability of standardized data on registration, final indicators, and employment outcomes limit the assessment of policy effectiveness.

3. This study does not include direct contributions from industry experts, teachers and students. 4. Differences in the infrastructure of the formation of tourism and the implementation of policies in different states were not analyzed in detail.

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