

**HUMAN RESOURCE DEVELOPMENT FOR
SUSTAINABILITY: AN EXPLORATORY STUDY
WITH REFERENCE TO INDIAN TOURISM**

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DECLARATION

I hereby declare that this dissertation is based on my original work except for quotations and citations, which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at the University Strathclyde or other institutions.

Signed: 

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DEDICATION

To my Achan, Amma, Rekha, Ananya and Aravind

ABSTRACT

Human resource development has a very crucial role in the development of a service industry such as tourism. However, the significant role of human resources in its sustainability-oriented development seems to remain unrecognised and underrated. Tourism in India, though a major component in the nation's development, is marked by lacklustre performance and an inability to realize its real potential. With increasing incidences of negative impacts in many of her established tourism destinations, sustainability is an important issue in the country. Human resource development for tourism in India has had a relatively recent origin and suffers from infrastructural and pedagogical limitations. There is also a supply-demand disparity both in qualitative and quantitative terms.

The principal aim of this study was to consider the role of human resource development in facilitating sustainability-oriented development of tourism. The study started with the assumption that by employing comprehensive human resource development policies and practices aimed at providing appropriate skills and competencies and instilling values of sustainability, tourism can be developed in a sustainable manner. Besides the relevant literature, a panel of experts on Indian tourism was interrogated on key issues the study investigated. Several conclusions on human resource development for tourism, sustainability-oriented development of Indian tourism were drawn from the study. The important role human resource development has in ensuring sustainability-oriented development of tourism has been underlined by the study. It highlights the disorganized condition of human resource development in Indian tourism, result of a chaotic bureaucratic system and a tourism industry reluctant to recognise and support tourism education and training. A human resource development model for sustainable tourism is proposed. The outcomes of this research have implications for tourism policy makers in India and elsewhere, guiding them in developing an effective system of human resource development that can assist in the pursuit of sustainable tourism.

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ABBREVIATIONS

NCHMCT	National Council for Hotel Management and Catering Technology
NGO	Non Governmental Organisation
WTO	World Tourism Organisation
WTTC	World Tourism and Travel Council
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCAP	United Nations Economic and Social Commission for the Asia and the Pacific
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund

CHAPTER 1: INTRODUCTION TO THE STUDY

This chapter introduces the study. Firstly, the chapter gives a brief background to the research and presents the aims and objectives of the research. This is followed by a brief discussion that provides the research context and justification for this study. A summary of the research methods employed is then followed by the limitations of the study, definition of key terms and the chapter scheme.

1.1 BACKGROUND TO THE STUDY

One of the largest industries in the world, tourism has been identified as a major plank in economic development all over the world. It has been credited with providing a number of economic benefits such as generation of foreign exchange, employment opportunities, income and revenue to the government, development of marginal regions and the overall stimulation of economic growth (Wall and Mathieson, 2006).

According to the World Tourism Organisation, international tourist arrivals reached 924 million in 2008 and the receipts from international tourism climbed to US \$ 856 billion in 2007 (WTO, 2009). The World Tourism Organisation's (WTO, 2001b) forecasts predict that 1.6 billion tourists will be visiting foreign countries annually by the year 2020 spending more than US \$2 trillion. Tourism is estimated to have generated US \$ 5,890 billion worth of economic activity in 2008, which is expected to rise to US \$ 12,118.6 billion by the year 2017 (WTTC, 2008). The statistics related to domestic tourism is not gathered in a scientific manner, but is estimated to be four times more than international tourism. These data are more than enough to confirm the status of tourism as one of the most important economic activities of our times.

Tourism is often described as a 'people industry' (Baum, 2007) and is characterised by the large number of people employed directly and indirectly by its various sectors. It is estimated that tourism provides direct and indirect employment to more than 238 million

people, which is about one in every twelve workers in the world (WTTC, 2008). The World Tourism and Travel Council predict that the number of jobs, both direct and indirect, in tourism will increase to 296,252,000 jobs, 9.2% of total employment or 1 in every 10.8 jobs by 2018 (WTTC, 2008).

India has already made its mark as one of the fast developing tourism destinations in South Asia. In 2008, over 5.37 million international tourists visited India generating US\$ 11.74 billion in foreign exchange (Economic Times, 2009). This was in addition to over 526.57 million domestic tourists and more than 9.78 million Indians travel abroad for holidays (Business Standard, 2008). According to World Tourism and Travel Council, the total demand for Indian tourism is expected to grow by 7.9% per annum until 2017, representing 0.9% of world market share (WTTC, 2007)

Considering the nature of tourism as a service industry, involving large number of people as guests, hosts and providers of services, the importance of human resource in this people industry cannot be overemphasised. Various dimensions of human resources development and management are now subject to serious consideration by tourism policy makers, planners and researchers. This point to the importance it has acquired as one of the most important components of tourism development.

Competitiveness of a country's tourism will depend greatly on its quality. This is not only true in terms of the destinations and attractions but also in terms of the quality of services provided, a major determinant of which is the people involved in the development and provision of tourism products and services. Along with the attractiveness and uniqueness of the destinations, equally important is the quality and integrity of social, cultural, economic and physical environments. Quality of tourist experiences is directly related to the integrity of the physical, social and cultural environments of tourist destinations. Thus, the conservation of environmental elements within a destination is critical to ensuring quality of tourism. One of the important challenges to tourism developers is ensuring the quality and competitiveness of tourism destinations, which will inevitably lead to sustainability.

The global tourism industry has also been affected by a wide range of sustainability problems that pose a major threat to its survival. The harm that tourism development has caused to destination environments all over the world, especially the carbon emissions by airlines and other modes of transportation, has serious ramifications for the planet's environment and is considered as one of the major contributors to global warming and resultant climate change. Consequently, tourism policy-makers and managers have been looking for ways to reverse or at least minimise the negative impacts of tourism on the environment. A large number of seemingly effective solutions and strategies to transform tourism into a more sustainable activity have emerged in recent years. Examples include the zero carbon commitments by the airline industry, the environmental initiatives by the major hospitality businesses and a number of certification programmes encouraging environmentally friendly business practices (Font and Harris, 2004; Font and Tribe, 2001). However, the same old problems of tourism (McKercher, 1993a) continue to remain with catastrophic implications for the global environment. And the search for more effective solutions continues.

It is argued that the skills, attitudes and value systems of personnel working in the tourism industry can have a major bearing on the way tourism is developed, managed and operated. From a sustainability point of view, human resources, therefore, needs to be considered as an important factor in ensuring the long-term future of tourism and requires a more serious approach. To state the obvious, human resource is one of the most important components of a service industry such as tourism (Baum, 2007; Airey and Tribe, 2005; Riley, Szivas and Ladkin, 2002). But the tourism industry all over the world is characterised by ambiguous attitudes to investment in human capital, inflexible employment practices (Parsons, 1996) and an unsustainable approach to its development (Baum, 1995; Baum and Szivas, 2008). As a result, the tourism industry is plagued by issues such as very high level of employee turnover, lack of proper career development, poor rewards and benefits, unscientific training and development practices, and consequent poor image as an employer, which would have significant bearings on the attitudes and behaviours of its employees. This is probably one of the most important

factors that would affect the competitiveness and sustainability of the tourism industry. In an era of increasing emphasis on quality, competitiveness and sustainability, service industries such as tourism need to look at service quality and conservation as a competitive opportunity and a strategic issue (Gamble 1992; Rapert and Wren, 1998; Baum and Kokkranikal, 2003).

Well-trained and well-paid workers are likely to be motivated to remain longer on the job and provide better quality service, which is major variable in the competitiveness of individual firms. Infusion of sustainability values will help develop a professional ethics and culture grounded in concerns of environment, society and culture of tourism destinations. Tourism education and training thus can contribute to preparing a workforce that will have the necessary skills, knowledge, and attitudes to ensure and enhance competitiveness and sustainability of the tourism industry. Considering the educational deficiencies of developing countries (Todaro and Smith, 2008), tourism education and training has an even more significant role in not just developing a competent tourism industry, but in the overall socio-economic development of many a community.

Tourism is considered to be one of the means to address some of the development problems faced by less developed countries. The governments all over the world have been making significant investments in developing tourism in recent years, and India has been trying to utilise its tourism resources as a means to achieving socio-economic development since attaining political independence. However, the effectiveness and efficiency of these endeavours are increasingly becoming questionable. Environmental and social problems of tourism have become a major concern for destination communities and tourism policy-makers in India, which is the case in most of the developing countries. Some of the well-established destinations in the country have become case studies in how not to develop tourism. Sustainability, thus, is a major issue in Indian tourism.

India also has a huge population, a significant proportion of which is largely illiterate and unemployed. Tourism, probably, offers one of the most effective ways to provide gainful occupation to the multitude of unemployed in the country. Developing and employing the abundant human resource in the country to enhance the quality and sustainability of tourism is a realistic and sensible option for the nation in its pursuit of development. However, the human resource issues mentioned above are very real in the case of Indian tourism as well and require serious policies and programmes to address them, so that it can fulfil its function as a facilitator of not just tourism development, but the overall development of the country.

Given the above background of tourism and tourism human resource development in general and the situation in Indian tourism, the principal aim of this study is to consider the role that human resources development can play in facilitating sustainability-oriented development of tourism, with specific reference to India. The preliminary assumption that acts as a guide to this study is that by employing comprehensive human resource development policies and practices aimed at providing appropriate skills and competencies and instilling values of sustainability, both at the micro and macro level, tourism can be developed and managed in an economically, socially and environmentally sustainable manner.

1.2 RESEARCH OBJECTIVES

Following on from the above aim and their attendant assumptions, the study has the following research objectives:

1. To consider the role and importance of human resource development in the sustainable development of tourism.
2. To analyse the state of, trends and issues in human resource development policies and activities in Indian tourism.
3. To develop guidelines for human resource development policies and programmes facilitating sustainable development and practice of tourism, with reference to India.

The first objective deals with the all-important question related to the potential of human resource development to contribute to the sustainability of tourism, focusing mainly on the people who form the main stay of the sector. The second objective is related to the state of human resource development for tourism in India, a country that has been trying to develop tourism as a means of solving its development problems for the past six decades. The study seeks to provide an analysis of the present state, trends and issues in human resource development for tourism in the country. The third objective is to suggest guidelines for human resource development policies and programmes that could help to facilitate the sustainability-oriented development of tourism in the country. Based on the outcomes of the first two objectives, ways and strategies will be considered to make human resource development for tourism in India more proactive and relevant towards achieving sustainability.

1.3 RESEARCH CONTEXT AND JUSTIFICATION

Human resources development in tourism has been gaining increasing recognition in the recent decades, both in the regions having a well-established tourism industry as well as in those countries where tourism is a relatively new economic activity. Organisations at trans-national, national, and local level in both the public and private sector have initiated a number of measures to assist in the development of human resources for tourism. These efforts supplement and complement the tourism education and training activities undertaken by mainstream educational institutions, such as universities and vocational training centres.

However, there is still an overall lack of clarity regarding the objectives of human resources development activities and its various dimensions. Vocational and management skills development for improved customer service has been rightly highlighted as the major function of human resource development in tourism in many countries. But there is also a great deal of lack of clarity regarding the areas of tourism where trained personnel are required, the level of training to be imparted and the breadth

of the inputs to be provided in the curriculum. These problems are further exacerbated by the unscientific, inaccurate and adhoc projections and predictions (or a total lack of any such exercises) made about the manpower requirements of the tourism industry.

At the micro-level human resource development is often considered and discussed within the narrow boundaries of a particular sector or sometimes even at an intra-organisational level. The focus has historically been on human resource development issues in the hospitality sector, which has a longer history of organised development. Probably, due to historical reasons, other trade activities receive little or no attention. This is despite the pivotal role played by core sectors such as tour operators, travel agents and other service providers in present day tourism. Very often human resource development issues in these areas are left to the vocational training centres or in-house on-the-job training.

Important areas such as policy formulation and planning, still generally a government domain, are handled by bureaucrats who very often, have very little experience in tourism and where the private sector is involved, narrow sectoral business interests dominate their thinking, especially in developing countries. Important areas of human resources development are very often ignored or dealt without any real seriousness. Articulation of a holistic and complete perspective about the real issues in human resources development for tourism seems to be very rare to find. However, the introduction of the concept of sustainable human resource management practices (Baum, 1995) and examples of comprehensive human resource development policies and practices like the ones found in Ireland points to a change in the right direction.

Another very important area of concern in global tourism today and in the future is its negative impact on the environment, society and economy of tourist destinations. The growth of tourism has not been without its own share of problems and complications. The long-term survival of the tourism industry, considering the finite nature of resources and destinations, and the rapid growth rate of tourism, is very doubtful if tourism

development and practices are not re-organised in a sustainable manner. In spite of a number of negative experiences all over the world and considerable amount of discussion at various levels and policy declarations, tourism, mass or alternative, continue to follow established patterns of development, especially in developing countries.

Sustainable tourism development has many elements that belong to the realm of human resource management and development. 'Imported employees' and 'lack of career structure' has already been identified as the features of non-sustainable tourism (Bramwell and Lane, 1993), and both point to shortcomings in the human resource development domain. Mueller's (1994:132) 'magic pentagon' model of sustainable tourism development lists 'economic health, subjective well being of the locals, unspoilt nature/protection of resources, healthy cultures and optimum satisfaction of guest requirements' as its five cornerstones. Out of the five, 'subjective well-being of the locals, optimum satisfaction of guest requirements and healthy cultures', are directly related to human resource development and the other two will require inputs at the human resource development level, especially in terms of provision of tourism oriented planning, management and marketing skills. The important issue of local community's aspirations and involvement in tourism development (Murphy, 1985; Simpson, 2008), which is integral to sustainability, also points to the crucial role of human resources development in these areas. It could be surmised that non-sustainable development of tourism has its roots in drawbacks in human resource development policies and practices.

Given the important role that tourism employees can play in facilitating sustainability, human resource development strategies and practices has to be the starting point of tourism development, especially if it is to be sustainable. The prevailing practice of treating human resources development as an 'operational consideration' and a peripheral issue and its total disregard at the planning stage can only help perpetuate the threats that tourism poses to communities, environment and most importantly to its own survival

(Baum and Szivas, 2008). If human resource development policies and programmes can be given a sustainability orientation, achieving the goal of sustainability would be even more realistic.

Indian tourism has been experiencing steady growth in recent years compared to many other developing countries and human resource development for tourism in the country does suffer from the problems of very recent origin and the lack of a proper holistic perspective. There is a clear lack of any unity of direction and proper policies for human resource development. Public sector, private sector and the established educational system are all moving in their separate directions. At the same time the social, economic and environmental problems of tourism are a reality in India. Well-established tourism destinations provide very good examples for the negative impacts of tourism. New destinations also, surprisingly, show a similar trend in their development. Indian tourism is at a stage, which calls for sensible long-term vision, development strategies and practices. And human resource development has an integral and important role to play not only for the sustainable future of Indian tourism but to help address her various development problems. Introduction of sustainability-oriented human resource development would go a long way in helping the country reap its potential for various benefits that tourism could offer to assist in tackling some of the serious developmental problems.

However, so far, no systematic study has been carried out to consider the contributions that human resource development can make to facilitate sustainability-oriented tourism development. Similarly, the trends and issues in human resource development in Indian tourism have also not been subjected to any serious research. This study aims to fill this gap in tourism research by studying the role of human resource development in facilitating sustainable tourism. The study will also endeavour to analyse major issues and trends in human resource development in Indian tourism and to develop guidelines for human resource development for sustainability-oriented tourism development in the country. The study is expected to contribute to the existing body of knowledge in the

areas of tourism, human resource development, sustainable tourism in general and their implications for Indian tourism. It is also hoped that the outcomes of the study could be adapted to suit the human resource development and sustainability requirements of tourism in other developing countries.

1.4 METHODOLOGY

Given the nature and characteristics of the questions addressed, the research followed an interpretive and exploratory approach. To begin with, a comprehensive literature review was carried out with a multidisciplinary focus on human resource development, sustainable tourism, tourism in developing countries, and Indian tourism, which helped develop a sound theoretical basis for the study and to sharpen the research focus. Reports, journals and publications brought out by various organisations at national and international level were also consulted for secondary data.

Considering the emphasis of the study on macro level policy and development aspects of human resource development and sustainability in Indian tourism, the main source of primary data was experienced professionals from tourism academia, tourism policy-making, private sector tourism businesses, and environmental organisations. A survey of a panel of experts from Indian tourism was carried out to collect empirical data. A research instrument with closed and open-ended questions was used to elicit the views and opinions of the experts on a range of questions related to the research objectives.

The following justifications are proffered for adopting the method of survey of experts. As the research problem deals with the macro policy aspects of human resources development, especially its sustainable dimensions, which are a relatively unstudied and undeveloped area, it is essential to explore the subjective judgements and opinions of the experts in the area. In order to represent diverse experience and expertise, the respondents have to be drawn from the public, private and voluntary sectors of Indian tourism and the survey of experts represent, probably, the most practical method to bring

together the considered opinions of these experts. Further, no major discussions and studies, which could have brought together the views of the experts from academic and different sectors of the tourism industry together, have been done in the area of study to date. Due to the geographical dispersion of the potential respondents in different parts of a big country like India, bringing them together for face-to-face or group interview was extremely difficult. Financial and logistical limitations also rendered face-to-face or group interviews extremely difficult. Moreover, the problems associated with such face-to-face group interactions and personal interviews can adversely affect the quality of the responses. Finally, the survey instrument with its combination of closed and open-ended questions can bring out sound judgements and considered opinions of the respondents. Considering the above aspects it was decided to employ the method of a survey of experts for the empirical study.

The quantitative data collected from the survey would be subjected to statistical analysis with the help of the software, Statistical Package for Social Sciences (SPSS). The qualitative data generated through the open-ended questions was analysed using the method of content analysis, to identify and discuss important themes related to the research objectives.

1.5 LIMITATIONS OF THE STUDY

A major limitation of the study is related to the inability for the researcher to conduct face-to-face personal interviews with the experts. A focus group interview would also have enabled the respondents to offer more considered and debated responses to the questions. Besides the methodological limitations, the study also has limitations with regard to the temporal gap between the collection of data and its analysis and presentation. The data was collected in 2002 and owing to personal reasons, it was not possible to carry out its analysis and discussion until 2007. There may have been further developments in research area during the period between data collection and analysis, which have not been incorporated in the study. This is an obvious limitation to the study.

However, where possible, secondary sources have been used to fill this gap, and it is hoped that the outcome of the research still have relevance to the subject matter of the study and contribute to knowledge and literature related to the research topic. Moreover, review of the subsequent literature on Indian tourism revealed that most of the issues and challenges identified during the initial years of the research were still very much alive.

1.6 DEFINITIONS OF KEY TERMS

Human resource development is concerned with the development and acquisition of skills, knowledge, competencies, attitudes and values that are vital to meet the demands of the competitive business environment, both internal and external.

Sustainability-oriented tourism is about developing and managing tourism that is economically viable, environmentally sensitive and culturally appropriate, which provides optimum benefits to the host communities, minimum damage to the environment and an enriching experience to visitors.

Sustainability-oriented human resource development for tourism is about developing skills, values and knowledge in order to increase productivity, to improve the quality and sustainability of tourism, and to distribute the accruing benefits within the tourism destination communities to, enhance the quality of all aspects of the environment.

1.7 ORGANISATION OF THE STUDY

The organisation of the chapters is as follows:

Chapter 1 introduces the study and deals with the background, objectives, justification of the study and research methods employed. The chapter also consider the limitations of the study and provides a broad outline of the thesis.

Chapter 2 provides an overview of human resource development for tourism and examines the concepts, practices and issues associated with it. The chapter was developed reviewing key literature in the area.

Chapter 3 provides an overview of sustainable development and its application to the tourism industry. The chapter then goes on to consider the role of human resource development in the sustainability-oriented development of tourism.

Chapter 4 provides an overview of tourism development and tourism education in India. Examining the historical growth of tourism in the country, the chapter covers aspects such as tourism policy, tourism administration, value and volume of tourism and issues and challenges. The chapter also provided an overview of the evolution of tourism education in the country and the key issues.

Chapter 5 provides a discussion of the research methodology, design and methods employed to collect and analyse data to achieve the research objectives of the study. It also discusses the research philosophy and the research paradigm followed and explains the selection of the mixed methodology and a description of the methods employed to collect and analyse the primary and secondary data.

Chapter 6 discusses the findings of the expert panel survey. The chapter provides a description of the profile of the respondents and the discussion is organised according to the key themes covered in the survey.

Chapter 7 covers the major conclusions of the study and their implications for human resource development for tourism. The chapter also considers the contributions of the study to the subject matter of tourism, human resource development and sustainability. Areas for further research and limitations of the study complete the chapter.

1.8 CONCLUSION

This study aims to consider the important role that human resource development can play in sustainable development of tourism. There is an urgent need for Indian tourism to organise its human resource development policies and programmes in a way that help the country its potential to develop a tourism industry, that is competitive and sustainable. The purpose of this chapter was to provide an introduction and background information of the study, a brief account of the research methods employed, limitations of the study, definitions of key terms, and a brief description of the chapter scheme. The following chapter (2) provides a discussion on human resource development for tourism, based on an extensive review of relevant literature.

CHAPTER 2: HUMAN RESOURCE DEVELOPMENT FOR TOURISM

The first research objective of the study is to consider the role of human resource development in the sustainable development of tourism. Achievement of this objective necessitates an analysis of key concepts, practices and issues related to human resource development for tourism. Such an analysis provides a theoretical foundation for the human resource development aspects of the study and helps to progress the study to its next stage where the sustainability aspects of human resource development, especially its role in sustainable tourism development will be considered. This chapter will review the literature on human resource development for tourism to identify and discuss major themes and developments pertaining to this important resource of tourism. Starting with an overview of the concept of human resource development, the chapter will discuss its importance in tourism development, aspects such as skills and training needs, curriculum development, the role of educators, location of tourism in the academia, human resource planning and development, institutional arrangements, industry acceptance, the role of government, and some of the models, principles and issues.

2.1 HUMAN RESOURCE DEVELOPMENT

Human resource development essentially consists of three main areas – education, training and development, and the process basically is intended to lead to an increase or improvement in the knowledge, skills, attitudes and behaviours of the personnel involved. These fundamental elements of human resource development have been reinforced by a number of definitions, a brief review of which is given below.

Gilley and Egglund (1989) consider human resource development as the process of preparing personnel for current and future jobs in an organisation and also for enhancement of individual competencies. According to them, “human resource development can be defined as organised learning activities arranged within an

organisation in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organisation” (Gilley and Egglund, 1989:5). Their views, probably, have influenced Stewart and McGoldrick (1996), who consider human resource development as the process of planned interventions for organisational and individual learning. For them, “human resource development encompasses activities and processes which are intended to have impact on organisational and individual learning. The term assumes that organisations can be constructively conceived of as learning entities, and that the learning processes of both organisations and individuals are capable of influence and direction through deliberate and planned interventions. Thus, human resource development is constituted by planned interventions in organisational and individual processes” (Stewart and McGoldrick, 1996:1). These planned interventions are essential for organisations to make progress towards their corporate goals.

Garavan, Gunnigle and Morely (2000) focus more on specific aspects of human resource development and define it “in terms of the acquisition of prerequisite skills, knowledge, abilities, attitudes and values in order to meet the demands of the competitive business environment” (18). Development of skills, knowledge and attitudes to deal with challenges within and without an organisation’s competitive business environment has always been a major concern for managers ever since the industrial revolution. The early systems of apprenticeship training, trade or professional guilds and hereditary occupations were probably the precursors of the modern day personnel or human resource management, which has begun to recognise the value of continuous development of this key resource. The definitions mentioned above highlight this recognition among both academics and practitioners.

In many ways, the evolution of human resource management and human resource development has tended to mirror developments in general business management practices. The range of approaches to human resource development, varying from developing required skills in employees to individual and organisational learning could

be an indication of this pattern that has seen a gradual evolution of management into a mature discipline open to new ideas and practices. Given the emergence of corporate social responsibility, e-commerce and environmental stewardship as key areas in contemporary business management, aspects of wider social, cultural, technical and physical environment also requires to be incorporated into principles that guide human resource development (Barron and Prideaux, 1998; Williams and McKercher, 2001; Sigala, 2002; Moir, 2001)

The above definitions basically deal with the primary functions of human resource development at the micro level, but can be related to the macro level as well. At the macro level, human resource development is characterised by more holistic concerns and encompasses initiatives and policies to improve knowledge, skills and attitudes to enhance productivity, economic growth and the overall quality of life of a community or a nation state. This idea is encapsulated in the following definition of human resource development by the Economic and Social Commission for Asia and Pacific (ESCAP):

‘Human resource development is a continuing and iterative process comprising three interdependent components: (a) investment in human resource to enhance productive capabilities; (b) the utilisation of those human resource to produce increased output; and (c) the participation of the human beings who embody those human resource in the benefits arising out of that increased output through an enhanced quality of life.’

(ESCAP, 1988)

Here, the aim of human resource development is the enhancement of the quality of life. In a holistic sense, human resource development addresses personnel issues at all levels and could even have an impact on areas other than employment and training, including economical, social and environmental competitiveness of communities.

Failte Ireland (2005) focuses on more specific aspects of human resource development and defines it as “the strategic management of training, development and management/professional education interventions aimed at facilitating the achievement

of organisational goals, while at the same time ensuring the full utilisation of the knowledge and skills of employees” (10). At the macro level –industry, community and national level – this means creating a workforce with the appropriate knowledge, skills and attitudes that would meaningfully contribute to achieving various development goals. However, except for the scale and setting, components and concerns of human resource development at the macro and organisational level are more or less the same. With the emergence and popularity of business management studies, it seems that micro level aspects of human resource development have gained more prominence. Nevertheless, the important elements of human resource development like manpower planning, education and training have already been in existence and pursued by most of the modern societies, though with varying levels of importance and relevance.

It can be argued that the education of the majority of the populace, especially the workforce, is a key determinant of economic growth. As Ashton and Green (1996:1) assert, ‘the salience of a nation’s education and training system is becoming the key item in the struggle for competitive superiority’. Education is universally accepted as one of the major catalysts of development, and the emerging theory of ‘endogenous growth’ bases its primary argument in the important role of human capital development as the essential engine for social and economic development (Ashton *et al*, 1999; Todaro and Smith, 2008). This implies that governments have to formulate macro level human resource development policies and make substantial investment to create infrastructure and systems for education and training in their pursuit of progress and development. As an Australian Minister for employment, Education and Training stated, ‘The world’s most successful economies over the past two decades have given a high priority to education, skills and training as vital factors in their economic success’ (quoted in Ashton and Green, 1996:11).

Human capital theory stresses the link between the stock of skills and the outputs of a productive system wherein the human capital input has equal status with physical capital input (Ashton and Green, 1996). This implies that education and training are

investments with future rewards, similar to investments in physical capital. The endogenous growth theory provides two competing views about the influence of human capital on the growth rate of output (Cannon, 2000; Lerner and Haber, 2000). The Nelson and Phelps (1966) or 'NP' approach states that growth rate of output is dependent upon the level of human capital as it is necessary for the discovery of new technologies, which will lead to further growth. In the second approach, called the Lucas approach, human capital is treated as an input like any other and its growth rate drives the overall rate of growth of output (Cannon, 2000). Both these approaches stress the importance of human capital, in terms of both quality and quantity, to overall development. Improving the quality of human capital through human resource development, thus, is key to achieving development goals. Even when there are problems in the quantity of human capital, the experiences of many economically developed countries indicate that such problems can be overcome by enhancing quality and skills of the available human capital. At the same time, many developing countries do employ numerical advantages in human capital to deal with their technological backwardness, substituting technology with labour.

Investments in human capital - such as education and on-the-job training - are seen by many as a tool to improve labour market flexibility (Riley, Ladkin and Szivas, 2002). Investments in human capital also enhance productivity and competitiveness of both firms and communities. It can also help develop a flexible labour market, both internally and externally. Groot and Van Den Brink (2000) describe internal labour market flexibility as the employability of workers to various tasks and promotion to other jobs within the firm. External labour market flexibility is the job-to-job mobility and exit routes from the labour market (Groot and Van Den Brink, 2000). Labour market flexibility, both internal and external, lead to increased labour mobility, which is essential to re-deploy human capital when there are large-scale redundancies resulting from technological advancements and decline in some of the sectors of the economy (Riley, 2004).

The human capital theory also suggests that investments in education and training increase internal mobility but reduce external mobility. Human capital makes workers more employable and therefore increases internal mobility. This holds true both for investments in general and firm-specific human capital. Investments in specific human capital also increase the opportunity costs of job to job mobility and transition out of the labour market, which lower external mobility. According to Mincer (1994), workers with more years of schooling are better at finding their most suitable employment and therefore have lower job-to-job mobility rates. Investments in general human capital are thus expected to decrease external mobility.

The importance of labour market flexibility and investment in human capital has already been recognised in many western developed countries that had seen their manufacturing industries relocating to China and other lower-wage economies. Many consequent retraining programmes in these countries have identified service sectors, including tourism, as new destinations for those who were made redundant. Investments in human capital have also have the added advantage of improving employees' ability to perform his or her job better with less supervision. Personnel who are more employable and in need of less supervision are expected to be more productive (Groot and van den Brink, 2000). In other words, education and training lead to an automatic improvement in employees' ability to perform their jobs better, which will, in turn, increase productivity and competitiveness of the firm, leading to increased economic performance. Recognising their contributions to a firm's productivity and profitability, many researchers have suggested that employees can be a source of sustained competitive advantage for an organisation, determining its ultimate success (Pfeffer, 1994; Prahalad, 1983; Schuler and Jackson, 1987; Schiller and MacMillan, 1984; Bartlet and Ghoshal, 2002; Bolton and Houlihan, 2007).

Human resource development as a concept is often discussed at various levels: national level, industry or sector level, company level, unit level, team level and individual level (Stewart and McGoldrick, 1996; Garavan, Gunnigle and Morely, 2000). At the national

level human resource development is normally one of the major priority sectors of governments in pursuit of development. At the industrial sector level, the human resource requirements are more defined and focussed. Creating a pool of trained and skilled manpower for a wide variety of jobs in adequate number in relevant geographical areas is a prerequisite for the growth of a heterogeneous industrial base. Macro level policy initiatives are required for such human resource development activities, which tend to be more broad-based. Investments in higher and technical education infrastructure have historically proven to be the hallmark of nations that have achieved relatively higher levels of economic, social and technological development during the last two centuries.

Following on from the industrial sector level, the scope and activities of human resource development then narrows down to the level of individual firms and companies (Stewart and McGoldrick, 1996; Garavan, Gunnigle and Morely, 2000). Individual firms and companies normally take an overall view of their human resource needs, including its planning and development. Human resource development at the firm level strives to ensure a fit between a company's strategic objectives and operational capabilities, which is dictated by the competencies of its personnel. Along with other raw materials and resources, a company, whether it is in the service or manufacturing sector, require appropriately skilled human resource, and in a dynamic strategic environment, where change is perpetual, internal labour market flexibility is essential. And this probably explains why human resource development has been gaining prominence at firm level as an important driver of a flexible labour force.

Within a firm or company, human resource development programmes and activities can be further subdivided to the level of units and departments, which have specially demarcated functions, requiring closer attention to the skills requirements and development of the employees (Stewart and McGoldrick, 1996; Garavan, Gunnigle and Morely, 2000). At the unit and team level, human resource development facilitates training programmes to develop and update the skills, knowledge and attitudes in order

to ensure better motivation, performance and productivity. Major components of human resource development at organisational and macro level are listed below (Table 2.1)

Table 2-1: Components of Human Resource Development

Organisational level	Macro (National/Community) level
Individual development (personal)	Literacy Programmes
Career development (professional)	Vocational Training
Organisational development	Higher Education

To sum up, human resource development at an organisational level is about the integrated use of education, training and development for organisation and career development to improve individual and organisation effectiveness. Applied to macro – national or community – level it contributes to higher quality human capital, which is essential for social and economic development and a flexible labour market (Todaro and Smith, 2008; Bartlet and Ghoshal, 2002; Riley, Ladkin and Szivas, 2003).

2.2 HUMAN RESOURCE DEVELOPMENT FOR TOURISM

The importance of human resources in a service industry like tourism cannot be overemphasised (Airey and Tribe, 2005; Riley, Ladkin and Szhivas, 2002; Failte Ireland, 2005; Bolton and Houlihan, 2007). As may be deemed obvious, people are the essence of the tourism industry and people form one of its most important resources. Systematic and efficient development of this resource is as important as other planning, development and management activities in tourism. Baum (2002) identifies three major elements of the close association between tourism and people – 1) people as tourists and customers, 2) people as providers and deliverers of services and facilities and 3) people as part of the tourism product and experience including fellow tourists. As customers and service-providers, it is people who really make tourism happen and this has to be considered as one of the most important components of the tourism industry. People are involved at all levels of this diverse industry and are vital elements in its development,

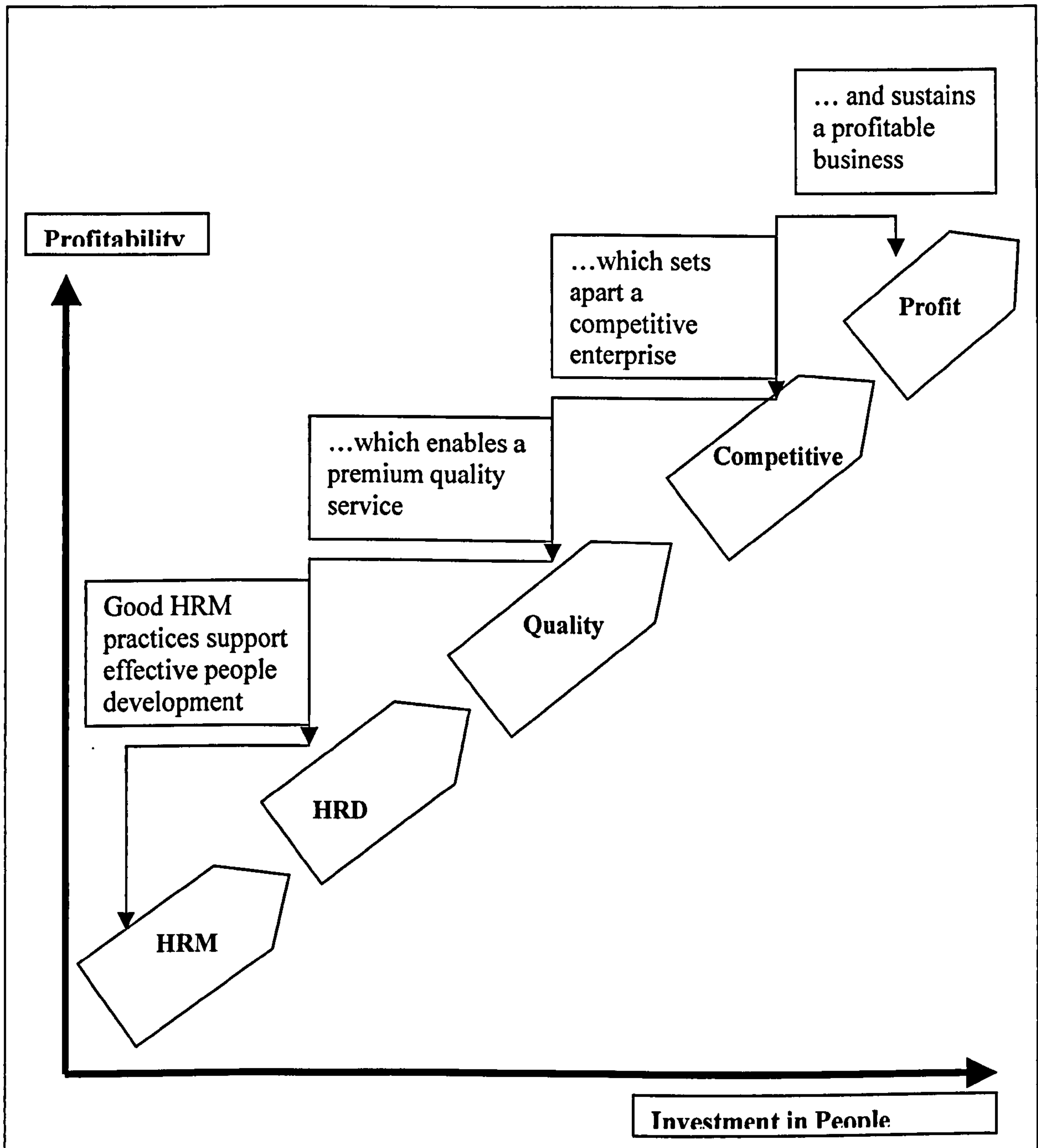
success and failure. Right from the conception of a tourism destination, its consequent planning, development, and finally at the cutting edge as the frontline staff, people breathe life into this industry.

As Failte Ireland (2005:3) rightly observes, 'tourism must look to the people working in the industry to serve as a principal source of competitive advantage'. The uniqueness of skills, know-how, and behaviours of its human resource will go a long way in distinguishing the tourism product of a community from its competitors. These attributes of personnel can also be a major source of quality of the tourism product and services, enhancing competitiveness and profit potential of tourism destinations and businesses (Figure – 2.1).

The concept of 'human capital' is very relevant to the tourism industry as well. Quality of human capital, measured by the educational level of population, has usually an important and positive impact on tourism development (Liu and Wall, 2005). But still the industry is characterised by unconstructive attitudes to investment in human capital, inflexible employment practices and an educational and training support system of doubtful relevance (Parsons, 1996; Liu and Wall, 2005). Human resources issues of tourism were not considered of vital importance until recently. The tradition of the bias towards product development and marketing still continues in the industry in spite of the widespread changes in approaches to tourism (Mayanka and Akama, 2006). Human resources are looked at as operational considerations and this operation oriented approach and the superficial and peripheral reference to human resources at the policy and planning level leads adhocism in its treatment (Conlin and Baum, 2003). As suggested by Baum and Conlin (1994:266) 'Public sector policy-makers and private sector decision –makers need to recognise that human resource are a necessary element of successful tourism development, particularly that which is sustainable'. An earlier study by Baum (1994) had brought out the surprising negligence or ignorance of a majority of NTO's regarding human resource concerns and pointed out the need for enhanced awareness about the importance of human resource for success. The problem of having a narrow operational focus on human resources after planning and policy

formulation have been completed is that fundamental changes in public policy and management thinking about human resource become difficult for host countries to instigate (Conlin and Baum, 2003).

Figure-2.1: HRM and HRD as key Elements in Tourism Profitability



Source: Failte Ireland, (2005:6)

The issue is further exacerbated by the multi-sectoral nature of the tourism industry that comprises a wide range of businesses varying from a self-employed roadside vendor to a multinational hotel corporation. This variety can be seen in the typology of tourism employment too, which ranges from the lower level ‘service workers’ requiring little or no training and skills, to the management personnel who need higher level of training, knowledge and skills (Choy, 1995; Gunn, 2002; Lucas, 2004). Major sectors in the tourism industry that can offer unskilled, semi-skilled, and skilled jobs are as follows (Tabel-2.2):

Accommodation	Hotels, motels, bed and breakfast, resorts, guesthouses, camping and caravanning, self-catering accommodation, youth hostels
Transportation	Airlines, rail, ferries, cruise, coach, taxis, car rental, recreational vehicles
Food and beverage:	Restaurants, coffee shops, café, fast food, public houses, bars, etc.
Entertainment	Theatres, cinemas, cabarets, cultural shows, concerts, etc.
Attractions	Museums, botanical gardens, zoological gardens, theme parks, heritage parks, aquariums, visitor attractions, etc.
Events	Conference and convention centres, festival organisers, sporting event organisers, trade shows, event management companies
Leisure/recreation/activity-oriented	Fishing, hunting, riding, hiking, canoeing, rafting, nature cruising, sailing, sports, shopping, adventure sports, etc.
Tour development/travel counselling/ retailing	Travel agencies, tour operators, information centres, youth/student tour organisers
Supporting services	Souvenir and duty-free shops, Laundries and dry cleaning services, Guide services (e.g., sightseeing), Festival and event areas, Recreational facilities and parks, Visitor information centres, Business/office services, etc.
Government	Tourism policy making, tourism planning, marketing, regulation, education and training, National/regional/area tourism organisations, destination management organisations
Industry associations	Marketing, advice, policy, lobbying
eTourism	Web designers, software developers, web portals
Other services	Marketing, advertising, insurance, finance, consulting

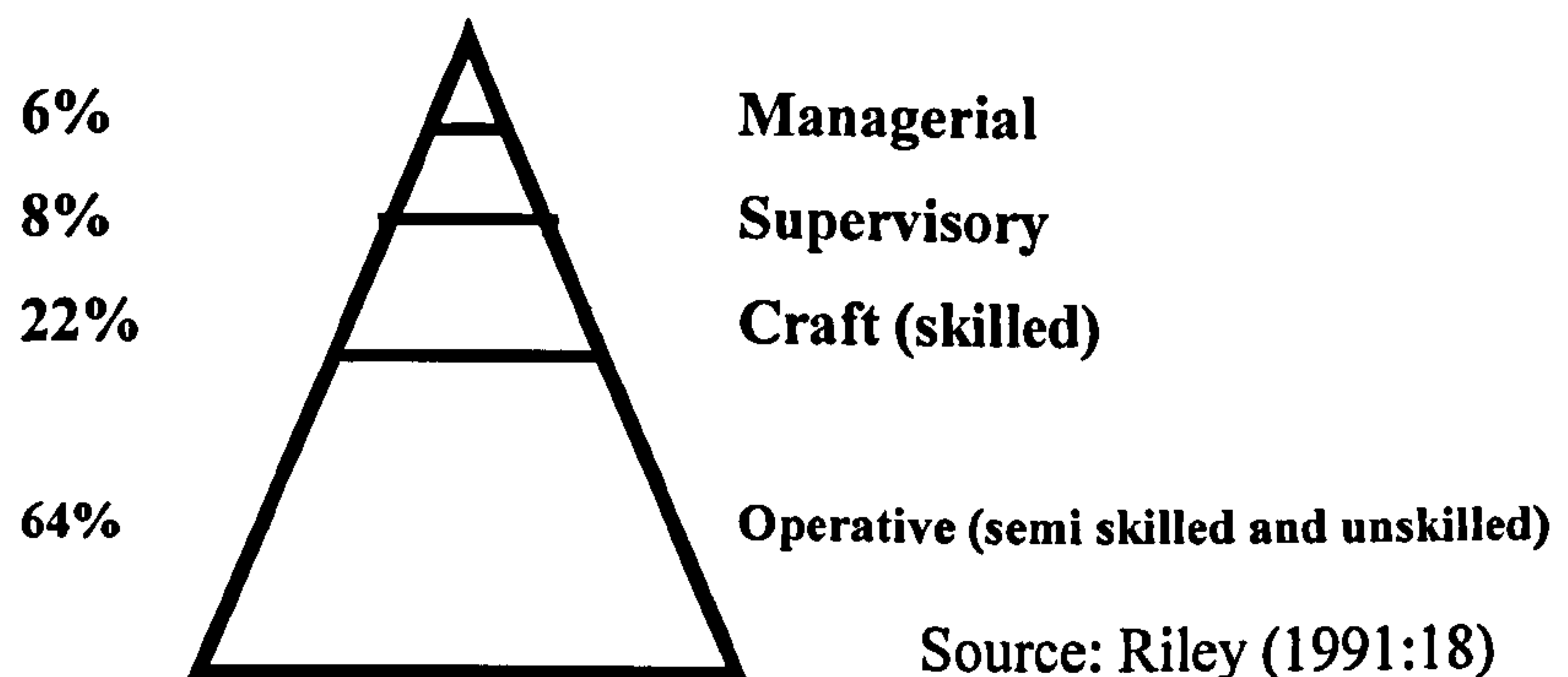
(Source: Adapted from Pollock. and Ritchie, 1990 and Cooper, Fletcher, Fyall, Gilbert and Wanhill, 2008)

As Baum (1993:8) states, ‘The wide variety of sectors which characterises most tourism industry inevitably results in a very diverse range of jobs in terms of their technical demands, their education requirements, their location, their conditions and the kind of person that will be attracted to employment in them’. In other words, within each sector, there are a large number of jobs that can be distinguished based on education and skill level. Although there are a tremendous number of job categories within the hotel industry, an occupational classification can generally be identified as follows (Riley 1991:16):

- Managerial
- Supervisory
- Craft
- Operative

Jobs at managing and supervising levels involve both job knowledge and management competencies. However, it is difficult to distinguish between craft and operative. Craft designates skills, i.e. in cooking silver service waiting, reception; but the operative level represents semi-skilled and unskilled. The difference between skilled and unskilled is that skills require some type of formal training or education, while unskilled work can be learnt solely by on-the-job training. A model of skill composition of a hotel unit is exhibited in Figure 2.1. Another alternative approach is the classification by level of job activity in the tourism industry. Four levels are categorised as front-line, supervisory, management, and senior executive (Pollock and Ritchie, 1990).

Figure 2.2: Model of Skill Composition in the Tourism and Hospitality Industry



2.3 EDUCATION, TRAINING AND DEVELOPMENT FOR TOURISM

Having considered various definitional and conceptual aspects of human resource development, the following section will examine the concepts of education, training and development, which are the means of developing human resource. Three main areas of human resource development are training, development and education, which lead to an increase or improvement in knowledge, skills, attitudes and behaviours of the recipients. The terms education and training have often been used together, indicating similarities between the two. However, both differ significantly in their scope and objectives. Go (2004) describes education as the intellectual development of a person through special skills; such as foreign languages, computational skills; and knowledge of countries and culture without particular concern for specific jobs or responsibilities. Training, on the contrary, is the process of bringing a person to an agreed standard of skills proficiency through instruction. In other words, training is about learning that is provided in order to improve performance on the present job. While education delivers principles and allows the student to interpret knowledge, training, in contrast, focuses on the more specific applications and development of skills (Cooper and Westlake, 1989). In many ways, they are complementary and as Cooper, Shepherd and Westlake argue (1994:177) 'training and education should be parallel and complementary to each other and, at different points of an individual's career, it is quite common and quite right that one predominate over the other'.

According to Cooper (1993), tourism education and training involve the communication of knowledge, concepts, and techniques with reference to the field of tourism. Traditionally, the domain of tourism education was concerned with analytical thinking and the understanding of conceptual issues in order for a person to develop professionalism and intellectuality (Baum, 2006). Tourism training, on the other hand, relates to the delivery of practical knowledge, skills, and techniques (Baum, 2006; Riley, Ladkin and Szivas, 2003).

Training and education for tourism is a rapidly growing area. Tourism training was formerly associated with the operations of intermediaries in areas such as ticketing or craft operations for hospitality. Tourism training is still limited to these areas in many countries, especially in countries, which are relatively new to tourism. However, in the developed world with a more advanced and professional tourism industry, training in tourism has expanded to cover many other functions in response to the increasing demand for higher standard of services.

Tourism education is comparatively a recent activity since most education courses had their origin in the 1960s and 1970s. Governments have begun to recognise the value of tourism to social and economic development and seem to become increasingly aware of the importance of human resource development in tourism for quality, competitiveness and productivity. Similarly, tourism businesses have also started to understand the importance of education and training, leading to investment in education and training schemes. Increasing demand from the tourism industry for trained personnel has given rise to a growing number and a variety of tourism education and training programmes across world (Cooper, 1993; Airey, 2002).

Development of people refers to the advancement of knowledge, skills, and competencies, and the improved behaviour of people within the organisation for both their personal and professional use. It need not be job-related. Moreover, the term 'development' is interchangeably used for 'training'. Training is defined as a 'systematic process through which personnel gain knowledge and develop skills by instruction and practical activities that result in improved performance' (Tanke 1990:194). It is 'the process of improving a person's knowledge and skills' while development is 'the process by which a person obtain skills and gains experience to succeed in his/her present job as well as in future tasks' (Torrington and Huat, 1994: 276). Training can be conducted at all levels in an organisation, which may include improving one's attitude so that one can perform the job more effectively. For the lower level of employees, training involves teaching them how to do a task properly. The basic objective of

training may be summarised in three letters 'ASK' (attitude skills and knowledge). In contrast to training, development tends to be used for managerial level personnel and implies a longer-term perspective. Development programmes assume that basic skill levels already exist and seek to provide a process through which employees can pursue personal development, identifying and accomplishing their career expectations (Ashton and Green, 1996)

Arguably, according to Goss (1994), the traditional reason for regarding training and development as distinct personnel practices is due to hierarchical divisions within organisations. Training has evolved to provide for non-managerial workers, where as development has been treated as the programme for management. However, as Goss (1994: 62) argues, 'from an HRM perspective, the connection between training and development must be regarded as highly interactive, each facilitating the other, in what may be thought of a dialectical relationship'. As a result, training and development are linked in such a way that training is seen as a component of and a precondition for development.

According to Cooper (1993) tourism education is more long term, where as tourism training produces benefits that are relatively immediate. Baum (2006), however, argues that the distinction is rather vague. The practice followed in earlier decades of training for craft skills through apprenticeships is different from the quest for self-fulfilment in terms of knowledge gained through education. Training in this context implies a mastery of skills whereas education is an intellectual pursuit that leads to broad-based knowledge. It has been suggested that training is for skills and education for life, but Baum (2006) feels it very limiting and suggests that both education and training are integral part of human development. Pavesic (1993) avers that the new industrial economy will require people who can do today's and tomorrow's jobs, and not just yesterday's. What is important is that education and training are an on-going process and, the idea of one-time education or one-time skill training is no longer sufficient for

the modern day business environment (Pavesic, 1993), where lifelong learning is an essential requirement.

Based on a study on what emphasis should be give to the development of the various personal characteristics and value-added skills of students enrolled on tourism courses, Go (1998:463) has developed an exhaustive list of skills and personal characteristics to be included in tourism curricula, which is reproduced below:

- Effective communication
- International perspective (including sensitivity to national differences)
- Creative problem-solving skills
- Analytical skills
- Decision-making skills
- Planning/organizing skills
- Team play
- Leadership skills
- Willingness to change
- Initiative
- Ethics
- Socio-cultural aspects of tourism
- Commitment to ongoing learning
- Computer skills
- Experiential learning skills
- Entrepreneurial skills
- Foreign language skills
- Knowledge of world and tourism geography

Irrespective of the various notions about the issues of education, training, skills, competencies and attitudes, the above list provides a comprehensive set of skills and personal characteristics for tourism educators and trainers to consider.

The prevailing notion that education is about securing an academic degree and training is about achievement of set of skills does not seem to be relevant any more. The changing business environment and working conditions make lifelong training and education a necessity (Pavesic, 1993; Ashton and Green, 1998; Riley, Ladkin and Szivas, 2002). As Haywood and Maki state (1992, 246), as "... people grow to a point where they are ready for responsibilities beyond their original assignment, and when this happens, the organisation can profit by helping them develop new, larger capabilities and realities" which seem to be the essence of human resource development in the contemporary business context.

Even though tourism has seen rapid development during the post-war era, it was not accompanied by corresponding developments in the human resource domain. To begin with, whatever specific skills required were provided on an on the job basis in most of the important sectors of the industry. In the hospitality sector, there have been endeavours to provide vocational skills on a pre-employment basis much earlier. A School of Hotel Administration was established in as early as in 1926 in Cornell University, United States (Dhar, 1990). In Germany, the Netherlands and Switzerland hospitality management education has started as employer collaborations from the late nineteenth century and in the UK craft level training programmes, which had an earlier origin, led to the provision of higher-level hospitality education in the late 1940s (Parson, 1996). Other countries in the Europe, and Australia also started such initiatives soon and in the Asian region hospitality education began with the first College of Catering and Institutional Management in 1954 in Bombay, India and spread to other countries in the region soon thereafter (Dhar, 1990). Even though the hospitality sector is an important component of the tourism sector, very often, it had followed a separate course of its own and this is also true on the training front. Recognition of a closer association of the hospitality sector with tourism happened only during the last couple of decades when tourism became an important part of peoples' lives. The hospitality education sector had developed its own identity and focus, on the management and operational skill requirements of the sector. In all other sectors of tourism like, transport,

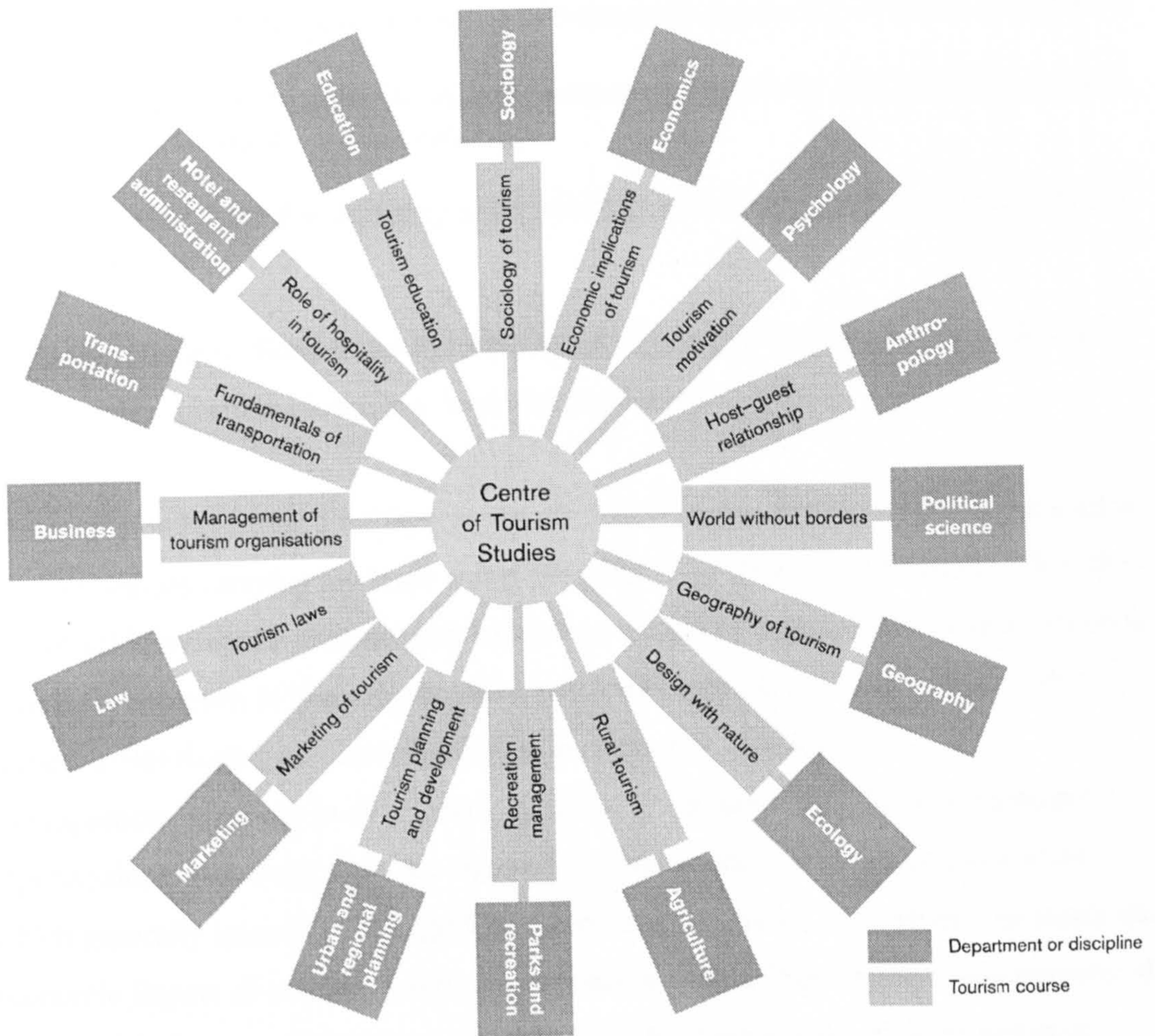
travel trade and retail, the training activities were either on the job or adhoc responses to crises.

Though tourism education had a near simultaneous origin in the 1940s, with the setting up of a 'Tourism Research Institute' in the University of Berne, Switzerland in 1941, its spread was much slower (Lavery, 1989). Lavery (1989: 119) makes a threefold classification of tourism education prevalent in the EC region, which seems quite relevant to other regions too:

1. University courses containing tourism studies, which started in the University of Berne and spread to other European countries, America and Asia later. These courses have now metamorphosed into full-fledged tourism courses.
2. Business studies courses including tourism studies, which had their origin in the UK in 1970s and become widely accepted by other countries both in the west and in east.
3. Technical courses, which are of varying duration and had a much earlier beginning and are widespread all over the world.

Quoting Christie-Mill, Go (1994) attributes the development of academic programmes in tourism to the academic enterprise rather than industrial demand. This has contributed to the confusion regarding the design of a tourism curriculum, which was a major issue right from the beginning. Jafari and Ritchie (1981) present an all inclusive framework (figure- 2.3), which in itself points to the elusive nature of a proper tourism curriculum in that it suggest that since tourism is about human beings almost all matters connected with human beings should form part of a tourism curriculum. The framework, though very insightful, fails to provide something pragmatic, as no single educational programme will be able to deal with the kind of breadth that the framework suggests. Making the situation more complex is the ongoing debate between the business faculty and social sciences faculty regarding the location of tourism studies. Within the business faculty, tourism has been handled basically from a marketing and promotion angle.

Figure- 2.3: Tourism Education Framework



(Jafari and Ritchie, 1981)

Within the social science faculty, geographers, sociologists and economists have interpreted and discussed tourism from their own viewpoints. Approaches vary from cross disciplinary to multidisciplinary to interdisciplinary, and a trans-disciplinary approach integrating individual concepts to each other and to the total field and vice versa which goes beyond disciplines, seem to be the ideal mode (Ritchie and Jafari,

1981). Tribe (1997:654) has suggested another interesting approach with an epistemological underpinning that includes:

- Multi-disciplinarity (Provided by individual discipline. e.g. Tourism multiplier);
- General Inter-disciplinarity (Agreed between agents of the disciplines being used; E.g. Destination carrying capacity);
- Business Inter-disciplinarity (Sometimes from the disciplines. e.g. Marketing of tourism);

Extra-disciplinarity (Sometimes from the world of practice with emphasis on ability to solve problem/performativity. e.g. Yield management)

The confusion regarding a uniform approach is reflected in different curriculum used by tourism courses carrying the same name, but offered by different institutions. Then there are the different approaches towards tourism in the developing and developed countries. A holistic approach to tourism education still looks very elusive. As Jenkins (1992) argues, in developing countries tourism is an economic activity with social consequences, where as in developed countries, it is a social activity with economic repercussions. However, there are signs of the emergence of a common curriculum, which generally include: 'The significance and characteristics of tourism, The social and economic impact of tourism, International tourism trends, Planning and development of tourism, The impact of tourism development on the third world.' And the business oriented tourism courses offer business training in operations management, law, personnel management, marketing and financial management besides the general tourism topics (Lavery, 1989; Busby, 2005; Tribe, 2005). Environmental and sustainability issues are also now increasingly included in the tourism curriculum, along with e-business and ethical tourism (Tribe, 2002a; Tribe, 2005; Baum and Sigala, 2001). However, there still seems to be a wide gap between the industry requirements and what is offered in tourism training courses, which is reflected in the problems faced by a good number of tourism graduates in securing suitable placements in the industry.

Go's (1998:469) agenda for global education provides a list of important issues for tourism educators to focus upon, which include the following:

1. Increasing the visibility and recognition of tourism and hospitality as a socio-economic phenomenon and as a field of study
2. Encouraging a multi-layered, multi-disciplinary approach to tourism and hospitality education and training
3. Fostering linkages among all stakeholders in the travel and tourism education system
4. Developing effective mechanism for policy formulation among stakeholders which lead to high quality sustainable tourism
5. Facilitating the cooperation and coordination of educational bodies at all levels
6. Strengthening the linkages of education and research with particular emphasis on emerging areas of concern i.e. environment, ethics, social carrying capacity, global issues
7. Strengthening the linkages between industry and education using occupational standards established by industry as an important vehicle
8. Promoting open systems of education –‘The World as a Classroom’ – by measures such as international exchanges of students and educators, blending of academic learning with experience in the work place, executives into the classroom, educators into the workplace, conferences and seminars, centres for training of trainers
9. Expanding tourism and hospitality curricula in the areas of global issues, environment, host communities, ethics
10. Designing and implementing innovative approaches to enhance the content and process of education and training which encourages life long learning and personal development, creativity and lateral thinking, critical thinking, problem solving skills, inter-personal skills, and team work
11. Embracing the concept of ‘one world’ and responding to its needs by sharing of knowledge and approaches between east and west, north and south, providing opportunities for in-service training across boundaries, encouragement of language training and multi-cultural studies at all levels
12. Continuing critical appraisal and evaluation of tourism and hospitality education and training through accreditation, conferences, student/community/industry feedback.

The agenda is comprehensive in its consideration of the range of issues and does point to a number of important challenges for tourism educators to focus on. The situation is further exacerbated by the diversity of agencies involved in human resource

development in tourism and their diverse roles (Baum, 2006). These agencies can include the following (Baum, 2006):

- Trade associations;
- Individual business corporations;
- National (state) education providers;
- Private educational institutions;
- Specialist training agencies;
- National employment, labour or manpower agencies;
- A range of government departments (which may include Tourism, employment, Education, Industry, Productivity etc.);
- Social partner organisations, especially trade unions;
- National, regional or local tourist agencies

Airey (1999) identifies five major concerns related to tourism education and training in the West, i.e., overprovision, preparation for employment, academic rigour, teachers, and course content and curriculum. As mentioned earlier, it is commonly felt that tourism education does not adequately prepare its products for employment in the industry, which is due to superficial and unchallenging course provision, questionable credentials of tourism educators, and lack of clarity and boundaries regarding course contents and curriculum (Airey, 1999). When quality of tourism education is questionable, unemployment can be a reality for tourism graduates and the problem is often masqueraded as overprovision, especially considering the skill deficit experienced by tourism labour market. However, there still seems to be a wide gap between the industry requirements and what is offered in the tourism training courses, which is reflected in the problems faced by a good number of tourism graduates in securing suitable placements in the industry.

Even though tourism has graduated into an important academic area with large numbers of training and educational programmes and quite an impressive array of academic

journals and writings, it was only during the late 1980s and early 1990s that serious writings and studies regarding the human resource dimensions of tourism started, again as an extension of the similar concerns in the hospitality sector.

2.4 HUMAN RESOURCE PLANNING FOR TOURISM

Human resource development consists of a series of systematic processes. Human resource planning is one of its most important and preliminary aspects. Human resource planning, which was originally called manpower planning, has been defined as follows: “The purpose of human resource planning is to develop schemes for the acquisition, management, organisation, and the use of people in the organisation, so that they contribute as effectively as possible towards the achievement of organisation goals” (.Torrington and Hall,1991:50) Jenkins (1987:1) defines it as “a strategy for acquisition, utilisation, improvements and retention of human resources”. For Batholomew et al (1991:1) it is “the attempt to match the supply of people with the jobs available for them”. At the macro level, human resource planning needs a systematic process covering the entire country, community or the business sector as a whole and has to adopt a continuous process of planning and preparing human resource for the current and future demand in order to meet the development objectives.

These definitions bring out the major dimensions of human resource planning such as the analyses of the existing human resource situation, determination of future demand, forecasting of future supply and formulation of policies to match the demand and supply within the framework of the corporate, industry, sector and national objectives.

2.4.1 Human Resource Planning Processes and Approaches

Human resource planning, like other planning, needs to be done in a systematic manner and consists of an orderly sequence of actions. However, it also may have to be flexible enough to incorporate new developments.

Bramham (1983:15) has developed a framework comprising four main phases for human resource planning:

1. Investigating - an effort to understand the financial and marketing intentions of the firm; productivity, practices and methods; external manpower environment; and the internal manpower environment.
2. Forecasting – identification of human resource requirements (demand), forecasting, and analysis of human resource provision (supply).
3. Planning - formulation of policies for development, training and recruitment of human resource.
4. Utilizing – measurement of the success of the human resource policies in terms of the achievement of organizational objectives and human resource utilization.

Though the model has been prepared within an organizational setting, it has applicability to macro level human resource planning. An important feature of Bramham's model is the emphasis it gives to the business objectives of the firm, which is vital from a strategic point of view and has relevance to macro level human resource planning. At the macro level – national, regional, community, sectoral or industry level – human resource planning has to be in tune with the general planning or business objectives. This would ensure the effectiveness of human resource planning not only with regard to 'efficiency' but in the context of 'equity' as well (Fleisher and Kniesner, 1980).

According to Torrington and Huat (1994:86) 'the basic manpower planning process includes the following:

- To estimate the demand for the different types of skills needed for economic development – based on the projected economic activities for a specific period
- To estimate the present and future supply of the various types of skills based on past trends and existing capacity of the education and training institutions
- To estimate the gap between the supply and the demand for specific skills and to formulate plans to reduce the imbalance'.

Torrington and Huat highlight the need to consider the projected economic activities for the plan period and the skill requirements. As a macro level approach the model

indicates what ought to be the primary focus of human resource planners – planning for skills development, which is often sidelined in human resource planning approaches which are often characterized by a general approach, especially in national level human resource plans (Castley, 1996b).

Inskeep (1991:403) suggests a four-step approach to human resource planning in tourism:

- Evaluating the present utilization of manpower in tourism and identifying any existing problems and training needs.
- Projecting the future manpower needs by number of personnel required in each category of employment and determining the qualifications for each category of job.
- Evaluating the human resource likely to be available in the future, including numbers and characteristics.
- Formulating the education and training programmes required.

A more detailed and lucid model has been suggested by Wanhill (1993:91), which touches upon the time frame for forecasting and planning:

- Assessment of the current occupational distribution of the workforce, which is mapped on to the general educational level of each occupational group;
- The production of five-yearly and frequently ten-yearly manpower forecasts with respect to planned targets for the national output;
- Projections of supply from existing trends in the education system;
- Estimates of surpluses and deficits;
- The laying down of a strategy to implement projects in the education sector to bring demand and supply as close together as might be deemed practical.

Mahesh (1993) employed yet another model while planning human resource for the Indian tourism industry:

1. (Analysis) of human resource availability at the commencement of the planning period
2. Projecting human resource requirements
3. ...action to meet recruitment and developmental needs.

A review of various models listed above points to a lack of clarity regarding the human resource planning processes not only in the general domain but also at the sectoral and industry level. And this confusion and lack of clarity is reflected in the 'consensus that the conventional manpower plans are too unreliable to be of much use' and the criticism of 'being too comprehensive, ambitious, expensive and ultimately ineffective' (Castley, 1996a: 56).

Major criticisms of the conventional human resource planning include:

- Long-term time horizons
- Uncertainty and its implications on planning for the future
- Heavy reliance on education-occupation linkage which for most occupations rarely exists (Psacharopoulos, 1991)
- Inadequacies of methodologies associated with forecasting training requirements
- Relevance of the assumptions used in forecasting, especially concerning GDP, employment growth rates and skill ratios
- Non-consideration of productivity changes
- Neglect of the costs and quality of existing delivery systems
- Ad-hoc nature of its work
- Highly mechanistic approach, which curbs the flexibility to meet the changing, conditions. (Castley, 1996a: 56).

These deficiencies and an overall disillusionment with planning in general have resulted in calls for using 'labour market analysis' instead of manpower planning (Psacharopoulos, 1991), and for a switch from planning to policy analysis and

formulation (Psacharopoulos, 1985). Psacharopoulos (1991:459) questioning the very relevance of manpower planning in a neo-liberalized society strongly suggests ‘a shift from traditional, old-fashioned, blind-alley activities in the area of manpower planning towards a set of more promising goals in labour market analysis’. The do’s and don’ts of labour market analysis according to him are as follows (Table-2.3):

Table- 2.3: Do’s and Don’ts in Labour Market Analysis

Less emphasis on	More emphasis on
Planning	Analysis/policy making
Manpower	Labour force
Counting heads	Measuring ages
Firm labour surveys	Household surveys
Opinion surveys	Tracer studies
Occupational profile	Educational profile
Public sector only	Private and informal sector
Production efficiency	Equity/poverty
Technical efficiency	Economic efficiency
Output-labour relationships	Cost-benefit analysis
Fixed wages	Flexible wages
Manpower needs	Labour supply and demand
Skill-specific training	General training
School-based training	Firm-based training
Free education/training	Cost recovery/user fees
Public education/training	Private education/training
Filling long-term skill gaps distortions	Correcting present labour market

(Psacharopoulos, 1991:460)

The labour market analysis is a wider concept and embraces the entire labour market which ‘consists of all industry sectors, their personnel requirements and skills needs, as well as those currently outside the actual workforce, whether unemployed, temporarily unable to work because of illness or injury, or undergoing specific vocational training or

more general preparation for the work force within the schools system' (Baum, 1995:69). However the model seems to be based on the assumption of the existence of a perfect market, in which market forces will make necessary adjustments to match the demand and supply. This assumption is very far-fetched, especially as the concept of a perfect market is a misnomer. And in communities that suffer from problems of unemployment, such laissez-faire approaches are likely to result in exploitation of labour and endanger the pursuit of 'equity'. The labour market analysis approach is also criticised as an 'ambivalent concept', which is all embracing and 'lacking in any unique method of analysing labour markets' (Mugtada and Hildeman, 1993:5 reported in Castley, 1996a)

Castley (1996b) recommends a policy-focused approach for human resource planning, which could help determine more clearly the functions of labour market analysis and provide a process through which to implement labour market analysis. The policy-focused approach has the following institutional requirements:

- Information base providing raw material for policy analysis and options, plus information on the effects of current policies;
- A need for a coherent policy framework, to define the problems which policy must address (and also to clarify the constraints affecting policy choice);
- A need to specify alternative course of action on the basis of analysis;
- A process of decision making by which policy is made;
- A policy delivery system, i.e. administratively feasible means for implementing policy.

(Lamb, 1987:6; reported in Castely, 1996)

This approach, while recognising the instrumental role of human resource planning in policy making, lays more emphasis on policy and analysis, and suggests that the human resource planner's skills should be more finely tuned towards policy analysis as opposed to mechanistic skills for forecasting.

Acknowledging the limitations of the broad-based approaches to human resource planning, Castley (1996a: 56), has suggested a 'sectoral and skill based approach', which is limited in scope (and therefore in cost and input required) and concentrates on 'critical sectors and sub-sectors', and 'key skill' shortages (rather than a wide range), and analyses the reasons for shortages and identifies training priorities (instead of nation-wide needs). The sectoral approach consists of the following steps:

1. Selection of key sectors of sub-sectors;
2. Identification of key shortages and assessment of relative importance of identified shortages to the sector
3. Determination of causes of skill shortages
4. Advice on policy implications, according to whether the main cause is a training or non-training issue.

(Castley, 1996a: 57)

The sectoral approach appears to have lot of relevance to a multi-sectoral industry like tourism, especially as it is possible in tourism human resource planning to get dragged into the forecasting trap and the preparation of elaborate and meaningless lists of occupations and skill categories. However, the macro-level human resource planning for tourism has to consider these factors, which differentiate it from other sectors, such as:

- The large scale of operation
- The multi-sector nature of the industry
- Involvement of public sector interests
- Multi-company and organisation involvement
- Lack of single co-ordinating agency

(Baum, 2006)

Describing tourism human resource planning as applying a systematic approach to ensure that the right people are in the right place at the right time, Inskip (1991:404) argues that

'manpower planning in tourism should be approached systematically for all types and levels of tourism-related personnel, including national, regional, and community government tourism management administrations, accommodation and catering management and operations, tour and travel management and operations, and related tourist facility and service operations, such as for public and private tourist attractions and road, air, and water transportation operations if their manpower planning is not already being handled by other organizations'.

The review of various models and approaches to human resource planning highlight the following implications to its application in the tourism industry:

- Human resource planning should be closely linked to the development objectives, especially those pertaining to marketing and product development.**
- Since tourism is a multi-sectoral industry, a planned and holistic approach seems to be inevitable, especially in the developing countries, where qualitative shortcomings often retard the development of tourism.**
- A policy-focused approach would help in making human resource planning more flexible and adaptable. The dynamic nature of the tourism industry with ever-changing markets and products will defeat human resource planning activities with long-term horizons.**
- The multi-sectoral nature of the tourism industry makes the all-embracing plans difficult and time-consuming to implement. The sectoral and skill-based approach to human resource planning would help in developing human resource for the critical sectors and sub-sectors with key skills, which would avoid wastage of limited resources and duplication of efforts.**

However, the various phases in the planning model suggested by various authors, though lacking in uniformity, can never be disregarded in tourism human resource planning. Instead, the approaches have to be re-aligned to include the inherent characteristics of the tourism industry and destination communities. This is an exercise, which should normally be carried out as part of the tourism planning process. However, human resource planning is done in a very superficial manner, which, often, would appear as though done in order to satisfy the requirements of a tourism plan, especially when funding by international organizations is involved. Obviously, very little or no follow

up actions are taken to convert them into effective human resource development activities with necessary institutional and financial support. As is the case with tourism plans and policies in many countries, especially the developing ones, human resource plans also remain statements of intention (De Kadt, 1979).

2.5 THE ROLE OF THE PUBLIC AND PRIVATE SECTORS IN HUMAN RESOURCE DEVELOPMENT FOR TOURISM

The important role that governments play in tourism development, especially in developing countries need not be overemphasised (Jenkins and Henry, 1982; Elliot, 1997; Jeffries, 2001). As Hall (2000:135) states, “Government helps shape the economic framework for the tourism industry although international economic factors relating to exchange rates, interest rates and investor confidence are increasingly important, helps provide the infrastructure and educational requirement for tourism, establishes the regulatory environment in which business operates, and takes an active role in promotion and marketing”. The regulatory and supportive roles of the government takes the form of a range of command-and-control instruments, such as building permits, or market-based instruments such as taxes and subsidies (Mycoo, 2006). Government’s contributions to tourism development are even more important in developing countries (Esichaikul and Baum, 1998; Jayavardana, 2001). As Jenkins and Henry (1982: 451) argue, “In most developing countries a great degree of intervention by government is required to achieve material objectives because of the absence of a developed and innovative private sector”.

Governments at all levels have been taking a progressively active role in developing tourism policies, including those related to the human resources requirements of the sector (Baum and Szivas, 2008; Esichaikul and Baum, 1998). It is important that governments take the initiative in introducing tourism education and provide the necessary support in terms of funding, infrastructure and institutional development. More importantly, government has a major role in the overall human resource development (Ashton and Green, 1998). In most developing countries, human resource

development for tourism will be very limited without strong support and guidance from the government (Esichaikul and Baum, 1998). Also important is the exploitative nature of tourism jobs (Wood, 1997), which makes a strong case for government engagement in human resource development for tourism, especially in aspects of legislation and control. However, as Baum (1994) laments, governments often consider human resource development for tourism as an operational issue and give it very little attention during the policy, planning and development stages of tourism. However, government has the basic responsibility to ensure that an adequate supply of well-trained personnel is available, if it is serious about developing tourism (Baum and Szivas, 2008).

In most developing countries, despite the absence of a well-organised sequence of policy, planning and development initiatives for human resource development, it has always been the government that has taken the initiative to set up tourism training institutions (Pizam, 1999). However, the multi-sector and multi-product nature of the tourism industry and the resultant diversity of tourism occupations make these efforts extremely challenging (Baum and Szivas, 2008). An overall lack of expertise in human resource development for tourism and inadequacies in tourism administration exacerbates the situation in developing countries (Harrison, 2001, Telfer and Sharpley, 2008). Lack of meaningful efforts has resulted in a fragmentation of governmental initiatives and consequent waste of resources (Baum, 2006). As Baum and Szivas (2008:790) argue, “In the context of less developed countries today, especially those with an immature tourism sector, the key role for government is to support and facilitate human resource development at an operational level through direct intervention in education, training and allied activities, akin to the role of CERT in Ireland in the 1960s and early 1970s”.

The private sector can also play a very important and meaningful part to help make the human resource development for tourism more effective and relevant (Shepherd and Cooper, 1994). Peacock and Ladkin (2002) have identified five important areas for the private sector and tourism education to work together for mutual benefit. They include recruitment, skills development, course design, work placement, and industry training

for educators (Peacock and Ladkin, 2002). Other authors also agree with such measures (e.g. Botteril, 1996; Pizam, 1999).

As Hjalager and Baum (1998) comment, there is agreement in the businesses that investment in human resources is critical for a highly labour intensive organisation such as those in the tourism sector. However, owing to the demand and structural characteristics of the tourism sector (Morrison and Teixeira, 2004; Kokkranikal and Morrison, 2002) many tourism businesses, especially the small and medium enterprises (SMEs) find it difficult to engage effectively with the human resource development requirements of the tourism industry. The multi-product nature of the tourism industry and the consequent occupational complexities also make it extremely difficult for the private sector to plan and implement human resource development in an efficient manner (Baum and Szivas, 2008). The tourism industry could help upgrade its commitment in numerous ways. Hjalager and Baum (1998:27) suggest a number of ways for the tourism industry to contribute to human resource development for tourism:

- Direct financing and operation of education and training institutions
- Sponsorship of specific programmes or activities within public education
- Sponsorship of students attending formal education programmes
- Educational partnerships
- Internship and dual-system partnerships
- Mentoring formal education through participation on the boards and advisory committees of college and universities
- Facilitation of academic and student research
- Joint consulting initiatives between education and industry.
- Participation in national or regional advisory committees for tourism education policy development, standards and qualifications

Issues related to the multiplicity of government agencies involved in human resource development for tourism have already been discussed. The situation becomes even more complex when a range of agencies in the private sector are also engaged in developing

human resources for tourism at various levels. Baum and Szivas (2008:789) identify a wide range of public and private sector bodies that are involved in human resource development for tourism, which are listed below:

- Local, regional and national tourism organisations;
- Government ministries with specific responsibility for tourism;
- Other ministries and agencies responsible for the delivery of aspects of the tourism product (for example, ministries of agriculture, the environment, culture);
- Security and home affairs ministries with responsibility for police, immigration and customs, all of whom may have significant visitor contact;
- Local authorities responsible for the provision of leisure facilities (museums, entertainment complexes, sports centres) within a community;
- National or regional education ministries, perhaps with a divide between responsibility for tertiary, vocational and university-level provision in tourism;
- Labour/employment/manpower ministries with a focus on employment generation and skills enhancement within the sector;
- Labour/employment/manpower ministries with responsibility for employment regulation and control;
- Foreign and home affairs ministries with responsibility for controlling or regulating access to the local labour market by international workers;
- Regional or national economic development agencies;
- Schools, colleges and universities offering tourism programmes in both the public and private sector;
- Public sector bodies responsible for the funding of education and training within the school/college system and in industry;
- Specialist tourism, hospitality and leisure training agencies and consultancies;
- Public and private sector tourism enterprises and companies; tourism and hospitality industry representative associations; and trans-national public organisations within the European Union and other geographical regions.

A multiplicity of agencies in the public and private sector can only lead to duplication of resource deployment, which, if employed in a unified manner could be more efficient in meeting the human resource requirements of the tourism industry. As a result of this fragmentation of resources, public sector organisations often fail to address the human

resource development requirements of tourism. A more focused and rational use of governmental resources combining the efforts of various public and private sector institutions involved in different forms of educational activities could address this important issue, especially in developing countries, which suffer from a lack of resources.

The Irish Republic provide an example of a best practice of coordinated development of human resources for tourism through Failte Ireland, which acts as a leader, facilitator and supporter of service delivery and standards in tourism human resource development, which Baum (2005:35) describes as a 'proactive coordination and operational role'.

Baum (2006) consider the Irish example a unique one in human resource development for tourism internationally, as it ensures that all human resource initiatives are consistent with overall tourism policy and are responsive to changing priorities of tourism, labour market conditions and opportunities created by a dynamic tourism market. Success of the Irish experience strengthens the case for an integrated approach to developing human resources for tourism, in both developed and developing countries. Baum and Szivas (2008:792) argue that integration should take several form, which include, firstly, a 'holistic view of tourism and the integration of all its sub-sectors'; secondly, a 'partnership approach between the public and private sectors'; and thirdly, 'a dynamic partnership between education and training and the industry'. Failte Ireland (2005:18) summarise the need for integrated thinking as follows, "Tourism enterprises cannot develop the right skills, nor have a purposeful dialogue with education providers, if they remain unclear on the links between both team and individual skills, and business performance. In the absence of an active dialogue between both parties, education providers will design programmes that they believe are appropriate (though this may not always prove to be the case), and tourism enterprises will either ignore some programmes or complain that they do not meet their needs".

Given the inability and unwillingness of the tourism industry to invest substantially in human resource development, governments may often have to play a major role in

introducing human resource development institutions and programmes, at least during the initial stages of tourism development in a country.

2.6 ISSUES IN HUMAN RESOURCE DEVELOPMENT FOR TOURISM

The above discussions point to the important role and the complex nature of human resource development in tourism. However, human resource development has not yet been given its due importance in the overall tourism development process (Conlin and Baum, 2003; Baum, 2002). This has its origin in various inherent features of the industry such as the diversity of its sub-sectors and the wide range of jobs and employment categories; diversity of products and markets; relatively recent origin of tourism both as a profession as well as an academic subject; diversity of bodies involved in human resource development activities (Mayanka, and Akama, 2006; Baum, 2006); a multiplicity of approaches to tourism as an academic area (Tribe, 2005); varying level of skills required and the tradition of limited or no stress on formal training and education in the industry (Riley, Ladkin and Szivas, 2002; Messenger, 1992); presence of large number of small, independent and family owned units (Parsons, 1996; Kokkranikal and Morrison, 2002; Riley, Ladkin and Szivas, 2002), relative lack of planned development of tourism (Sharpley and Telfer, 2008; Hall, 2008); an industry-oriented approach at the cost of capacity building (Liu and Wall, 2005); etc. Added to these are other interrelated concerns such as the impact of changing demographics, skills shortages, labour turnover, failure to attract quality school and college leavers, the poor image of the tourism industry as an employer, uncompetitive rewards and poor working conditions, religious and cultural taboos to employment in tourism, failure of education providers to meet industry's needs' and failure to recognise long term human resource benefits in the face of short-term priorities (Baum, 2006; Riley, Ladkin and Szivas, 2002).

It is evident that human resource development in tourism suffers from a divergence of views held by the key players such as employers, training providers and employees (Mayanka and Akama, 2006). Quoting from 'PA Consulting Group's study on tourism

training in Scotland', Brogan (1994: 554) lists these divergence in views, '... that employers did not see the business benefit of investing in their employees who were often part-time, temporary and viewed as low-calibre. Employers and entrants perceived tourism jobs as having little status, low pay and poor conditions. Training providers perceived tourism businesses as being apathetic about training and provided what they could rather than what really were actually required.'

This approach and attitude bordering on frivolity is a major problem faced by tourism all over the world. It is not unusual to find tourism industry being treated as an insignificant and lower priority area, despite the significant contribution it makes to the overall development of communities.

The indifference or lack of concern is mostly felt in the context of the institutional framework for human resource development in tourism. As mentioned earlier, there is no clarity concerning the institutional framework and there is a multitude of agencies, with varying charters, involved, especially in training and education (Baum and Szivas, 2008). The situation regarding the question of what to be taught and what should be the training inputs can be best described as chaotic and analogous to the description of an elephant by five blind persons. As Brogan (1994:553) states, '(training) providers tended to deliver courses in areas where they had skills, rather than in what the market required'. Lack of trained instructors and specialist tourism educators has always been a major concern in human resource development for tourism.

The need for a national or regional level body capable of identifying training needs, stimulating the development programmes to meet those needs, enhancing the image and status of tourism within the community at large and, most important, granting industry-wide recognition of training programmes need not be overemphasized. The Council for Education, Recruitment and Training (CERT) for hotel and catering industry in Ireland offer such an initiative worth emulating (Walsh, 1993; Nolan, 2002; Baum and Szivas, 2008). With a tradition of little emphasis on formal training, a system to validate

industry experience to equate it with formal awards is important, especially with tourism industry's tradition of limited or no emphasis on formal training (WTO, 1996; Baum, 2006). This would probably lead to increased recognition and acceptance of formal training by the tourism industry, especially among the senior personnel, who might have had only industry experience, rather than any formal education or training.

Even though the universities and other mainstream educational institutions have started offering courses in tourism and hospitality, these courses do not necessarily consider the industry needs and are rather exercises in offering opportunities for academic education in new areas as extensions of traditional subjects. Moreover, it is quite normal to see a good number of participants of these courses not ending up in the tourism industry (Ryan, 1995). Nevertheless, their relevance in a complementary and supplementary role and especially in creating tourism awareness cannot be discounted. However, these initiatives by themselves are grossly insufficient. The problems of lack of industry-education interface, which result in an unbridgeable gap between demand and supply and limited or no acceptance of such education in the industry, is more evident in this stream of tourism education.

The unfortunate lack of cooperation and communication between tourism education and industry has led to the prevalence of 'student-centred' courses rather than 'industrially-centred' courses with obvious consequences on industry acceptance of personnel thus educated (Baum, 2007; Mayanka and Akama, 2006). It would appear a 'chicken and egg' situation. However, there are signs of more communication and contact between the two, which could be seen in the inclusion of industry attachment in a good number of tourism courses, not only in the hospitality sector but in the travel trade too.

Tourism is generally perceived as the provider of 'predominantly unskilled or semi-skilled work opportunities' (Baum, 2006; Riley, Ladkin and Szivas, 2002; Burns, 1997). Baum (1996) argues that this is not universally applicable, especially in the developing countries, where elements of service delivery, which are part of normal behaviour and

lifestyle in the developed countries, have to be acquired as new specific skills, which include language and other 'soft competencies', in order to serve the guests who are predominantly from the developed world. Therefore, the spontaneous behaviour and work culture of the west have to be learned as new skills by tourism industry personnel in the developing world. The concept of 'environmental bubble' (Cohen, 1972) and the increasing 'dependency' (Harrison, 2004; Mowforth and Munt, 2005; Sharpley and Telfer, 2002) resulting from globalisation point to an increasing, may be unavoidable to some extent, trend towards Euro or North-centrism in tourism (De Kadt, 1979) and adoption of the western models in the developing world (Kokkranikal, 2004). This is especially so in tourism with its markets and powerful multinational tour wholesalers located in the West. And human resource development in tourism has to deal with these realities of international tourism. These cultural differences between the societies in the developing world and the Western tourists, who form the major overseas market, necessitate a complete reappraisal of human resource development policies and practices in the developing world.

The challenges posed by cultural 'prejudices' and barriers towards tourism and tourism employment, especially in the traditional societies, is a major issue in human resource development for tourism with the effect that potential employees and trainees, with reasonable and suitable educational background and even those with no such background, do not easily come forward for a career in the tourism industry. The question of culture and its influence on tourism employment vary from country to country. The social problems of tourism are also instrumental in this. Added to this is the overall poor image of tourism industry as an employer and as a career option (Baum, 2006). As Goodenough and Page (1993:59) comment, 'Tourism employment was commonly perceived as offering little training and inadequate career prospects, together with a poor image of long and unsocial working hours and low rates of pay'.

Definitional arguments are a common feature of any discussion on tourism in general and particularly so concerning the tourism industry. This has implications on human

resource development, too. Tourism industry is characterised by large number of small (including self-employment), medium and very big firms. Then there is the issue of the large number of units, which serve both tourists and the local people with varying proportion of customer base in both. Added to this is the seemingly unending variety of jobs with their own inherent skill requirements. The dynamic nature of tourism with a rare consistency in its evolution further complicates the situation. Studies on the development of transferable skills, or rather its relevance, in tourism industry seem to be still at an initial stage. Lack of understanding and misperceptions of the tourism and hospitality sector and the type of jobs available has always been a major area of concern for tourism educators.

It has been rightly noted that jobs in tourism constitute a disproportionate number of non-skilled people on low wages (Burns, 1997; Riley, Ladkin and Szivas, 2002), which has resulted in a low regard by the public for potential careers in the industry. Wood (1997) argues that it is particularly so in the hotel and catering sectors where 'both industry employees and wider society view hotel and catering labour as relatively low in status, mainly because of the personal service nature of the work involved' (p3). He further contents that tourism industry is good at taking advantage of under-utilised parts of the labour force, particularly young people and women, in marginal employment (part-time or casual). Low wages persist due to the surplus supply condition, and the peculiarities of the industry enable it to incorporate this type of labour because of its need to continually adjust to varying demand from customers (Wood, 1997; Mayanka and Akama, 2006; Liu and Wall, 2005). Although certain tourism sectors, such as lodging and food services, may demand large numbers of low-skilled workers in industrialised societies, there can still be a need for a good number of workers in supervisory, mid-level and high level management positions, requiring higher skills.

The sectoral dominance of hospitality in tourism could be observed in the human resource development domain too, with an overemphasis on it and a comparatively limited stress and presence of human resource development programmes in other

sectors. This has been a contributing factor to the inconsistency in service standards and a lack of quality of the overall tourism product, which is of a highly coordinated nature, in many destinations. Needless to say, the effectiveness of human resource development initiatives will be undermined by this distortion. Baum points out that much of what has been written about the industry from a human resource perspective in fact focuses primarily upon the hotel and catering sub-sectors (Baum, 2007). Other sectors of the tourism industry, especially the travel trade have received little or no attention (Jithendran and Baum, 2000). Further, a greater focus of studies seems to be at the vocational level, and the great majority of recommendations pertained to the vocational training needs of the hotel and restaurant sectors.

The early origins of hospitality sector and hospitality education and training, both in the US and Europe, as early as the late 19th century, could be a major factor in this disproportionate focus on the sector. This dominance could also be seen in the size of the hospitality sector and its share in tourist spending. Consequently, the hospitality sector has commanded greater attention in research and literature, owing to its early origins, its ability to become better organised, its profitability, its breadth (involving all levels of workers, from the unskilled and semi-skilled to the skilled and highly skilled), and its ability to meet economic and political imperatives.

Human resource development policies are normally dealt with at various levels (Baum and Szivas, 2008). Baum (2006) classifies them into individual business-related, local, national and regional (i.e., trans-national) levels. Human resource development initiatives vary from the in-house training programmes in an individual business to the trans-national regional cooperative ventures. Within a country, the local, regional, and national initiatives would naturally focus on specific requirements of the particular area and will have differences in their scale and setting. Both public and private sectors will have obvious divergence in approaches and objectives. Coordinated efforts will provide a unity of direction and render such activities more effective and efficient. As Baum (1991:233) recommends, 'National coordination of manpower and skills planning within

tourism is essential as a precursor of any more localised, specifically targeted initiatives'. However, the much lamented lack of proper policy and planning (not to mention their implementation) for tourism development precludes any such possibility.

There appears to be a real need to develop a set of transferable best practices in human resource development for tourism. However, despite the myriad of issues, human resource development is now gaining more importance and attention all over the world, especially with a discernible growth in tourism and tourism education initiatives worldwide. With the gaining of more experience and better understanding of tourism and its development and management, human resource development is bound to be the centre of future tourism planning and development programmes, in both the developed and developing world.

For many years, jobs in tourism have been filled by individuals with no specific expertise or education in either tourism or hospitality. As Schulman (1992:2) opines, 'historically, individuals have entered the travel industry for a broad range of reasons, a great many of which have had little to do with a conscious decision to pursue a professional career in the tourism industry'. While students may be aware of the need to specialise while in higher education, and not just a general degree, it still seems to be unclear for many whether a specialisation in tourism will help them start a successful career in the sector. It is not uncommon to see tourism and hospitality graduates ending up in jobs and sectors totally unrelated to their education and training. There has been evidence that degrees in hospitality or tourism management had no significant effect on promotion rates (Sparrowe and Popielarz, 1995; Nickson, *et al*, 2002). In United States, a non-hospitality degree, specialising in general business, was preferable to hospitality industry professionals over a hospitality master's degree (Cargill, 1995).

It is not surprising that job placement for many tourism graduates today can be a frustrating process. Many complain that recruiters are simply not aware that tourism education at the college level exists, and if they do, they discount it in favour of those

with business degrees. The exception, of course, are hotel and hospitality management programmes which are somewhat better in job placement over general tourism degree programmes, especially if the programme is nationally or internationally renowned, such as that at Cornell University's School of Hotel Administration, and in some renowned Swiss Hotel Management Schools. Even with hotel and hospitality management programme graduates, entry-level pay is often far below a comparative position in other employment sectors and there is even more of a gap for women hospitality graduates, who are less likely to achieve senior management positions (Adam-Smith, Norris and Williams, 2003; Burke, Koyuncu and Fiksenbaum, 2008; Diaz and Umbreit, 1995). As a result, tourism and hospitality graduates frequently shift away from their original career pursuits to those appearing more lucrative elsewhere. The high labour turnover in the tourism and hospitality industry has been attributed to lower financial rewards and job satisfaction (Baum, 2006). In addition to pay, negative perceptions of employment related to poor working conditions and job satisfaction, career advancement, makes it even more difficult for companies to recruit and retain workers (Ross, 1995; Mayanka and Akama, 2006). Ryan (1995) probably acknowledges this reality and contents that there is still a strong case for tourism degrees as these graduates can be gainfully employed in other sectors of the economy.

The unwillingness of the tourism industry to invest in human resource has been identified as a major issue (Jithendran and Baum, 2000). The dominance of small and medium enterprises and their inability to either support or recognise the importance of investing in human resource to improve overall professionalism and quality of their businesses could be responsible for this indifference (Nolan, 2002). Managers and decision makers seem to view training as a cost rather than an investment, and many in the industry are not yet convinced of the benefits of tourism education and training, despite the reality that tourism as a service industry is totally dependent on the skills and competence of those delivering the services (Riley, 2004; Christou and Eaton, 2000). Wood (1997) laments that while individuals are willing to spend thousands and even millions of dollars building a new restaurant or renovating an old landmark hotel,

surprisingly, they fail to allocate enough resources for human resource development. In fact only a small minority of companies have developed or maintain links with education institutions and many seem to distrust educational institutions and are sceptical about the ability of these institutions to offer courses and skills that are relevant to the tourism industry 's requirements (Shepherd and Cooper, 1995; Mayanka and Akama, 2006; Liu and Wall, 2005).

A major feature of tourism as a profession is the absence of any generally accepted entry credentials for any job or occupation, which makes it increasingly difficult for tourism businesses to recruit, and for students to secure suitable employment. There have been attempts by several organisations including the WTO, and European Union's European Centre for the Development of Vocational Education (CEDEFOP), to introduce standards for tourism education. In 1990, the WTO formed the Education and Training Network, a consortium of schools to work with the WTO in developing a strategic plan to build an educational infrastructure for tourism education at the university level and improve the professionalism and quality of tourism education and training at every level (WTO 1992). This was followed up by setting up a WTO Education Council and WTO-Themis, both with the aim of promoting 'quality and efficiency in tourism education and training and, in general, in the development of human resource in tourism' (WTO, 2004). WTO initiatives such as 'TedQual' and 'GTAT' are efforts made to enhance the validity and credibility of tourism education programmes. CEDEFOP has contributed by carrying out a research study across the European Community to determine the specific knowledge, skills and competencies required for jobs in the tourism industry. While there has been an encouraging growth in the number of post secondary programmes in tourism and hospitality, movements towards accreditation systems, national standards and professional certification for tourism education has been very tardy. This is in contrast to other professional areas such as business, medicine, law, and engineering, which initiated accrediting activities in the 1920s and 1930s in the United States (Tanke, 1992).

The need to strengthen linkages between industry, government and educational institutions has been identified as a major issue in tourism education (Mayanka and Akama, 2006). Public and private sectors of tourism seem to carry out their own human resource strategies in isolation (WTTC, 1994; Jithendran and Baum, 2000). Achieving linkages between government, industry and education is made even more difficult by the fact that, at the national level, there exists hardly any linkages or coordination between different agencies of the government, and in many cases, human resource issues are peripheral to national tourism policy (Baum, 2007). Baum's survey of national tourism policies concludes that 'tourism policy statements and related documentation isolate human resource area within virtually self-contained sections or cluster of objectives, without any attempt to integrate them with other areas of concern' (Baum, 1994:191). The absence of integration between industry and educational institutions is detrimental to students in their development of relevant practical skills. A common complaint of the tourism industry is that job entrants lack experience, but organising work placements is often difficult and where successful, the businesses often tend to use the students for menial clerical tasks instead of tasks which contribute to their overall education and career development (Christou, 2002). In countries such as the United States, Canada, France, Germany, and the United Kingdom, experiential learning is a formal part of degree level programmes, and there have been structured cooperative education programmes and internship contracts (Parsons, 1991). In those situations, the experiential learning component is structured and monitored, with faculty closely supervising student placement and performance. It is not uncommon to find programmes at the higher education level, which require participation in a structured practicum, for which a student received academic credit, especially in the institutions dedicated to hotel management education.

In a dynamic industry such as tourism that operates in a rapidly changing world, the competitive environment is in a constant state of evolution, which has a major impact on the skills and competence requirements of tourism jobs. The rapidly changing technology, especially that related to information and communication, has now rendered

certain sectors of the tourism industry such as travel agents more or less redundant. The developments in ICT have completely transformed the way businesses are conducted, and tourism is no exception. In short, these changes create new demands for skills, competencies and other employee attributes. Further, the workforce itself is becoming much more diverse due to changing demographics, social structures, values and norms, and the ease with which individuals migrate for work and leisure purposes (Riley, Ladkin and Szivas, 2002; Powers, 1994).

In many countries, there is a perceptible movement away from traditional job descriptions to a less formal work environment. The virtual office, or working from home, made possible by today's affordable communication technology, is a trend that is becoming commonplace in many countries. Business Process Outsourcing and Call Centres have already become accepted forms of doing business in today's 'networked' world. As demand for labour increases worldwide, especially given the greying population in the developed world, there is likely to be more employment opportunities for traditionally underrepresented groups in tourism such as women, disabled workers, and ethnic minorities. A major fallout of these changes is the pressure on employers to retain their workers. Tourism businesses will have to provide better quality living and working environments and greater job satisfaction to attract and retain workers long term. Only those companies which develop worthwhile, satisfying and financially attractive long term career potential will be able to attract and retain quality manpower (ILO, 2001).

Calling for the involvement of all stakeholders in developing a macro level strategic plan, Becherel and Westlake (2000) identify a number of obstacles that hinder the successful development of human resource for tourism, which are summarised below:

Public sector-related:

- lack of understanding of the tourism industry as a sector, its structure and relationships within it;
- scant statistical information on employment;

- conflicts between different public sector departments and agencies ;
- employment legislation on working conditions that deter employers from recruiting and job seekers from considering tourism as a career; and
- absence of necessary laws and safeguards to cope with the rapid growth of the tourism industry

Private sector-related:

- perception of training and development as a financial burden by small firms;
- high labour turnover;
- reluctance to recruit from educational institutions specialising in tourism and hospitality;
- recruitment of expatriates to managerial jobs in times of labour market shortages;
- lack of communication and collaboration between the different sub-sectors of the tourism industry; and
- lack of skills and training among entrepreneurs;

Tourism industry-related:

- low status of tourism jobs;
- low pay and stressful working conditions;
- seasonality;
- existence of a large informal sector that does not offer career development opportunities and any worker's rights;
- cultural taboos to employment in tourism; and
- inability to find skilled job-seekers locally

Education and training-related:

- inappropriateness of tourism education and training to the industry requirements;
- lack of communication between education and training providers and tourism and hospitality industry employers;
- lack of uniform standards and guidelines for tourism courses;
- problem of specialisation on certain subject areas;
- shortage of qualified teaching staff with industrial experience;

- unsuitable teaching infrastructure and facilities;
- insufficient industrial practice in educational programmes;
- over-provision of tourism courses; and
- unsuitable spatial distribution of education and training institutions;

Becherel and Westlake (2000: 207-208)

While reiterating some of the issues identified by authors such as Burns, (1997); Baum (2006); Liu and Wall (2005); and Riley, Ladkin and Szivas, (2002), Becherel and Westlake (2000) list a number of issues that retard effective human resource development, which are relevant to both developed and developing countries. Pizam's (1999) study on the state of travel and tourism human resources in Latin America highlights a number of human resource problems, tackling of which, he considers, is crucial to the future of the tourism industry in the continent. These are:

- ineffective managerial and professional level training;
- inappropriateness of existing educational institutions to the needs of the industry;
- lack of coordination between educational institutions and the industry;
- inability of the industry to attract talented members of the work force;
- lack of qualified instructors;
- limited opportunities for career advancement;
- insufficient private sector investment in external and internal training;
- insufficient and improperly designed in-service training programmes;
- poor societal image of the tourism industry and its occupations;
- lack of significant public sector support for the tourism industry;
- negative attitude towards service occupations in general;
- lack of uniform service delivery standards for the tourism industry;
- unrealistic and "glamorous" expectation of new employees;
- low wages and salaries as compared to other industries; and
- lack of cohesiveness among the different parts of the tourism industry.

These issues and problems have to be a major priority of the tourism policy makers. Education and training initiatives with a holistic approach to tourism human resource development alone can address these issues. However the extent of success on the part of tourism education initiatives seems to be very limited especially considering the yawning gap between what is offered by tourism education and what is required by the industry and an evident lack of communication between the two (Amoah, 1997).

Despite these myriad issues, human resource development is now gaining more importance and attention in global tourism, especially with a discernible growth in tourism and tourism education initiatives worldwide. With the gaining of more experience and better understanding of tourism and its development and management, human resource development is bound to be the centre of future tourism planning and development programmes in both the developed and developing world.

2.7 CONCLUSION

This chapter discussed in detail about human resource development for tourism. Starting with a general discussion on human resource development, the chapter considered the role of education and training in socio-economic development, the importance of human resource development in tourism development, human resource planning for tourism, the roles of private and public sector and various models, principles and issues related to developing human resource for tourism.

The review of literature on human resource development for tourism highlighted number themes and issues surrounding it. There have been a number of approaches to human resource development. They vary from initiatives to develop and update employee skills and competencies to meet organisational requirements on the one end of the continuum, to the macro level considerations of enhancement and utilisation of productive capabilities of citizens to improve quality of life by enabling them share the proceeds of

the consequent socio-economic development (ESCAP, 1988). The analysis reaffirms the central position of education and training in creating human capital (Riley, Ladkin and Szivas (2002) and endogenous development (Todaro and Smith, 2008). The significance of human resource development in the general development context is of major implications to the tourism industry, which, as a service industry, is in the business of helping tourists create and enjoy unique holiday experiences. In an industry that is in the business of providing quality experiences that are atypical to each individual, human resource occupies a crucial position in making or breaking tourist experiences (Baum, 2002).

Indeed, quality of tourist experience is directly related to employees' performance, which is dependent upon their skills, knowledge and attitudes. As Pizam (1999:585) argues, "successful tourism cannot be developed without the ability of qualified and motivated employees". Consequently, it could be argued that quality and competitiveness of the tourism industry is dependent upon the ability to develop human resource that possesses appropriate skills, knowledge and attitude. It requires a coordinated and proactive approach from government and the private sector in order for human resource development to ensure a tourism industry that is competitive and sustainable. However, planning and development of human resource for the tourism industry suffer from a number of issues, which were highlighted by a number of authors (e.g. Baum, 1993, 2006; Riley, Ladkin and Szivas, 2002; Go, 1998; Pizam, 1999; Becherel and Westlake, 2000; Tribe, 1997; Burns, 1997; Liu and Wall, 2005). A summary of the issues and problems are provided below:

- limited financial resources;
- lack of or insufficient statistics;
- lack of in-house training programmes;
- lack for formal education and pre-employment training in the employees
- lack of legislation governing the tourism profession;
- lack of tourism human resource planning;
- comparatively poor working conditions and wage;

- over-reliance on expatriate management in key jobs;
- shortage of education and training institutes;
- lack of support and involvement from the private sector;
- lack of quality instructors
- a shrinking employment pool/ labour shortages;
- tourism industry's poor or confused image as an employer;
- cultural prejudices and traditional perceptions about employment in tourism;
- inability to attract quality and talented job seekers
- high levels of staff turnover;
- mismatch between the education and training provision and the requirements of the tourism industry;
- skill shortages, especially at higher technical and management levels;
- confusion surrounding tourism curriculum and disciplinary dilemmas;
- poor management and planning information about human resource matters in the tourism industry;
- lack of cooperation and coordination between the public and private sector;
- over-emphasis on tourism industry's requirements at the expense of destination communities;
- the tendency to develop human resource policies, initiatives and remedial programmes that are reactive; and, problem of managing many types of diversity

(Source: Baum, 1993, 2006; Riley, Ladkin and Szivas, 2002; Go, 1998; Pizam, 1999; Becherel and Westlake, 2000; Tribe, 1997; Burns, 1997; Liu and Wall, 2005)

A constructive convergence of the human resource development initiatives and issues seem possible only with macro level policy initiatives, which is crucial for a tourism industry that is competitive and sustainable. As mentioned earlier, this is lacking in most countries as evident in the peripheral and superficial mention given to human resource issues in national tourism policies.

Having provided a comprehensive analysis of the literature and themes related to human resource development for tourism, which reaffirms its criticality in tourism development, the next chapter will consider the sustainability dimensions of human resource development for tourism.

CHAPTER 3: THE ROLE OF HUMAN RESOURCE DEVELOPMENT IN SUSTAINABILITY-ORIENTED DEVELOPMENT OF TOURISM

The aim of this chapter is to analyse the role of human resource development in sustainability-oriented development of tourism. The second chapter provided a detailed discussion on human resource development for tourism, preparing the theoretical background to analyse its role in sustainability-oriented development of tourism. The two chapters together, thus, contribute to achieving the first objective of the study. The chapter begins with an overview of sustainable development and its application to tourism, which is important to understand key themes, issues and challenges surrounding it. A clear understanding of the characteristics of sustainable tourism and ways to achieve it is crucial to explore what contributions that human resource development can make towards its achievement. In other words, an examination of the role of human resource development in sustainability-oriented development of tourism is likely to be incomplete without analysing and understanding the nature of, issues and challenges surrounding what is sought to be achieved. The second part of the chapter, then, goes on to consider the role of human resources development in the sustainability-oriented development of tourism.

3.1 SUSTAINABLE DEVELOPMENT

Defining and achieving sustainable development has become one of the major policy debates of our generation. The term 'sustainable' has only begun to be used explicitly in the past 20 or 30 years. Development is an ambiguous term that is used to describe both a process through which a society moves from one condition to another, and also the goal of that process. That is, the development process in a society may result in its achieving the state or condition of development. Yet, development does not refer to a single process or set of events, nor does it imply a single, static condition (Sharpley, 2000). It means change and is generally associated with the progressive improvement of economic, social and environmental conditions in a country and society (Wall, 1997; Mowforth and Munt, 2003; Todaro and Smith, 2008). According to Sen, "economic

growth cannot be sensibly treated as an end in itself. Development has to be more concerned with enhancing the lives we lead and the freedoms we enjoy” (Sen, 1999:75). For Sen (1999), three core values of development are sustenance (the ability to meet the basic needs), self-esteem (the ability and freedom to be a person with a sense of worth and self-respect), and freedom from servitude (freedom from servitude to ignorance, other people, misery and dogmatic beliefs). The objectives of development according to Sen (1999) have to be, 1) to increase the availability and widen the distribution of basic life-sustaining goods such as food, shelter, health, and protection; 2) to raise levels of living by improving income, jobs, and education; 3) to expand the range of economic and social choices available to individuals and nations by freeing them from servitude and dependence on other people, nations and the forces of ignorance and misery.

The search for development in the post-war era saw the emergence of four broad development paradigms in a chronological order, though not in a geographical sense, all over the world, viz., ‘modernization’, ‘dependency’, ‘neoclassical counter-revolution’ and ‘alternative development’ (Wall, 1997; Mowforth and Munt, 2003). While modernization stressed large-scale development and industrialisation following the Western model, dependency was characterised by protectionism, especially from the developed world, which formed the centre for the peripheral and less developed world.

The 1970s and ‘80s witnessed the evolution of the neoclassical counter-revolution, within a background of the energy crises and international debt crises, emphasising privatization and free market. And globalisation seems to be the logical extension of this form of free market fundamentalism. The tendency to ignore development at the grass roots level and to take the environment for granted resulted in a plethora of environmental problems of global proportions like global warming. Emergence of alternative development, placing emphasis on the satisfaction of basic needs and local involvement was a response to the earlier forms of development. And the concept of sustainability belongs to this school of development (Wall, 1997; Hall, 2007).

The increasing incidence of environmental problems and the resultant debates and concerns regarding environmental conservation in the 1980's gave birth to the concept of sustainability, sustainable development and sustainable tourism development (Bramwell and Lane, 1993, Wall, 1997; Mowforth and Munt, 2003; Wall and Matheson, 2006; Miller and Twinning-Ward, 2005). The present debate over issues of sustainability and sustainable development represents a recognition of the environmental crisis that has affected communities in most parts of the world. In recent decades, sustainable development and sustainable tourism have emerged as an important development concept with substantial literatures and rich fields of discourse and debate. Mowforth and Munt (1998:105) consider these discussions to be 'potentially never-ending for the academic community'. And such issues have been high on local, national and international policy agendas for a significant period. Since the introduction of the World Conservation Strategy (IUCN, 1980) with its emphasis on 'ecodevelopment', there has been a strong move towards recognizing the interdependencies that exist between environmental and economic issues. This led to the Brundtland Commission's (WCED, 1987) 'sustainable development' concept, which equates development with environmental and social responsibility.

There is an abundance of definitions of the term 'sustainability'. Often the descriptions or explanations include characteristics such as long term maintenance of natural resources; minimal adverse environmental impacts; appropriate and adequate economic benefits to local communities; optimal production with minimal negative outputs; and satisfaction and provision for human, social, political and economic needs (Miller and Twinning-Ward, 2005). According to the World Commission on Environment and Development (WCED, 1987), 'sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.' It is basically about a rational approach to the use of natural resources, so that they are not depleted to the extent that the future generations will have nothing left behind by the present generation. Sustainable development has three important elements: economic, environmental and social and cultural. While environmental and socio-

cultural sustainability seek to ensure that non-renewable physical and cultural resources are not depleted in the process of pursuing development, economic sustainability represents a degree of self-reliance at the local level (Henry and Jackson, 1996; Wall and Mathieson, 2006).

Discussions and initiatives are also commonly focused around lists of sustainability principles and guidelines. In the first edition of the *Journal of Sustainable Tourism*, for example, Bramwell and Lane (1993) outline four basic principles of sustainable development: (i) holistic planning and strategy making; (ii) preservation of essential ecological processes; (iii) protection of both human heritage and biodiversity; and (iv) development to ensure that productivity can be sustained over the long term for future generations. Barbier (1989) argues that responses to the sustainable development concept appear to take one of two main forms. The first is a generalized, normative and energized response associated with the pursuit of synergy and balance among environmental impacts, economic development, participatory processes, intergenerational and intra-generational equity, and sustainable livelihoods and so on. The second, while overlapping with the first is narrower and involves the development of formal rules for sustainability. Different rules or models are associated with different assumptions regarding what it is that is to be sustained, and this has become known as the 'constant capital' perspective. According to the 'constant capital' rule, sustainable development is interpreted to imply a requirement that human welfare does not decline with time. This can be achieved by leaving the next generation of stock of capital assets (including man-made, human, natural, moral and cultural capital) no less than the current stock. Intergenerational equity is achieved by acknowledging the right of future generations to expect an inheritance sufficient to allow them the capacity to generate for themselves a level of welfare no less than that enjoyed by the current generation (Turner, 1993; Sharpley, 2000; Rigall-I-Torrent, 2007)

When understood in terms of the maintenance of environmental capital, sustainability shows its relation to the older ideas of 'limits to growth' and 'carrying capacity'

(McCool, 1996; Baud-Bovy and Lawson, 1998). This does not mean that growth is necessarily limited but it does imply that, in order to be sustainable in the long term, ‘the nature of growth must be such that it respects constraints set by the need to maintain critical environmental capital (and in some interpretations the total value of the environmental capital stock) intact’ (Cowell and Owens, 1997:17).

Sharpley (2000:8) summarises the fundamental principles and objectives of sustainable development (Table 3.1), which are relevant and applicable to sustainable tourism. These principles are quite comprehensive and can be a useful in understanding its holistic nature.

Table 3.1: Principles and Objectives of Sustainable Development

Fundamental principles	<i>Holistic approach</i> : development and environmental issues integrated within a global society
	<i>Futurity</i> : focus on long-term capacity for continuance of the global ecosystem
	<i>Equity</i> : development that is fair and equitable and which provides opportunities for access to and use of resources for all members of all societies, both in the present and future
Developmental objectives	Improvement of the quality of life for all people: education, life expectancy, opportunities to fulfil potential
	Satisfaction of basic needs; concentration on the nature of what is provided rather than income
	Self-reliance: political freedom and local decision making for local needs
	Endogenous development
Sustainability objectives	Sustainable population levels
	Minimal depletion of non-renewable natural resources
	Sustainable use of renewable resources
	Pollution emission within the assimilative capacity of the environment
Requirements for sustainable development	Adoption of a new social paradigm relevant to sustainable living
	International and national political and economic systems dedicated to equitable development and resource use
	Technological systems that can search continuously for new solutions to environmental problems
	Global alliance facilitating integrated development policies at local, national and international levels

Source: Sharpley (2000)

The concept of sustainable development is often criticized for its imprecision and fuzziness (Wall, 2006). Wall views it as an oxymoron (2006), with inherent contradictions between the need to sustain and develop at the same time. Sustainability indicates long-term preservation of resources for the benefit of the future generations, and development essentially means change or progression from an existing situation. Reconciling these two notions is a major challenge for the proponents of sustainable development. At the same time, these contradictions allow misinterpretation and misuse of the idea, with some advocates focusing on progress or change and others on conservation. The question of what – development or resources – should be sustained is never going to be easily explained and the concept of sustainable development continues to remain a major topic of debate and has influenced the development discourse of almost all development sectors, including tourism.

Criticisms of the concept have also been made by Butler (1999) and Farrell (1999) for its uneven concentration on ecological and economic aspects. Furthermore, Butler (1998: 26) questions the support that the general public has for the concept, suggesting that ‘sympathy for the goals of the concept does not translate into acceptance of costs and sacrifices that actual application may entail’. Similarly, Wilbanks (1994: 541) argues that sustainable development is more of a slogan or a screen ‘behind which resources are being allocated and decisions made, regardless of whether the forcing term is understood or not’. The focus on environmental and economic issues arguably reflects this misunderstanding.

With all these debates and controversies, sustainable development, however, remains a popular development strategy that considers its economic, environmental and sociocultural dimensions of development and offer guidance to manage the undesirable impacts of development. It has certainly helped focus attention on the threat posed to the survival of the environment and more importantly the planet and all its inhabitants by man’s rush for development and prosperity.

3.2 SUSTAINABLE TOURISM

The concept of sustainable tourism is inextricably linked to the ethics of sustainable development (Wall and Mathieson, 2006, Bramwell and Lane, 2008). Among the first advocates of sustainable development approach to tourism were Mathieson and Wall (1982) who compiled their concerns and views on tourism's economic, physical and social impacts of tourism in a seminal textbook in 1982. They stressed the fact that since planning for tourism development is a complex process, it should involve a consideration of diverse economic, environmental and social structures. Advocating a community approach to tourism planning, Murphy (1985) argued that tourism planning needs to be restructured so that environmental and social factors may be placed alongside economic considerations. Getz (1986) approached the situation from his investigation of tourism planning models and indicated that reference to theoretical models will remind tourism planners not to act in isolation from other forms of social, economic and environmental planning.

During the late 1980s, the sustainable development approach to tourism planning was advanced by a number of authors (Inskeep, 1987; Gunn, 1994; Pearce, 1989; Gosling and Hall, 2006; Hall, 2007). Most authors agreed that the underlying concept of sustainable tourism development is the equating of tourism development with ecological and social responsibility. Its aim is to meet the needs of the present tourists and host regions while protecting and enhancing environmental, social and economic values for the future. Sustainable tourism development is envisaged as leading to management of all resources in such a way that it can fulfil economic, social and aesthetic needs while maintaining cultural integrity, essential ecological processes, biological diversity and life support systems (Page and Dowling, 2002). As a result, the concept of sustainability has become a mediating term in bridging the ideological and political differences between the environmental and development lobbies, a bridge between the fundamentally opposed paradigms of eco and anthropocentrism (Wearing and Neil, 1999). It has also been suggested that sustainable tourism, essentially incorporates the application of the general concept of sustainable development to tourism (Bramwell and Sharman, 2000).

Over the years, a number of definitions have been developed to conceptualise sustainable tourism. According to the World Tourism Organisation, it is 'tourism which meets the needs of present tourist and host regions while protecting and enhancing opportunity for the future' (WTO, 1993:7). It is envisaged as leading to management of all resources in such a way that economic, social and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity and life support systems (WTO, 2001a). The definition would appear to be an extension of the WCED's definition of sustainable development. However well meaning the description may be, the emphasis given to meeting the needs of the future tourist is slightly disturbing, especially when tourism is viewed by many as a tool for the development of communities and nations. WTO's definition betrays a bias towards the sustainability of tourism, rather than the planet's environment, and this is probably, the greatest limitation of this definition.

The Countryside Commission (1995:2) defines sustainable tourism as that, "which can sustain local economies without damaging the environment on which it depends". The definition does stress the need for environmental conservation and the promotion of the local economy. However, important aspects of culture and society are surprisingly missing. Woodley (1993:94) argues that sustainable tourism in parks (and other areas) must primarily be defined in terms of sustainable ecosystems. This is yet another example of an approach that is one-dimensional and lacking in a holistic understanding of tourism's problems (Butler, 1993; Butcher, 2002; Tao and Wall, 2009). McMinn (1997) tries to capture the broader aspects of sustainability contenting that proposed tourism developments should have economic advantages, create social benefits for the local community and not harm the natural environment. In addition, these goals should apply not only to the present generation, but to future generations as well.

Butler (1993) contests the use of the term sustainable tourism, arguing that it implies the maintenance of tourism itself, whatever its impacts, rather than maintenance of the

human or physical context within which tourism occurs. Accordingly, Butler advocates the term ‘sustainable tourism development’ as:

‘Tourism which developed and maintained in an area (community, environment) in such a manner and at such a scale that it remains viable over an indefinite period and does not degrade or alter the environment (human and physical) in which it exists to such a degree that it prohibits the successful development and well-being of other activities and processes’ (Butler, 1993: 29).

Some researchers equate sustainable tourism with ‘alternative tourism’ (Fennel, 2008; Hall, 2007), although it seems clear that most, if not all, modes of tourism can be potentially sustainable in the sustainable development sense, if managed in an appropriate way within suitable settings. This perception is related to the dominance of the so-called ‘cautionary’ and ‘adaptive’ approach platforms (Jafari, 1989; Macbeth, 2004), which posited that mass or large-scale tourism was inherently unsustainable. However, the ‘knowledge-based’ platform, which became dominant in the 1990s, de-emphasised the relationship between scale and impact. According to this view, small-scale or alternative tourism can be basically positive or negative in terms of destination impact, depending on where it is implemented and how it is managed, and the same can be said about mass tourism. Hence, the notion of sustainability was extended right across the entire spectrum of tourism activities, and not confined just to the small-scale end of that continuum (Clarke, 1997; Tao and Wall, 2009).

Hunter and Green (1995) and Sharpley (2000) emphasises that sustainable tourism must primarily be developed at the point of intersection between tourism as a global phenomenon and sustainable development as a global task. In his opinion, focusing on how destination areas try to implement policies and measures for sustainable tourism implies a danger that this will ignore each area’s connections with other geographical areas.

Starting as an overarching development paradigm and the best hope for the survival of the mankind, sustainability, in recent years, seems to have lost its aura as a solution for all the ills of modern life. Idealism seems to have been replaced by a realization that

sustainability, at its best, can only be an aspiration, albeit a healthy one. However, sustainability does remain a development philosophy, which has helped raise awareness about the perils of insensitive exploitation of the planet's resources. As a resource-dependent industry, (McKercher, 1993b; Tao and Wall, 2009) tourism has played its part in causing damage to the global environment, and the impacts of tourism have begun to dominate the tourism literature in recent decades.

The concept and practices of sustainability has now become mired in contradictions and controversies. To begin with, sustainable development contains 'two seemingly paradoxical aspects, namely, preservation and development' (Aronsson, 1994:83). Then there is the issue of whether to place emphasis 'on the perpetuation (sustenance) of tourism to the neglect of other potential uses of scarce resources' (Wall, 1997:44) embracing a 'development oriented approach' based on the 'constant wealth concept' (McKercher, 1993a: 32)', often described as 'techno-centrism'; or to adopt a 'Fundamentalist Green' position (Henry and Jackson, 1996:19; Marohasy, 2004) that argue for the avoidance of anything that results in environmental changes. The answer lies somewhere in between.

However, it is important to adopt an approach that 'acknowledges that tourism is unlikely to be the sole user of resources and that a balance must be found between tourism and other existing and potential activities in the interests of sustainable development of the broader community, of which tourism is only a part' (Wall, 1997:45). Lane (1994), as reported by MacLellan (1997), views sustainable tourism as a triangular relationship between local people and their environment, the visitors, and the tourism industry; in which the emphasis is on minimising environmental and cultural damage, optimising visitor satisfaction and maximising long-term economic growth.

Roberts and Tribe (2008) identify four dimensions of sustainability important for tourism within the context of tourism businesses, viz., environmental, socio-cultural, economic and institutional. Environmental sustainability has been explained as the business activities that enable themselves to conservation and preservation physical

environment and maintaining its health and integrity the future well being tourism destinations (Roberts and Tribe, 2008). Socio-cultural sustainability means the business activities that contribute to the conservation and integrity of destination communities and their social and cultural well being (Roberts and Tribe, 2008). Economic sustainability is about a business's ability to generate profits that contribute to its own survival and benefits to the local and nation economy (Tribe, 2008). Management and institutional dimension of sustainability refers to the capacity of a business to manage itself efficiently and effectively, which need to be developed through research and human resource development (Roberts and Tribe, 2008; Labuschagne *et al.*, 2005). These dimensions represent a fresher approach, as they try to adopt a business perspective, which is relatively rare in sustainable tourism literature.

Bramwell and Sharman (2000) argue that there cannot be a single approach to sustainable tourism and that approaches can be related to Turner's (1993) positions on sustainable development, viz. very strong, strong, weak and very weak. A very strong sustainability position would consider natural resources to have inherent value and take the stance that these resources need to be preserved at any cost. The substitution of natural resources with man-made resources is unacceptable. On the contrary, a weak position on sustainability allows market to use resources according demand and allows substitution of natural resources by man-made resources.

Application of these approaches to sustainable tourism would depend on the unique circumstances in destinations. Bramwell and Sharman (2000) refer to four features of tourist destinations. First, tourist destinations can vary according to their dependence on maintaining a high quality environment. Secondly, the scale and types of tourism in a destination is influenced by the destination's development stage (Butler, 1981). Thirdly, tourism destinations vary in the number and mix of stakeholders affected by tourism. Fourthly, each tourist destination can have its own political and institutional culture that may encourage or hinder wider participation in tourism development. These characteristics will have a major bearing on the kind of approach adopted by tourism developers and managers. For example, in destinations that belong to the first category,

the stress will be on developing tourism that does not harm the fragile environment. For the second category, destinations that are in the saturation stage will focus more on achieving efficiency in the use of energy and water and in reducing waste and traffic. Incorporating the views of all stakeholders and ensuring opportunities to benefit from tourism will be major concerns in destinations belonging to category three. Integration with a destination's prevailing political and institutional culture in order to minimise friction resulting from tourism development will be an important task for tourism managers in destinations with their own unique political and institutional culture. The political and institutional dimensions of destination communities highlighted by Bramwell and Sharman (2000), stress the importance of empowering members of host community to participate not only in the decision-making processes related to tourism development but also in ensuring that economic opportunities are available to those who have the resources and inclination to become involved. Thus, destination communities have to adopt sustainability approaches that are relevant to addressing the unique problems arising from tourism development.

Given these diverse realities that each tourism destination has to confront in their pursuit of sustainability, it is important to have a general set of principles and a framework that can be adapted to suite the individual circumstances of tourist destinations. A summary of the principles of sustainable tourism formulated by the World Tourism Organisation is given below, which can be adapted and incorporated into tourism development strategies as appropriate by individual destinations:

Sustainable tourism should:

- Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity.
- Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.
- Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable

employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.

- Develop greater awareness and understanding of the significant contributions that tourism can make to the environment and the economy
- Promote equity in development,
- Improve the quality of life of the host community
- Provide a high quality of experience for the visitor, and
- Maintain the quality of the environment on which the foregoing objectives depend.
- Retain the economic and social advantages of tourism development while reducing or mitigating any undesirable impacts on the natural, historic, cultural or social environment.
- Balance the needs of tourists with those of the destination
- Have minimal impact on the environment and culture of the host community.

(WTO, 2001c; 2002 and 2004)

These pronouncements on what sustainable tourism should be, provides a more general framework for developing and managing tourist destinations in a sustainable manner. However, a major issue threatening the very credibility of sustainability is its widespread abuse by the tourism industry, often treating it as a commercial opportunity by taking advantage of the increasing popularity of the idea. The widespread interest in sustainability is exploited by the tourism industry by resorting to what is known as 'eco-labelling and eco-selling' (Wight, 1993; Sharpley, 2000). And there is the real threat of vulnerable and fragile locations becoming new products of 'sustainable tourism' (e.g. eco tourism) to take advantage of the new interest in environment, and thus to expose them to perils of tourism development (Wheeler, 2005). Wall (1997:46) wonders 'if the average ecotourist is more demanding environmentally than the mass tourist who may not need to visit endangered species in remote locations, and whose needs and wastes can be more readily planned for and managed in large numbers incorporating economies of scale'. As MacLellan (1997:105) argues 'in many cases sustainable tourism policies give the appearance of significant change in attitude while in reality they make little

impact on underlying trends and institutional structures. Governments have become adept at devising tactics, which produce changes at the 'margins or 'fine tuning', rather than making fundamental policy shifts.'

Hua (2003:461) identifies a number of weaknesses in the sustainable tourism research that need immediate attention to advance the cause of sustainable tourism development:

- lack of attention to tourist demand, especially at the destination level.
- failure to appreciate complex and dynamic nature of resources while discussing the resource implications of sustainable tourism development.
- an overwhelming tendency to suggest that that the destination community should reap the economic benefits of tourism but keep its culture intact.
- failure to determine the absolute level and pace of development that is sustainable.
- limited success in measuring sustainable tourism using indicators and carrying capacities
- limited realistic potential for 'sustainable' forms of tourism such as ecotourism and community tourism.

However, as Wall avers (1997:47) 'it has (at least) drawn attention to the need to achieve a balance between commercial and environmental interest, and has even spawned several successful examples of energy efficiency and recycling among tourist operations. (And) to the extent that the concepts engender a long-term perspective, foster notions of equity, encourage the search for and evaluation of types of tourism, promote an appreciation of the importance of intersectoral linkages, and facilitate dialogue between individuals and groups whose perspectives might at first sight appear to be at odds, they are useful catalysts in the search for more benign types of tourism which are likely to contribute to long-term development, broadly conceived'.

3.3 SUSTAINABILITY INDICATORS IN TOURISM

Indicators help understand where an individual currently is and where does he/she wants to go and how far away he/she is from where he/she wants to be (Hart, 1999). Indicators

have traditionally been developed to assess and monitor changes in national economies and societies (Roberts and Tribe, 2008). Indicators, indeed, are an effective tool to measure the performance of organizations and individuals and the increased need for transparency of investment and consumer involvement has fuelled much of the need to measure what may previously have been considered too subjective (Miller, 2001; Roberts and Tribe, 2008). In the context of sustainability, indicators are useful in clarifying its objectives, giving a proper direction of what is being sought to achieve in the pursuit of sustainability. Recent years have seen a number of attempts to conceptualise the indicators of sustainability in tourism:

- Indicators for sustainable management of tourism – WTO (1993);
- Cultural indicators of tourism impacts – Craik (1995);
- Candidate list of sustainable tourism indicators – Weaver and Oppermann (2000);
- Social and economic sustainable tourism indicators – Caribbean Tourism Organisation (2000);
- Indicators of Sustainable Tourism (2001)
- Tourism sustainability indicators for the ACS – Association of Caribbean States (2000)
- Indicators of sustainability obtained from Delphi Survey – Miller (2001)
- Indicators for destination sustainability – Sirakaya, Jamal, and Choi (2001)
- Indicators of sustainable development for tourism destinations – WTO (2004)
- Sustainability indicators for small tourism businesses – Roberts and Tribe (2008)

The WTO's (1993) set of indicators consists of a number of variables grouped under three broad headings, viz. environmental, economic and socio-cultural (see table- 3.2).

Table 3.2: Indicators of Sustainable Tourism (Source: WTO, 1993)

Environmental	
<ul style="list-style-type: none"> ▪ Extent of destruction or alteration of natural habitat by tourism construction ▪ Amount of litter associated with tourism activities ▪ Resource consumption associated with tourism 	
Economic	
<ul style="list-style-type: none"> ▪ Revenues earned directly from tourism ▪ Proportion of destination employment associated with tourism ▪ Profitability of individual operations 	
Socio-Cultural	
<ul style="list-style-type: none"> ▪ Number of resident complaints against tourism ▪ Amount of crime directed against tourists ▪ Number and condition of heritage structures and sites ▪ Integrity of the local culture 	

The above indicators do consider some of the important aspects of tourism's sustainability. Though the broad categories in the model are appropriate, the issues considered under each of the headings are limited in their coverage of sustainability-related problems in tourism.

Roberts and Tribe (2008), following on from their consideration of business-based dimensions of sustainability have developed a comprehensive list of indicators based on their four dimensions of sustainability, which is summarised below:

Table 3.3: Sustainability indicators for small tourism enterprises

Economic sustainability indicators	
Issues and Themes	Indicators
Business performance and profitability	<ul style="list-style-type: none"> • Increase in customer numbers • Increased average customer spending • Employee salaries and wages • Average operational expenditure
Foreign exchange leakage and domestic linkages	<ul style="list-style-type: none"> • 'Buy local' policy • Degree of spend in local economy • Percent of good imported directly from abroad • Percent of locally made goods used in business
Employment	<ul style="list-style-type: none"> • Increase/decrease in employees • Percent of local employed

Quality of employment	<ul style="list-style-type: none"> • Wage comparison with other businesses in same sector • Provision of employee benefits
Business motivation	<ul style="list-style-type: none"> • Greater tendency to lifestyle motivation • Greater tendency to economic motivation
Environmental sustainability indicators	
Issues and themes	Indicators
Environmental awareness and management	<ul style="list-style-type: none"> • Presence of policy statement • Actual environment assessment conducted • Membership in environmental scheme • Steps taken to rectify any environmental problems identified
Energy efficiency	<ul style="list-style-type: none"> • Energy conservation plan • Monitoring of energy consumption • Energy conservation measures
Water efficiency and monitoring	<ul style="list-style-type: none"> • Water conservation plan • Water consumption targets and monitoring • Water conservation measures
Recycling and reuse	<ul style="list-style-type: none"> • Type of waste most generated • Percent of materials recycled or reused
Solid waste management	<ul style="list-style-type: none"> • Solid waste management plan • Systematic disposal of degradable and non-degradable waste in a way that is environmentally-friendly and non-polluting
Waste water management	<ul style="list-style-type: none"> • Waste water management plan • Attitude to waste water management • System of waste water disposal • Management system for accidental discharge of sewerage
Pollution effects management	<ul style="list-style-type: none"> • Hazardous waste management plan • Deliberate action taken to reduce pollution levels
Visual pollution	<ul style="list-style-type: none"> • Planning permission obtained • Conformity to local vernacular
Social-cultural indicators	
Themes and issues	Indicators
Community involvement	<ul style="list-style-type: none"> • Importance of community support • Forms of community involvement
Resident access	<ul style="list-style-type: none"> • Attitudes to residents visiting business premises • Disbarring of residents from business premises
Host reactions to tourists	<ul style="list-style-type: none"> • Increase/decrease in complaints by residents against tourists • Action taken by business to deal with complaints
Crime and harassment	<ul style="list-style-type: none"> • Measures taken to protect tourists against harassment • Increase/decrease in crimes against tourists • Action taken to deal with crimes

Cultural promotion	<ul style="list-style-type: none"> • Willingness to provide information on local way of life • Attitude of business to cultural promotion • Action taken to promote indigenous culture
Ownership patterns	<ul style="list-style-type: none"> • Percent of small tourism businesses owned by members of local community
Management/institutional sustainability indicators	
Themes and issues	Indicators
Management and staff training	<ul style="list-style-type: none"> • Actual job experience in tourism • Actual management training undertaken • Proportion of trained staff • Relevance of staff training to actual duties of employee
Access to finance	<ul style="list-style-type: none"> • Extent of ease or difficulty to obtain additional finance

Source – Roberts and Tribe (2008)

The above set of indicators represents a welcome departure from the supply side and resource-based consideration of sustainability and its indicators. The type and range of indicators considered by Roberts and Tribe (2008) are closely aligned to destination communities and businesses that are accessible to local residents and have practical relevance. In other words, these indicators go beyond the pious aspirations normally seen in most discussions on sustainability. These indicators can easily be applied to businesses that are larger in scale as well.

3.4 SUSTAINABILITY AND COMPETITIVENESS

Given the level of competition between tourism destinations, being competitive has been considered as one of the enabling factors that help destinations achieve their development objectives (Ritchie and Crouch, 2003; Dyer and Kim, 2003; Gomazelj and Mihalic, 2007). It could be argued that sustainable tourism development and competitiveness are closely linked, as economic viability and success is crucial to sustainability of tourism destinations (Dyer and Kim, 2003; Gomazelj and Mihalic, 2007). One of the fundamental tenets of sustainable tourism is the need for economic viability, which in other words means the commercial success of the tourism industry (McKercher, 1993a; Butler, 1981; Ritchie and Crouch, 2003; Dyer and Kim 2003). There is absolutely no difference of opinion regarding the need for tourism to be

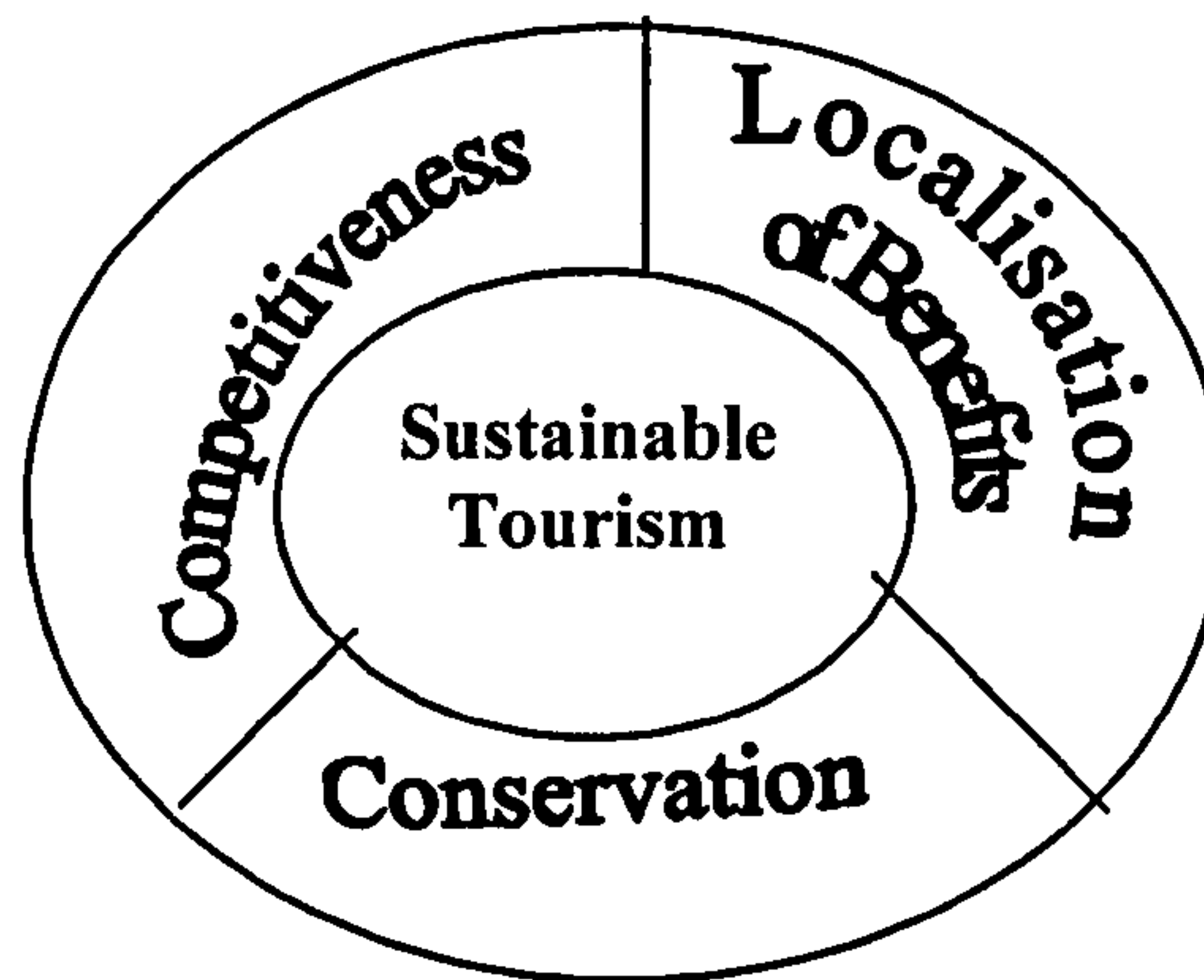
commercially successful. In a very competitive international tourism, achieving competitiveness and developing competitive advantage and sustainability would require rational use of resources and efficient management of tourism for optimum benefits to all the stakeholders.

Tourists, like other customers, usually have initial expectations of the type and quality of services to be experienced in a particular destination. The extent to which these expectations are met will eventually determine the level of tourist satisfaction. A tourist can be considered satisfied if his or her overall experience during or after visiting a destination exceeds or meets initial expectation. However, if the visitor experience falls below initial expectation then the tourist may be dissatisfied. Indeed a satisfied visitor is more likely to recommend the tourist destination to others, which is the cheapest and most effective form of destination marketing (do Valle, et. al, 2006). Furthermore, visitor satisfaction usually contributes to increased tourist spending, rates of retention of tourists' patronage, and loyalty (Akama and Kieti, 2003), which in turn helps in realizing economic goals like increased number of tourists and volume of revenue. Moreover, tourists express their satisfaction through many ways such as positive word of mouth publicity, and development of long-term loyalty to the destination. At the same time, visitor satisfaction helps in strengthening the relationship between the tourist and the tourist destination. As a consequence, there is usually a positive association between visitor satisfaction and a destination's long-term economic success.

Various approaches towards achieving quality invariably results in cost minimisation, efficient and responsible use of resources, and distinctive products that would create customer satisfaction and generate higher profits (Sharpley, 2002). And these same features - quality, efficient and responsible use of resources, and economic benefits - are sources of competitive advantage for tourism destinations. This means that the concept of sustainability in tourism could be developed and expanded beyond the impact issues to embrace quality and competitiveness. Following this approach, sustainability can be

described as a function of competitiveness, conservation and an emphasis on localisation of benefits (Figure- 3.1).

Figure 3.1: Sustainable Tourism



Source: Kokkranikal (2004)

When a community invests in tourism development, the major objectives are often to utilise its tourism potential for long-term economic development and employment generation without incurring unacceptable impacts on the environment and society. Attaining these objectives involve developing well-planned tourist destinations and providing high level of service quality, and visitor experiences. As WTO (1997:11) state, 'Reaching such a competitive level is the only way to guarantee that receipts, employment and the environment are preserved and to protect the best interests of those involved in tourism sector. The aim must be to safeguard the long-term prosperity of the tourism industry, giving special attention to training human resources in specifically tourism-oriented skills, which will ensure the professionalism of service performance.'

3.5 APPROACHES TO SUSTAINABLE TOURISM DEVELOPMENT

Though there are apprehensions about the effectiveness and the credibility of sustainability as a desirable development approach, it appears to be the only major strategy available for a more balanced development of communities. Having looked at

some of the important dimensions of sustainability and tourism, it seems appropriate to briefly consider some of the tourism development practices and measures, which are considered to be contributing towards attaining the sustainability goal.

Developing and managing tourism within the carrying capacities of destinations have been considered as an important strategy to achieve sustainable development of tourism (Baud-Bovy and Lawson, 1998). Wall and Mathieson (2006:33) define carrying capacity as ‘the maximum number of people who can use a site without an unacceptable alteration in the physical environment and without an unacceptable decline in the quality of experience gained by visitors’. Developed by geographers with emphasis on physical environment, carrying capacity has evolved now to include social, psychological, cultural, economic and recreational aspects. Inskip (1991:144) suggests that if tourism is developed within the carrying capacity levels, most of the unacceptable adverse impacts on the society, economy, and culture of the tourism area could be minimised, if not avoided. The concept helps in establishing ‘thresholds of tolerance levels’ of a destination and to introduce control mechanisms to delimit tourism development and activities within these levels (Baud-Bovy and Lawson, 1998).

Given the fact that tourist behaviour at destinations is a major contributing factor to the unhealthy and unsustainable development of tourism (Hall and McArthur, 1998; Wearing and Neil, 1999), management of visitors could be an important strategy for preventing a number of environmental and socio-cultural impacts of tourism, especially in historical and wildlife tourism destinations (Page and Dowling, 2002). Indeed, it is an important management measures essential for the long term protection of natural and cultural resources, which is also crucial for the continued enjoyment and use of these resources by visitors (Page and Dowling, 2002). The UK Government and Environment Task Force define Visitor Management Planning (VMP) ‘as an ongoing process to reconcile the potentially competing needs of the visitor, the place and the host community (in Davidson and Maitland, 1997:184). They contribute to ‘enhancing the visitor experience and the reputation of the destination, creating quality environment, maximising the economic opportunities, minimising the impacts, encouraging more

overnight stays and off-season visits, reducing wear and tear at sensitive sites and strengthening a local sense of civic pride' (EHTF, 1994, in Davidson and Maitland 1997: 184). Considering the prevalence of competition for resources and infrastructure between the guests and hosts, VMP, which comprise the destination's marketing plan and all aspects of product development and management including interpretation, can be useful in avoiding conflicts and its consequent negative impacts, especially as it involve the local community. Hall and McArther (1998:108) list a number of visitor management techniques available to managers of natural resources as follows:

- Regulating access by area (e.g. zoning);
- Regulating access by transport (e.g. only pedestrian/foot access);
- Regulating visitor numbers by group and size (e.g. Antarctica);
- Regulating visitation by visitor types (e.g. pricing);
- Regulating visitor behaviour (e.g. codes of conduct)
- Regulating equipments (e.g. banning certain types of vehicles);
- Implementing entry or user fees;
- Modifying the site;
- Undertaking market research;
- Undertaking visitor monitoring and research;
- Undertaking promotional marketing (e.g. advertising alternative destinations not under pressure);
- Providing interpretation programmes and facilities;
- Encouraging operators to seek alternative resources;
- Concentrating on allowing accredited organisations to bring visitors to the site.

The above techniques can be relevant to almost all types of destinations and can help control almost all types of negative impacts resulting from visitor behaviour.

As a local level management and visitor facilitation endeavour, visitor management have great potential in minimizing negative impacts at destination level and contributing to sustainability (Page and Dowling, 2002; Hall and McArther, 1998; Rojas and Camarrero, 2008).

Some of the inherent shortcomings of the 'carrying capacity' concept, especially in determining the thresholds led to the formulation of the concept of 'Limits of Acceptable Change' (LAC). Acknowledging that change is inevitable, LAC involves identifying desired social and resource conditions, and subsequently, orientating management towards the maintenance or restoration of those conditions (McCool, 1996). An aid in the management of impacts, LAC requires careful definition of explicit objectives for the establishment of appropriate management techniques, as well as for monitoring and evaluating the management regime (Davis and Harriot, 1996). It involves stakeholders to create consensus on acceptable ecological and social conditions; identifying acceptable and achievable social and resource standards; identifying management actions to close gaps between what is desirable and the prevailing situation; identifying management actions to close these gaps; and monitoring and evaluating management effectiveness (Payne and Graham, 1993). Stankey *et al* (1984) suggest a planning system for LAC as follows:

- Identifying concerns and issues
- Defining and describing opportunity classes
- Selecting indicators of resource and social conditions
- Carrying out an inventory of resource and social conditions
- Specifying standards for the resource and social indicators
- Identifying alternative opportunity class allocations
- Identifying management actions for each alternative
- Evaluating and selecting an alternative
- Implementing actions and monitoring condition

These steps provide a systematic mechanism to establish and implement the limits to acceptable changes in tourism destinations. However, key factor in its success is the effective involvement of all stakeholders. Though it has limitations in consensus creation and measuring environmental and social changes, and involves longer

timeframe, LAC provides a practical framework for impact control and management (Wearing and Neil; 1999; Page and Dowling, 2002).

Community participation in tourism and control or a level of ownership of tourism could help ensure that at least a significant proportion and type of benefits will go to the relevant destination community (Scheyvens, 2002; Tosun and Timothy, 2003; Tosun, 2006). According to Pearce, Moscardo and Ross (1996:181), “Community participation in the tourism planning process may be generally understood as the involvement of individuals within a tourism-oriented community in the decision making and implementation process with regard to major manifestations of political and socio-economic activities”. ‘A destination community provides the community assets (landscapes and heritage), public goods (parks, museums and institutions) and hospitality (government promotion and welcoming smiles) that are the backbone of the industry’. (And there is) ‘interdependence in the system (between tourism and the community) because neither can succeed without the other.

As natural resources of the community require industry involvement to inform, transport and accommodate visitors, the industry needs social support from the destination community to fulfil its hospitality function’ (Murphy, 1985:167). The local community is thus one of the most important stakeholders in tourism especially as the immediate victims or beneficiaries, as the case may be, of tourism development and they also may have intimate understanding of the local situation, which will contribute to make the planning of tourism more relevant and realistic. Indeed, the inclusion and involvement of communities in the ownership or planning of a tourism initiative will not only help build greater appreciation and understanding of the people, their needs and culture on the part of visitors, but is also likely to guarantee tangible livelihood and economic benefits to the destination communities (Simpson, 2008). Simpson’s (2008:3) list of benefits of community-based tourism is presented in table 3.4.

Table 3.4: Benefits of community-based tourism development

Economic

- Direct employment opportunities
- Indirect employment opportunities
- Supports the development of multi-sector or mono-sector non-profit enterprises benefiting/controlled or strongly influenced by communities
- Provides invigoration and development to local economies
- Provides alternatives to changing or fading traditional industries
- Increases land values, and thus rates payable to council for community services

Environmental

- Improves environment (changes in subsistence leading to less degradation of natural resources)
- Encourages awareness and appreciation by the community of natural assets and the environment and other resources on which tourism relies
- Enhances management and stewardship of natural resources

Socio-cultural

- Provides and stimulates infrastructure development
- Increases safety and security
- Facilitates workforce development (e.g. rights and conditions)
- Fosters civic pride (in community, culture, heritage, natural resources and infrastructure)
- Mutually beneficial (to all stakeholders in the community)
- Creates opportunities (broadening of idea horizons)
- Promotes cultural understanding
- Preserves cultural and social heritage and local languages or dialects
- Supports and preserves local and unique crafts and skills
- Creates a sense of well-being
- Promotes greater cross-institutional understanding
- Appreciation of cross-stakeholder goals and agendas

Building of skills and influence

- Influencing and enforcing government policy (national, regional and local)
- Skills enhancement (training; such as administrative, service industry, maintenance)
- Building capacity collectively and individually
- Fosters empowerment: gender and community; social, financial, political and psychological

Source: Simpson (2008:3)

However, community involvement and participation in tourism planning and development do have a lot of practical problems in its implementation and operation, which vary from community to community. It is also possible that potential benefits to communities can be diminished or undermined when communities are heavily involved in tourism initiatives and especially when the process results in frictions between various interest groups within the community (Taylor, 1995; Kontogeorgopoulos, 2005; Wyllie, 1998). Communities could also become victims of external pressures, conflicting an agenda of various stakeholders, rivalry and internal power struggles, and it is also likely that new divisions and power struggles may occur among its members (Blackstock, 2005; Swarbrooke, 1999; Taylor, 1995). Strong commitment on the part of the community and tourism industry, and effective and clear communication between various stakeholders thus become crucial if community-based tourism initiatives are to be successful (Simpson, 2008). With all its shortcomings, community-based tourism initiatives have the potential to minimise the social and cultural problems of tourism and to localise its benefits and integrate tourism into the overall development paradigm of the destination communities (Murphy and Murphy, 2004).

Interpretation has the ability to work with the tourists by educating and sensitising them about the value of the destination and its resources. Tilden (1977:8) defines interpretation as “an educational activity which aims to reveal meaning and relationships through the use of original objectives, by first hand experience, and by illustrative media, rather than simply to communicate factual information”. Interpretation, thus, is not just about provision of facts; rather it uses factual information to illustrate points, convey concepts and ideals, and to clarify meanings (Wearing and Neil, 1999). Through interpretation the tourist experience could be made more enriching and at the same time it also has the ability to influence tourist behaviour in a healthy manner. It is a major element of ‘experience management’ in tourism and an essential component of nature and culture based tourism. It has the potential to enhance the quality of tourism experience, to better the appreciation and understanding of surroundings and to influence the impressions and attitudes of the visitors (Gurung, Simmons and Devlin,

1996). Through thoughtful use of the recreation resource on the part of the visitor and minimising human impact on the resource by guiding visitors away from fragile or overused areas, interpretation can also help in better management of the tourism resources (Gurung, Simmons and Devlin, 1996; Wall and Mathieson, 2006).

Bramwell and Lane (1993) identify five areas where interpretation could assist in the development of more sustainable forms of tourism. They are 'visitor management', 'benefits to the local economy', 'benefits to the local environment', 'community involvement' and 'a positive influence of attitudes and values of the visitors' leading to increased understanding and respect of places they visit. Efficient interpretation without its usual pitfalls of 'over-interpretation', 'excessive commercialism', 'selection and simplification', 'intrusion', 'elitism', 'projection' (of ones own beliefs, ideology, etc.), 'creation of quaint tourist landscapes' (Bramwell and Lane, 1993), could go a long way towards sustainability.

Effective regulation help limit and prevent unhealthy practices of the tourism industry that affect sustainability of tourism destinations. Regulation of tourism development can be introduced at various levels (Mowforth and Munt, 1998). The local governments can introduce them in the form of planning restrictions and laws relating to business practices. Professional associations can use articles of affiliation and international bodies can formulate international guidelines and agreements for the governments to act upon. Regulations are important considering the fact that tourism is an industry like any other industry and as Butler (1991:208) suggests 'there is no more reason to expect tourism, on its own accord to be 'responsible', than there is to expect the beer industry to discourage drinking or the tobacco industry to discourage smoking – even though many agree that such steps would be socially desirable'.

Tourism marketing is a key management function in any business, and tourism is no exception. However, it is an activity normally associated with the commercial side, and directly responsible for attracting consumers. Marketing in its true sense starts with product development and is followed by market segmentation and communication

strategy development (Seaton and Bennet, 1996). Tourism industry somehow tends to focus more on the market communication, promotional aspects of marketing, especially in developing countries, where large chunks of budgetary allocations are spend on brochure development and information dissemination (Kokkranikal, 2004). Like any business, tourism promotion is often characterised by exaggerated and distorted projection of destinations and experiences offered, leading to customer disillusionment and an unwholesome attitude towards destinations and destination communities (Etchener and Prasad, 2003). This is more so in the case of third world tourism, and Etchener and Prasad (2003) that portrayal of third world tourism by global tourism businesses is akin to neo-colonialism, projecting a particular brand of fantasy to a First World market. In a way, a faulty approach to third world tourism marketing by first world tourism businesses could be responsible for a wide range of negative impacts of tourism, especially those affecting destination societies and culture.

Crojne and Kokkranikal (2008) identify a chain of influence in destination marketing, which traces a link between tourism policy objectives and the way a country's or destinations tourism is promoted through various communication methods. A negative chain of influence will see a total disconnect between the tourism policy objectives and the marketing communication and a positive chain of influence is reflected in synergies between tourism marketing and policy objectives.

The fact remains that the type of visitors to a tourism destination and their behaviour while on holiday could be greatly by the way it is marketed. The type of visitors, their holiday activities, spending patterns, familiarity and attitude to local culture, and most importantly their sensitivity to environment and sustainability issues are key variables in shaping the future of tourism destinations. Even their choice of transportation has a major impact on the global environment (Bohler, et. al, 2006). Being one of the most important players in tourism, visitors are often blamed for the negative impacts of tourism. In a sense, visitors have an important role to play in ensuring destinations' sustainability. Sensitive and responsible behaviour on the part of visitors will go a long

way in delimiting negative impacts. As McKercher (1993b) argues, tourists are not anthropologists, but hedonists who are on holidays, with primary motive of having a good time away from problems of their mundane routine life. Further, holidays are about freedom, fun and licence to be different, and tourists are known to don a pseudo personality when on holiday, enjoying the anonymity proffered by strange and quaint communities. It tends to be more so in tourism destinations in developing countries, where pressing economic necessities make the host community, including all major service providers and the local authorities, subservient to the needs of the visitors, even when they are at odds with the local environmental and social interests.

However, a healthy trend towards making businesses socially responsible has spawned variants of marketing such as societal marketing, which targets society as the main target (Kotler, Bowen and Makens, 1999). Marketing can also be used as an effective strategy to influence visitor behaviour and to attract visitors appropriate to the destination environment's carrying capacity in terms of visitor number and type. Demarketing is considered as a potential means to manage destinations, which are adversely affected by negative impacts (Beeton, 2001; Benfield (2001). According to Benfield (2001: 67), 'de-marketing is a positive tool directed at all market segments thus selecting and managing tourist traffic numbers, type of visitor and their general distribution, both spatially and temporally'. Given the potential of marketing in determining the type of visitors and their behaviour and its emerging sustainability-oriented functions underlines the fact that marketing could be one of the strategies for developing sustainable tourism. However, it is still strongly associated with the commercial side of tourism business and probably that explains why tourism marketing has been ranked tenth most important variable in developing sustainability-oriented tourism. When sustainability is viewed from a commercial point of view, marketing is probably one of the most important management tools that ensure a healthy flow of consumers.

None of these techniques offers realistic solutions, if implemented in isolation. Rather, a combination of them adapted to the local situations could be more effective. However,

these techniques and concepts point to the need for specialized knowledge and skills for developing and managing tourism in a sustainable manner. The purpose of the review of some of the techniques and concepts, which could contribute towards sustainable development of tourism, in the previous section, was not only to highlight these possibilities but also to indicate their close association with the human resources domain, as they require conscious human resource development interventions to plan, develop and implement.

3.6 PROBLEMS IN ACHIEVING SUSTAINABILITY IN TOURISM

Even though the concepts and guidelines of sustainable tourism have received widespread support,, it is very rare to see tourism destinations and products that are sustainable. The rapid and large-scale development of tourism across the globe also indicates a growing distance between sustainability principles and tourism development. An increasing number of large-scale tourism destinations (e.g. Middle Eastern countries such as United Arab Emirates and Qatar, and China), the growth of budget air travel, a steady expansion of tourist markets facilitated by globalisation and political changes are all indications of a tourism industry that is moving farther from sustainability, despite pretensions of responsible tourism development and the plethora of fashionable jargons and initiatives that have come up in recent years (Azarya, 2004).

McKercher (2003) identifies economical and structural factors behind the difficulties in achieving sustainable development of tourism. In economic terms, almost all countries have the improvement of economic well-being and job creation as a national priority and in such a situation environmental issues always tend to be given less importance. With the economic liberalisation and globalisation, the big global capital is always on the lookout for opportunities to invest in large-scale projects and tourism is one such area that has received massive foreign direct investment. The large-scale tourism is also attractive to governments because of its ability to attract foreign direct investment and build large-scale infrastructure. In a world where the majority of nations are desperately seeking investment from global corporations for developing tourism and their

economies, environmental problems are not taken in any serious manner and sustainable tourism development can, thus, remain only as a goal.

In relation to structure, it is very rare to find a strong framework for developing tourism in a sustainable manner in most countries. A flawed and complex institutional and administrative structure, which often vitiates the situation, is a very common facet of tourism in almost all countries. In the absence of strong institutional and administrative framework, it is extremely difficult to introduce and maintain effective regulatory and control mechanisms. The shortcomings in tourism administration are also reflected in failure in effective tourism planning, especially in destinations, which are remote and fragile, but receiving large tourist flows. The essentiality of effective control and regulatory mechanisms for sustainable development of tourism is well recognized (McKercher, 2003). But tourism development in most countries in the world are a characterized by absence of such a vital structural framework.

A major problem with the concept of sustainable development – in tourism, as in other economic activities – is that it takes a very long time to be sure that any activity is sustainable (Butler, 1996). The contemporary magnitude of sustainable tourism is impossible to estimate, not only because the concept is still novel, controversial and ill defined, but also because it is defined by future outcomes, which cannot be predicted in advance. Practices that appear sustainable at the present time may prove otherwise in another ten years (Weaver, 1998). Society is generally poor at accurately predicting anything for more than a few months or years ahead, and with something as dynamic as tourism, this is even more true (Butler, 1996).

Johnston and Edwards (1994) argue that sustainability is a distracting, unarguable and unobtainable notion. MacLellan (1997) is of the view that the original definition of sustainable development in the Brundland report has spawned a vast range of refinements, applications and policies, which often contradict each other and are frequently impossible to apply in practice or measure effectively. In the context of ecotourism, for example, even the most benign forms of ecotourism will still have some

negative impact on the environment. There is no example of tourist uses that is completely without any impacts. If the primary goal is one of protection and preservation of the environment in an untouched form, then, in all truth, there cannot be tourism development at all (Butler, 1991; Sharpley, 2000). Furthermore, absolute restriction is not a truly sustainable option because the high cost of exclusiveness resultant from such restriction can result in an elitist tourism product such as ecotourism (Wheeler, 2005).

While being critical of the way in which sustainability and sustainable tourism were exploited and abused, it is also important to note the fact that tourism has played a significant role in protecting environment and natural resources, especially in developing countries. In Africa and the Pacific region, much of the wildlife and marine resources owe their survival to the support of the tourism industry. Many such areas of unique resources would not have survived if it were not for the support given and interest shown by the tourism industry.

The preceding sections considered key themes, issues, strategies and challenges related to sustainability-oriented development of tourism, an understanding of which is important to be able to explore the significance of human resource development in the sustainable tourism context. As a logical continuation from this discussion, the following sections will consider the role and contributions of human resource development towards achieving sustainability.

3.7 HUMAN RESOURCE DEVELOPMENT AND SUSTAINABILITY

As human resources are an integral part of all aspects of tourism, the destiny of tourism is determined by the people who are involved in it, and the long-term sustainability of tourism is dependent upon the way it is developed, managed, operated and consumed. The ever-increasing examples of haphazard development of tourism, with its hazardous consequences for the environment, economy, culture and society, both at macro and micro level, bear testimony to the failures on the part of the tourism's society, which

Tribe (2002a: 318) defines as 'the key stakeholder in any tourism event'. Obviously, the responsibility for the way tourism has been developed, managed and consumed lie directly with the tourism's stakeholders, which consist of tourists, host community, tourism business professionals, tourism policy-makers and planners. Consequently, the starting point of any deliberate measures towards sustainability-oriented tourism has to include endeavours to instil a philosophy and ethics (Tribe, 2002b; Fennel, 2006) of sustainability in the people involved.

It is the perceptions, attitudes, value system, sensitivity, ideologies and expectations of the people involved both in its development and at the cutting edge, both as guest and host, who will decide the way tourism take place. Even if there are well thought out plans and policies aiming at sustainability they will be of no value if they cannot be translated into reality and this would require the commitment and involvement of all the stakeholders. A review of the tourism policies, plans, codes and declarations indicate the existence of a surplus of well meaning and questionably effective strategies for the appropriate development of tourism. However, the search for new solutions continues unabated and the same old story of tourism destroying tourism and its resources still continues with no apparent end in sight. It would not be inaccurate to surmise that the exclusion of human resources as the centre of such strategies has been the cause for rendering such efforts ineffective.

Therefore, the importance of tourism education and training programmes, which instil values of quality and sustainability and develop relevant knowledge skills and competencies, cannot be over-emphasized. Such tourism education and training programmes will also strive to be relevant to the local conditions within tourist destinations, especially so in developing countries, majority of which have a colonial legacy and continue with educational systems established by former colonial rulers. Among the strategies used by colonial powers to dominate colonies, the control of public discourse and education seem to have had the most long-lasting influence. Many

of the constructs, e.g. development as a process of westernisation, introduced during the colonial days persist even today (Kak, 2004).

Following section will consider the role of human resource development in promoting development, quality and sustainability in tourism. A model of a multi-pronged approach to human resource development (Kokkranikal, 2004) that can help further the cause of sustainability of tourism is also described.

3.7.1 Human Resources and Development

That education and training systems is an important variable in achieving development and competitive superiority is well recognised (Ashton and Green, 1996; Todaro and Smith, 2008; Cannon, 2000; Nelson and Phelps, 1966; Dieke, 2001). Indeed, illiteracy has been identified as a major symptom of underdevelopment (Oppenmeir and Chon, 1996; Todaro and Smith, 2008). Lack of education contributes significantly to lower quality of life, low productivity, ignorance, and overall backwardness. The concept of human capital underlines the importance of its development through education and training for scientific and technological advancement, increased productivity levels, economic growth and development driven by local factor conditions (Cannon, 2000; Lucas, 1988; Nelson and Phelps, 1966). The importance of education and training for economic progress has been highlighted by Marshall and Tucker (1992:xiii, reported in Ashton and Green, 1996:11) as follows:

The future belongs to societies that organize themselves for learning. What we know and can do holds the key to economic progress just as command of natural resources once did..... The prize will go to those countries that are organised as national learning systems, and where all institutions are organized to learn and to act on what they learn.

Investment in human capital thus is key to good economic performance of nations. And the importance given to education in the developed world, probably, explains their success in attaining better levels of development. Echoing the link between education

and training and economic development, Ashton and Green (1999) state that a major motivation for introducing education and training is improved economic performance. They also point to a large amount of evidence from across the world of individuals with better education earning higher wages.

At the firm level, investments in human capital (through education and training) enhance employability and adaptability of workers and add to the firm's productivity and profitability. In other words, education and training lead to automatic improvement in people's employability and ability to perform jobs better, which will, in turn, increase productivity and competitiveness of the businesses and the national economy.

Consequently, many authors have rightly proposed that human resources can be a major source of sustained competitive advantage for business organisations (Pfeffer and Veiga, 1999; Prahalad and Caliguiri, 1998; Bartlet and Ghoshal, 2002), which will contribute to the economic development of nations (Todaro and Smith, 2008).

3.7.2 Quality, Competitiveness and Human Resources

Human resources play a major role in achieving quality and competitiveness for businesses and any economic activities. The pursuit of quality has been perceived to lead to efficiency and effectiveness, fundamental to productivity, profitability and competitiveness (Baum and Kokkranikal, 2003; Sharpley, 2005). Recent decades have seen an increasing emphasis by almost all business sectors on improving quality as a means of survival and achieving competitive advantage (Augustyn, and Ho, 1998; Ritchie and Crouch, 2003; Sharpley, 2005). Quality can be defined in terms of 'conformance to requirements' (Thomas, 1965); 'zero defects' (Gregory, 1972), and 'fitness for purpose or use' (Juran, 1979). Quality is also important in minimizing wastage or faulty products (Sweeney and Wanhill, 1996; Jennings, 2006). Underlining the importance of customers, Deming (1986) argues that quality should be concerned with satisfying the needs of customer, both existing and future. This definitional divergence is reflective of the diverse approaches to quality in literature such as product-

based, manufacturing-based, user-based and value-based (Becker, 1996; Kokkranikal and Baum, 2003).

The product-based approach considers quality as a measurable variable, which helps to compare the characteristics and attributes of a given product with the desired product specifications. Considering the intangible nature of the products and the importance of delivery process, this approach may be less relevant to tourism and hospitality industries. However, the presence of certain tangible elements within the overall tourism experience (e.g. cuisine, souvenirs, standard of accommodation) means that this approach could not be completely dismissed as irrelevant by the tourism industry. The manufacturing-based approach adopts process-oriented action in that it is more concerned with the appropriateness of processes that help eliminate the possibility of any defect. This approach is exemplified by total quality management (TQM), which advocates process control systems so that consistently uniform outputs as specified, with minimum mistakes and misuse of materials and labour, can be ensured (Pike and Barnes, 1994; Sharpley, 2005; Jennings, 2006).

The importance of processes in service delivery means that this approach has relevance to service industries such as tourism. The user-based approach stresses the subjective perception of quality by the customers and equates customer satisfaction with quality. Parasuraman et al (1985 and 1988) argue that quality occurs when there are no gaps between what the customer expects and what he gets. This approach seems to be by far the most popular among both manufacturing and service industries. The value-based approach links quality to cost and performance, and suggests that price levels determine expected quality standards. Cost-minimisation and price competitiveness could be strategies for ensuring quality in this approach.

As characteristics of all four approaches are present in almost all businesses to a certain extent, a realistic perspective of quality would draw upon elements of all the four approaches. Becker (1996: 281) encapsulates the practical situation:

Most frequently, the user-based approach is combined with the product approach and consumer research is incorporated into the specifications used to establish product standards. When these two approaches are combined, market share is emphasised as a confirmation of quality achievement. And finally, any operation competing as a low-cost provider must by necessity incorporate the ideas of process control into their quality efforts in order to maintain both a competitive position and level of profitability adequate enough to stay in business.

The service industries, of which tourism is a major player, are characterised by intangibility, heterogeneity, perishability, simultaneity of production and consumption, and buyer/supplier interaction during service delivery. These special characteristics seem to have an effect on the providers and consumers of services. Particularly, the design, pricing and delivery of services are to a great extent dominated by aspects such as interaction between customer and service provider during service delivery, perishability and heterogeneity. The gap theory of service quality by Parasuraman, et al. (1985) has identified five gaps that might occur during a service interaction. They include 'positioning, specification, delivery, communication and perception' (see table.3.5). This approach to service quality seems to be the most widely accepted.

Table 3.5: The Five Gaps Between Service Production and Delivery

No	Designation	Location
1	Positioning	Between management perceptions of customer expectations and the expectations themselves.
2	Specification	Between management perceptions of customer expectations and the actual service specified
3	Delivery	Between the service specified and that actually delivered
4	Communication	Between the service actually delivered and that externally communicated to customers
5	Perception	Between the service quality perceived and that expected by the customer

Parasuraman et al. (1985)

The importance of service quality and its management in tourism has already been well established (Maylor, 2000; Sharpley, 2005). The experienced, discerning, and demanding tourists of today are more quality conscious, and a perceptible trend in the market towards authentic tourism experiences would suggest that the pursuit and provision of quality would be inevitable for tourist destinations and businesses to survive in an increasingly competitive international tourism market. When the pursuit of quality determine the strategic, managerial and operational activities of the business, it could result in a number of advantages such as distinctiveness of the product, cost reduction due to the streamlining - zero defects - of the production and delivery processes and the efficient use of resources, customer satisfaction (a situation of no gap between customer expectations and experiences), and finally value to the customers irrespective of price levels. The juxtaposition of these advantages with the generic strategies for competitive advantage developed by Porter (1980), viz., differentiation (e.g. innovation, product quality, product distinctiveness); cost leadership (resulting from better processes, zero defects, efficiency); focus (heterogeneity of consumers and service experiences, and the relentless emphasis on customer satisfaction) imply that quality is synonymous with competitive advantage. In other words, the pursuit of quality and competitive advantage is more or less one and the same.

By pursuing quality, tourist destinations can offer distinctive, authentic, and higher value holiday experiences and develop competitive advantages in an increasingly competitive global tourism industry. As a service industry quality in tourism depends to a great extent upon value added through a range of human skills during the service encounter, recognition of which have resulted in the adoption of concepts such as managing 'moments of truth' (Carlzon, 1987; Sharpley, 2005) and developing 'spirit of service' (Albrecht, 1992) by the tourism industry. According to Carlzon, a 'moment of truth' is the point of contact between the customer and employee of the company and these are the critical occasions, which determine a customer's satisfaction in a service encounter. The 'spirit of service', according to Albrecht, is an 'attitude based on certain values and beliefs about people, life and work, that leads a person to willingly serve others and take

pride in his or her work'. The foundation of the 'spirit of service' and effective management of 'moments of truth', thus will be positive employee attitudes and behaviour. Given the emotional labour (Hochschild, 2003) involved in delivering tourism experiences and services, attitude, probably, is most closely related to cognitive side of tourism product. Empowering the employees to provide higher quality moments of truth by inculcating the spirit of service seem to be a major strategy towards achieving service quality in the tourism industry. As Berry (1995: 89) observes, 'customers may not give extra credit to businesses for doing what they are supposed to do, rather they attach higher value to those that surprise with unusual caring, commitment, and resourcefulness during the service encounter'

A common thread in all elements of service quality is the human resources of an industry, which play a crucial role in facilitating quality, whether it is in developing higher quality tangible elements of the service experience or in delivering moments of truth that surprise customers. The quality of a business is primarily dependent on the skills, competence, behaviour and attitudes (spirit of service) of the employees, which would make a difference between an ordinary or satisfactory service experience and one that is unique and distinctive. The criteria of good perceived service quality identified by Gronroos (1988) further underline the important role of human resources in delivering service quality (Table-3.7). These criteria are professionalism and skill; attitudes and behaviour; access and flexibility; reliability and trustworthiness; recovery; and reputation and credibility, and most of these elements strictly belong to human resource domain. These criteria are relevant to the service quality in the tourism industry as well, especially professionalism, skills, attitudes and behaviour. And as Poon (1993:258) avers 'while quality is a key determinant of competitive success in the travel and tourism industry, the key to quality in the travel and tourism industry is its human resources'.

Table – 3.6: Criteria of Good Perceived Service Quality

No	Designation	Description
1	Professionalism and skill	Customers see the service provider as knowledgeable and able to solve their problems in a professional way
2	Attitudes and behaviour	Customers perceive a genuine, friendly concern for them and their problems
3	Access and flexibility	Customers feel that they have easy, timely access and that the service provider is prepared to adjust to their needs
4	Reliability and trustworthiness	Customers can trust the service provider to keep promises and act in their best interests
5	Recovery	Customers know that immediate corrective action will be taken if anything goes wrong
6	Reputation and credibility	Customers believe that the brand image stands for good performance and accepted values

(Gronroos, 1988 adapted by Johns, 1996:15)

3.7.3 Human Resources and Sustainability

As in the case of quality and competitiveness, sustainability in tourism will also require employees with attitudes and behaviours that are based in the philosophy and ethics of sustainability. But the importance of human resources cannot be limited to the level of service encounters alone. People also play an important role in tourism policy-making, planning, development and management. Only well-qualified and skilled professionals can develop and manage a tourism industry that is distinct. Professionalism, knowledge and skills of people involved in developing and managing tourism are vital for its quality, competitiveness and sustainability. Along with well-trained frontline service personnel, the tourism industry also needs efficient tourism planners, destination developers, and marketing professionals, managers and operational staff. However, most of the research and writing on human resources in tourism seem to focus only on the frontline employees and the service encounters, leaving out the competencies requirements of the planners, marketers, and managers. Probably the dominance of the hospitality industry in the tourism literature, especially in the area of human resources, could be a reason for this omission.

Even though there has been a significant range of research undertaken on tourism development, management and marketing, the human resource dimension of these vital areas seem to have received very little attention. This is reflected in tourism education and training programmes, which still deal with tourism planning, development, management and marketing issues at a theoretical level. And it is not unusual to see town planners and architects with no tourism background donning the role of tourism planners, which could probably be one of the reasons for the development of 'identikit destinations' (Holloway, 2006) and a repetition of mistakes, as could be seen in many of the mass tourism destinations. One of the disadvantages of such a system is that while the town planners and architects may be experts in facility design and township development, other aspects such as sociological, environmental, cultural, psychological (behavioural and motivational aspects), and even economic issues of tourism development may not be given due importance. Such faulty approaches to tourism development could be one of the reasons for the socio-cultural, environmental and economic impacts of tourism, because such plans will fail to anticipate the negative impacts and will not be proactive in terms of sustainability. And the onus to develop competent tourism planners, developers, and managers lies within the realm of human resources development for tourism.

As the preceding discussion suggests, human resources are one of the major sources of quality, competitiveness and sustainability of the tourism industry, the pursuit of which will then require consideration of human resources development as the starting point of its development. A professional philosophy and ethics that is anchored in sustainability, and other important skills and competencies can be developed in the tourism's society only through deliberate human resource development policies and programmes. It is the skills, knowledge, value system, sensitivity, ideologies and expectations of the people involved at all levels of tourism - planning, management, frontline service - that determine their attitudes and behaviours, which in turn will contribute to its quality, competitiveness and sustainability (Kokkranikal and Baum, 2000). Even if there are well thought out plans and policies, they will be of no value if they cannot be translated into

reality, which require knowledgeable, skilled, competent and committed personnel with positive attitudes and professional ethics.

However, the tourism industry is characterised by its apathetic attitudes towards human resources development (Kokkranikal and Baum, 2000). As WTO (1997:11) observe: "All too often, tourism education and training have been the result of the inertia of the establishments concerned or an ad hoc response to the particular needs of tourism businesses or regions". But if the tourism industry considers sustainability as its foundation then human resources cannot be considered as a variable cost or operational consideration, but as human capital, which require investment, development and management, as is the case with other forms of capital. Baum (1995:10) has presented the basic principles of sustainable human resources development, which would help maximise the benefits of human intervention in tourism:

- Investment in people is a long term commitment by both parties, employers and employees and all actions must be guided by the recognition of this
- Effective human resource management requires a faith in the capacity for good and the potential for enhanced achievement of each and every individual within an organisation.
- Companies must demonstrate a faith in the capability of people in community within which they locate and must invest in enabling these people to achieve their full potential.
- Consequently, employment of those from outside of the community, region or country should be a last resort. Parallel to this necessity should be a commitment to the training and development of local potential to fill positions taken on a temporary basis by those from outside.
- Companies must recognise the impact that they have on character and balance of the local labour market, utilise its strengths, and compensate for its deficiencies in so far as possible.
- Training is more than about attaining finite skills in order to undertake the immediate task at hand. It is also about providing flexible and transferable capabilities over the full length of a person's working career to enable them to respond to changing work demands and opportunities for new responsibilities as they arise.

- The detailed planning of human resource requirements is an integral part of all tourism development planning and must take place in tandem with the preparation of the physical facilities.

These principles provide a framework to approach human resource development as an inseparable element of the tourist product. The people, here, are recognised as a major asset, and their development and proper management has been treated as a prerequisite for introducing tourism into a community, emphasis being on utilising local manpower as much as possible.

A natural extension of these principles will be a tourism education and training system that incorporates and facilitate the sustainable development of human resources (Baum, 2006). However, there are a number of inherent characteristics of tourism industry and education system, which make the introduction of sustainable tourism human resource development policies and programmes difficult. They include magnitude and diversity of the tourism industry, the number and variety of institutional players (Riley, Spivac and Ladkin, 2003), the wide range of jobs and employment categories (Baum, 2006; Riley, Spivac and Ladkin, 2003), the diversity of tourism products and markets, the relatively recent origin of tourism both as a profession and academic subject, a multiplicity of approaches to tourism as an academic area (Jafari and Ritchie, 1981; Tribe, 1997; Airey and Tribe, 2005), the varying level of skills required and the tradition of limited or no stress on formal training and education (Messenger, 1992; Riley, Spivac and Ladkin, 2003), presence of large number of small, independent and family owned units (Parsons, 1996; Kokkranikal and Morrison, 2002), and the relative lack of planned development of tourism (Airey and Tribe, 2005).

The World Tourism Organisation (WTO, 1997), recognising the role of tourism human resource development in dealing with the scenario just described, suggest the need for redefining human resources and its development processes in tourism. Given the inability and unwillingness of the tourism industry to invest substantially

in human resources development, the government may often have to play a major role in introducing human resources development institutions and programmes, at least during the initial stages of tourism in a country. The World Tourism Organisation (WTO, 1997:13) suggests the following principles for tourism human resource development to bring in more clarity to the human resources scenario in tourism and to make it more efficient:

- Matching the skills offered during the educational process to the real expectations and needs of demand (external and internal customers);
- Offering the tourism training system *just in time*, i.e. at the right moment - training given too early or too late can produce equally negative results;
- Guaranteeing individual and collective efficacy by bringing the sector's training aims into closer alignment;
- Acquainting those who demand education systems with the results that can really be expected without raising false hope which will then be very difficult to satisfy;
- Guaranteeing the maximum efficiency by optimising the use of resources;
- Conducting regular quality audits which will enable the existing aberrations to be remedied and the contents of teaching programs to be kept constantly up to date.

These principles highlight the need for tourism human resource development to be pragmatic, efficient, proactive, and responsive to the tourism industry and employee requirements. However, a sustainability-oriented approach to tourism human resource development would have to consider the wider policy dimensions. The macro level policy aspects of tourism human resource development will address the issues such as the target groups for sustainability-oriented human resources development, and efficient provision and use of infrastructure.

3.8 HUMAN RESOURCE DEVELOPMENT FOR SUSTAINABILITY

Given the role of human resource development in bringing about social and organisational change (Dieke, 2001; Ashton, Green, James and Sung, 1999), its significance as a key policy instrument in developing a sustainability-oriented business

culture cannot be over-emphasised (Tribe, 2002a, Kokkranikal and Baum, 2000; Gough and Scott, 1999). As education, which is an integral component of human resource development, has the ability to provide a critical view of the world we live in and to promote greater awareness and consciousness about the issues that face the world, of which sustainability happens to be a major one. As Bramwell and Lane (1993:3) argue, 'efforts directed towards making tourism more sustainable are much more likely to produce benefits than problems, particularly if they are developed as a result of sound research and an informed debate'. Human resource development seems to be the most important variable in facilitating this 'informed debate' and 'sound research' and in making tourism really sustainable. As Baum and Conlin (1994:259) suggest, 'sustainability, if it is to be effective, will need to consider the overall "environment" in which tourism takes place, and human resource development and management are one area of the overall "environment" which is critical for successful tourism development'.

A major obstacle to the effective implementation of sustainability principles and practices in tourism is the gap between theory and practice (Jurowski, and Liburd, 2001). Education, which is considered as a catalyst for change (Davidson and de Marco, 1999), can certainly play a major role in narrowing the gap between the theories of sustainability and its effective implementation. More importantly, education can also help develop the kind of practical wisdom, '*phronesis*', that would help develop an ethical orientation to the business perspectives of the tourism employees (Tribe, 2002a). Adopting an epistemological approach to tourism education for ethical tourism, Tribe (2002a) proposes a model for education for ethical tourism with three possibilities, viz., 'action to follow reflection'; 'reflection-in-ethical-action'; and 'knowing-in-ethical-tourism-action'. In 'action to follow reflection' disciplinary-based thinking informs one's tourism world, and the consequent reflections on responsibilities are followed through by tourism action, that can be ethical if the reflection is guided by ethical tourism principles, which Tribe (2002a) argues to be inclusive of sustainable tourism. In the 'reflection-in-ethical-action' model, the ethical tourism actions would create their

own reflective thinking, which is specific to the real life situation and hence may not be complicated by disciplinary dilemmas (Tribe, 1997). The 'knowing-in-ethical-tourism-action', reflection and action are integrated and tourism actions are carried out for the good of the stakeholders, an approach synonymous to stewardship. What is obvious in this model is the importance of education in ensuring ethical actions, which is about perspectives, dispositions and actions that will result in the good of the society.

The integration of sustainability into human resource development programmes can help enhance its relevance to the society, making it an important part of the thought process of its recipients. The integration of sustainability into human resource development can contribute significantly to debate on sustainability and economic growth. (Bor, Holen and Vals, 2000). Raising questions about the limits of growth and its relation to the quality of ecosystems and human life, it could add a new dimension to the concept of growth, moving it from a purely economic stand point to issues such as welfare, inter and intra generational equity (Okereke, 2008), social and environmental capital, and ethics (Tribe, 2002a). Most importantly, it can help redefine the relationships between man and his environment (Bor, Holen and Vals, 2000). Sustainability-oriented human resource development can also help clarify the concepts of sustainability and the strategies to achieve it, contributing significantly to remove the impreciseness and fuzziness (Harrison, Jayawardena and Clayton, 2003) surrounding what sustainability and sustainable development are about, thus making it difficult for governments and policy makers to get away with general, well-meaning statements and declarations without considering the pragmatic issues in implementing them.

The integration of sustainability into human resource development can also help develop a more responsible attitude towards the use and management of the environment. Further, human resource development can have an important role in promoting sustainable development of tourism, and it is crucial that discussions and debates are held about sustainability and the different methods available to achieve it. Human resource development, probably, has the most important role in facilitating such debates and it has an important part in sustainability as education can lead to more clarity

regarding sustainability issues, develop a realistic 'image' of tourism (Hultsman, 1995) and, more importantly, help develop a sustainability oriented professional 'ethics' (Hultsman, 1995; Tribe, 2002a; Macbeth, 2004) within the industry. The central role of human resource development in preparing the future leaders in businesses, governments and almost all strata of society strengthens the argument for its sustainability-orientation. Thus, incorporation of sustainability concepts and practices across all functional levels and areas of tourism education and training could be imperative to achieve the goal of sustainable tourism.

As Baum and Conlin (1994:266) suggest, 'public sector policy-makers and private sector decision-makers need to recognise that human resources are a necessary element of successful tourism development, particularly that which is sustainable'. And both from the development and preservation angle, human resources development hold the key to sustainability. Development requires higher level of quality and preservation requires appropriate attitudes, sensitivities and practices, and both fall strictly within the human resource development domain.

But the inherent problems of human resource development in tourism and surprising absence of sustainability concepts in any major form in tourism education in general call for a more comprehensive approach to human resource development in which sustainability could be underlying theme. Baum (1993:239), discussing his 'integrated human resource development model' for tourism, calls for approaches to human resource development to be:

- **Comprehensive**, in that it includes all sectors of the tourism industry; all relevant aspects of human resource development; all levels of training and development; and reflects the demands of local cultures, traditions and tourism markets
- **Integrated**, in that all components, in the model, have clear and identifiable links to other elements and contribute to, or are beneficiaries of, other parts of the model
- **Cohesive**, in that the total model, the overall outcome of the process, has a logic and applicability in its own right, almost independent of its individual parts.

Such an approach, according to Baum (1995), will bring together and link the key features of the diverse factors of human resource development into a unit. The addition of sustainability approach would, it seems, reinforce the model to encompass the sustainability domain in a more lucid manner.

Pearce (1995:147), discussing human resources development implications for sustainable socio-cultural tourism lists empowering visitors; training tourism professionals and educating host communities as strategies for 'ecologically sustainable socio-cultural tourism development'. He identifies four groups of participants in the socio-cultural encounters of tourism:

- The broad host community – local people without direct involvement in tourism;
- Tourism community professionals – those who work in and plan tourism;
- Visitor who only have an incidental interest in culture exchange;
- Visitors who are committed culture seekers.

(Pearce, 1995:145)

However, if one considers culture in its totality and with the increasing number of the so-called nature tourists (like the 'culture seekers'), this grouping has relevance to the sustainability oriented human resources development not just in the socio-cultural context. The attitude, value systems expectations, experiences and sensitivity of these groups are important variables in sustainable tourism development.

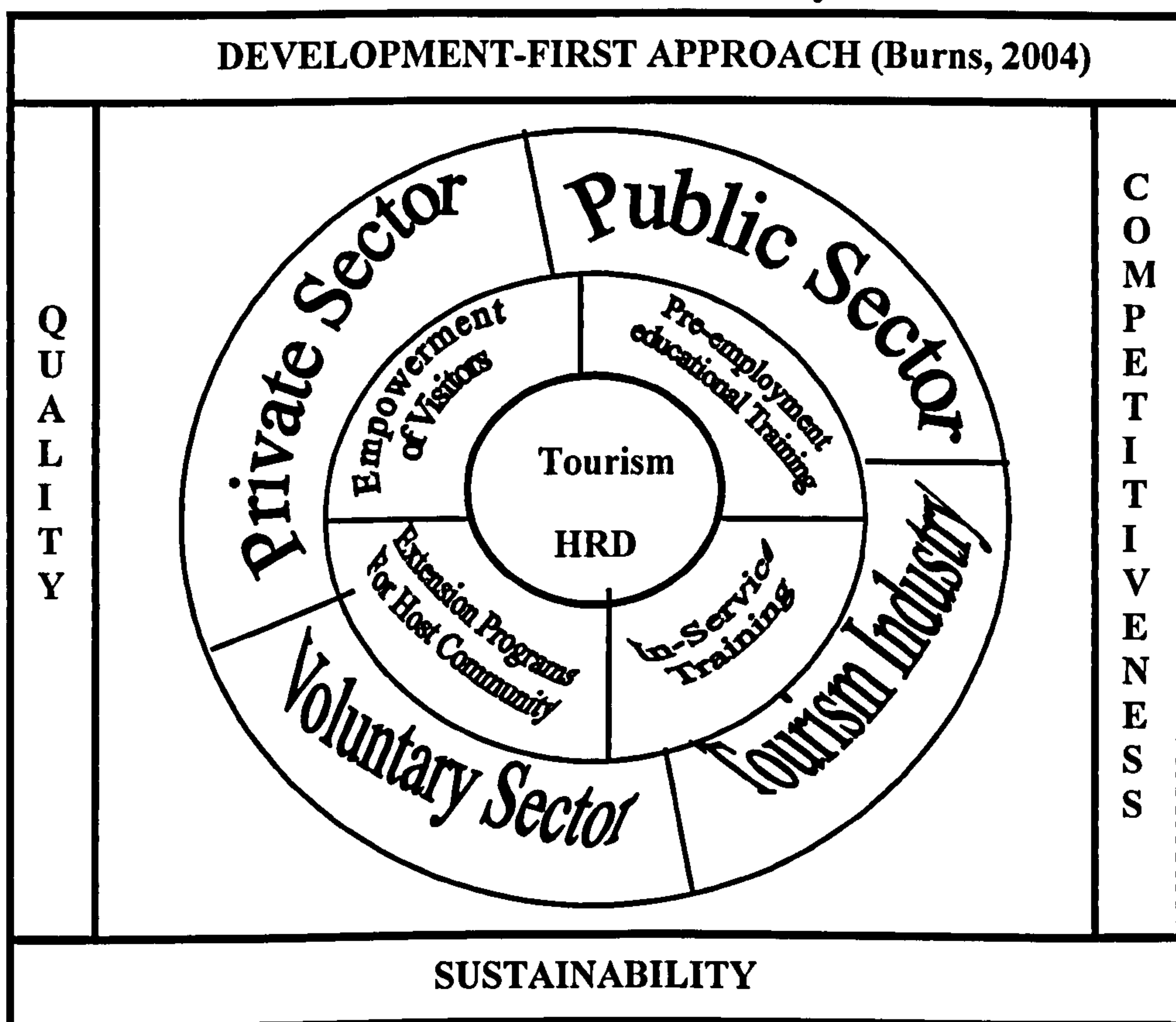
Kokkranikal (2004) argues that human resources development for competitiveness and sustainability requires a multi-pronged approach, which identifies the relevant target groups and recognises the roles of various sectors and stakeholders. The tourism human resources development model (Figure: 3.3) reflects such an approach:

The primary framework for the model is provided by sustainability, quality, competitiveness and a 'development-first approach' (Burns, 2004) to tourism. The 'development-first approach' has the development needs of the destination communities as the primary focus, with tourism as a facilitator of development, as opposed to the

‘tourism-first approach’ (Burns, 2004) that represents a supply-led tourism development, in which tourism is developed for its own sake. This framework highlights key variables in achieving sustainable development of tourism as the above elements in its framework set the boundaries that guide human resource development and its pursuit of sustainability.

The model suggests four components to tourism human resource development for sustainability, which are pre-employment education and training, in-service training for the industry professionals, extension and awareness programmes for the community and the empowerment of visitors to equip them with realistic expectations and appropriate sensitivities to destinations and their environments. The model also recognises the role of public sector, private sector, voluntary sector and the tourism industry in the efficient implementation of the suggested human resources development strategies.

Figure 3.2 :Multi-pronged Tourism Human Resource Development Model for Sustainability



Source: Kokkranikal (2004)

However, from the specific human resource point of view, three components, viz., pre-employment education and training, in-service training and extension programmes for the host community seem to be of immediate relevance. Both pre-employment education and training, and in-service training programmes are important in ensuring the quality and competence of the tourism industry personnel. It is also necessary to prepare the host community to accept, adjust to and benefit from tourism, which is an exercise that will help create a favourable attitude in them towards tourism. An educated and aware host community can meaningfully participate in and contribute to tourism planning and development. Extension activities, covering the entire host community especially those segments of the society, which come in contact with the visitors, can contribute to positive guest-host encounter. It can also help create a realistic image of tourism and influence potential employees. This in turn will help the industry successfully compete with other business sectors in attracting better talent. Educating tourists about the destination, its environment, society and culture, is an important strategy to develop sensitivity to sustainability issues, as a responsible visitor will desist from activities deleterious to the destination community. It could also be a process of empowering the tourists by improving their socio-cultural contact skills.

3.8.1 Tourism industry personnel

Defining tourism industry personnel is often a very challenging proposition as the different sectors in tourism follow different forms of employment. As Burns (1993:81) points out, “these range from the clear cut divisions of labour and heavily unionised airline sector, the clearly defined contracts and conditions of service by international corporations such as Ramada Renaissance and Sheraton, the minimum wage, short contract, insecure conditions that characterise much of catering work to the prostitutes working (in) bars in any one of a number of tourist traps around the world”. The hundreds of self-employed individual minor vendors also could be added to this.

Both from the development and preservation angle (Aronsson, 1994) tourism industry personnel can contribute to sustainability. The importance of service quality and moments of truth (Sharpley, 2005) in enhancing the quality of visitor experience is widely recognised. Presence of high-level skills, efficiency, appropriate service attitudes - 'soft skills' - in the personnel are very important here and human resources development has a very crucial role in developing and fine-tuning such attributes. According to the 'Cycle of Quality Service' concept by Schleisinger and Herkett (1991), as reported in Baum (1995:72), 'capable workers who are well trained and fairly compensated, provide better service, require less supervision and (are) more likely to remain on the job. For individual companies, this means enhanced competitiveness'. Besides training, the 'cycle' highlights the importance of reward system, which could also be considered within the human resource development domain as a long-term consequence of professionalising the industry. A satisfied employee, will be more effective in delivering high quality service and the survival of the industry, then will become his responsibility. As the axiom from the restaurant trade goes, 'a business cannot survive without repeat business' (Burns 1993:83). And quality alone can ensure this. Human resource development has to be a systematic, continuous and proactive exercise at all levels to ensure this qualitative advantage.

The importance of human resource development in making personnel competent to understand and anticipate trends in the industry and to adopt strategic approaches, which is essential for any industry in an era of information technology and globalisation, cannot be overemphasised. As far as the preservation aspect of sustainability is concerned, human resource development can be very effective in introducing sustainability oriented practices especially within the 'internal environment' of any tourism operation, which will contribute to conservation' (Wight 1994: 665). Human resource development at all levels can play an important role in bringing such practices to the realm of daily operations and a part of the work culture.

Within the hospitality sector, the three R's (reduce, reuse, recycle) are increasingly becoming a common practice. Besides promoting and supporting good environmentally responsible practices, these measures can also result in more profitability for the firm (Wight, 1994). Micro level practices will have a cumulative impact on the global environmental health, especially considering size and the global presence of tourism industry. Such strategies would require human resources development to include them and their underlying ideology not only at organisational level training but also within general tourism education programmes. This could be extended to include wider socio-cultural impacts and industry-community relationships based on mutual support and sustainability.

Even though the above example is drawn from the hospitality industry, it is relevant to all sectors of the tourism industry. Mention has already been made about interpretation focussing on 'resource management goals, firstly through thoughtful use of recreation resource by the visitor, and secondly through minimising human impact on the resource by guiding visitors away from fragile or overused areas' (Gurung *et. al.* 1996:111). At the same time, interpretation does have a number of pitfalls, which can imperil the destinations. And it is the personnel doing the interpretation who can determine the outcome. A positive situation will emerge only if the personnel are sensitized to sustainability concepts and practices. Visitor management services also have sustainability-oriented objectives as their guiding principle. Here again, the personnel involved in visitor management activities and their orientation to sustainability is the decisive factor. The role of tour operators as 'coordinators and interpreters of (tourism) demand' (Dobbie, 1976 quoted in Jenkins, 1982:233) in making tourism an agent of sustainability cannot be overemphasised. Again, it is the value systems, awareness levels and attitudes of the personnel involved which would influence the business strategies and operational practices, and finally the consequences. Parallels can be drawn to all levels of tourism industry and considering the sway of tourism as a leisure activity over the lives of the relatively well to do masses, who are the major consumers, it can be one of the most effective catalysts of sustainable development, especially considering the

possibility of post-tour changes in the value systems and life styles of these individuals. Moreover, such practices may add to profits and social benefits as evidenced by examples from the hospitality industry. The educational dimensions of holidaying can be an agent of change and have to be given more serious attention by all concerned.

Pearce (1995:148) sees 'four activities as desirable for tourism professionals in the sustainable socio-cultural tourism sphere:

1. An emphasis on societal marketing, that takes into account the credibility and community acceptance of the images of cultures used in tourism promotion.
2. The provision of information, which accurately predicts and supports the kinds of cultural experiences on offer to tourists.
3. The development of a range of culture opportunity experiences to meet the variety of visitor needs and mental preparation for culture contact.
4. Develop research skills to evaluate and monitor the effectiveness and use of facilities and services; determine market reactions; and assess community responses and attitudes.

Facilitation of these activities also falls within the human resource development domain and can be modified and adapted to be relevant to lower levels of tourism industry operations and to include other aspects of sustainability.

Even in strategies like standardization of products and services, an essential theme in globalization and deemed to be an unsustainable practice, human resource development can introduce an element of sustainability. Burns and Holden (1995:78) list the following three types of pressures on standardization, which are framed by changing consumer values:

- Physical corporate product such as architecture, décor and promotional literature;
- The intellectual corporate product, meaning standard operating procedures and personnel practices; and

- Emotional product, meaning ‘hospitality’ and service attitudes from front line staff in dealing with guests.

Even though these pressures are formed by consumer values, the importance of industry practices, especially marketing, in ‘creating the consumer’ cannot be discounted. It would appear that sustainability-oriented human resource development could be instrumental in the development of the three products within the sustainability framework.

If the tourism industry has to become an agent of sustainable development, it is imperative that human resource development programmes at all levels strive not only to provide personnel with relevant skills and competencies but also instil values of sustainability. Human resource development can form an appropriate sustainability-oriented ‘image’ of the tourism industry in personnel and thus make sustainability a ‘sub-culture’. Professional ethics (with sustainability as its basis) could be integrated in professional tourism curricula, both in philosophical discussions and practical, case study approaches (Hultsman, 1995; Tribe, 2002a). As Inskip (1994:566) argues, ‘ a basic concept that must be incorporated in (all tourism) training programmes is that of sustainable tourism development, and how tourism can be planned and managed so that its resources are perpetually conserved’.

3.8.2 The host community

Doxey (1975) has developed an irritation index describing the changes in attitude that exist within the host community towards tourists and it ranges from the initial euphoria, apathy, annoyance and finally to antagonism leading to the decline of tourism. It is a truism that if tourism is to survive the host community should have a favourable attitude. The importance of host community and its involvement in tourism planning and development, and sustainability has already been discussed.

Pointing out the essentiality of public education about tourism, Inskip (1994:568) states:

'In newly developing tourism areas, there is often very little knowledge and understanding about tourism by the general public. Tourism awareness programs include explanations about the concept of tourism, its socio-economic and environmental benefit, possible problems that can arise, and the tourism development objectives and plans that have been prepared for the area. The programme can include descriptions of the different behavioural patterns of foreign tourists and how local people can cope with these. The programme should also indicate ways in which local residents can benefit from tourism through direct or indirect employment and other means Tourism awareness programs can also help overcome any traditional resistance that may exist to working in tourism. Sustainability-oriented human resource development can focus on preparing the host community to accept, adjust to and benefit from tourism, especially in the context of the socio-cultural problems of tourism like 'demonstration effect' and 'commercialization and dilution of local culture'.

As Pearce (1995:150) argues, 'the incentive to conduct such training programs or broad community education issues resides in the need to maintain community support for tourism and to minimize the negative impact of tourism's social contact on the local community'. An 'educated' and aware host community can also meaningfully participate in and contribute to tourism planning and development, which will help avert some of the avoidable problems and contribute towards sustainable development as they have intimate knowledge about the local issues requiring attention. As discussed earlier, community involvement in tourism planning and development will contribute to sustainability. Human resource development, therefore, should undertake extension activities to cover the entire host community, including the bureaucracy, and sustainability should be a major theme of such programmes.

However, more attention could be given to those segments of society who come in contact with the visitors, especially considering the dynamics of guest host encounters. Further, human resource development for a host community has the additional benefit of influencing potential employees to the tourism industry at a very early stage and providing them with a realistic 'image' of tourism, again leading to sustainability.

3.8.3 Tourists

As the most important players in the tourism industry, tourists are widely blamed for all the negative consequences of tourism. Tourists are generally strangers to the tourism destinations, its environment and culture. And most of their behaviour that offend the host culture or harm local environment could be due to their ignorance. Even the well-meaning and innocuous activities of tourists sometimes result in undesirable consequences. At the same time there are also tourists who tend to take the destination communities, especially in the developing world and peripheral areas, for granted. Smith's (1997:124) description of the typology of tourists ranging from 'explorer', 'elite', 'off beat', 'unusual', 'incipient mass', 'mass' to 'charter tourists' and their adaptation to the local norms from 'acceptance of and adaptation to local situation' to the 'expectation and demanding of western amenities', points to a large number of tourists belonging to the latter group. As Pearce (1995) contents, the tourist and host encounters are characterised by culture shock, cultural arrogance and cultural exchange. And cultural exchange, the ideal situation, seems to be very limited in mass tourism.

As Inskip (1994:569) argues, 'Equally important is educating tourists about the destination they are visiting and how best to handle themselves so that they show respect for that environment and society. Tourists should be informed about the salient characteristics of the local society and environment and especially local customs that should be observed'. Such knowledge can avert or minimize a large number of negative socio-cultural and environmental impacts caused by the visitors and contribute towards sustainability. Pearce (1995:147) describes the process as 'empower(ing) the visitor by improving their socio-cultural contact skills.' and consider it as a 'the chief human resource development issue'.

Tour guides, interpretation services, guide books, tour brochures and above all tourism industry personnel can help in this process in a formal and informal manner. The

important role of interpretation and visitor management services in this context has already been mentioned. Further, tourism promotion and advertising campaigns can also contribute to this process, despite their preoccupation with attracting attention by exaggeration.

However, it is nearly impossible to subject visitors to this educational process 'given the short amount of time which most tourists are in a destination, and given the fact they are usually on holiday' (Butler, 1991:207). And reaching tourists in their home country, for education, is highly impractical. Probably, the most insurmountable task will be de-educating the so-called alternative tourist, who according to Krippendorf (1997:45) 'differs from other tourists, explores the last untouched corners of the earth, thus paving the way for mass tourism'.

However, considering the fact that all forms of guest-host communication - printed, verbal, formal, informal - is an educating process, human resource development has a responsibility in this context too. If the host community, which include both community members as well as tourism industry personnel, are driven by sustainability values such as guest host communication, even at the realm of business, would contribute to a meaningful education or sensitisation of tourists about the destination and its environment which might result in more environmentally responsible behaviour on the part of the tourists, leading to sustainability.

3.9 GENDER ISSUES AND SUSTAINABILITY

With the increasingly widespread presence of women in tourism and tourism employment, gender issues are important in sustainability, especially in the developing world and peripheral areas. Norris and Wall (1994) identify six dimensions of gender-tourism relationship: 1) Tourists - diverse needs and experiences of men and women as tourists; 2) Tourism employment - differences in employment opportunities for men and

women in tourism; 3) Type of tourist development - different types of tourism and their different impacts on men and women; 4) Images in tourism – use of imagery of women in tourism advertising and promotion, especially to depict ‘nativeness’ and ‘primitiveness’; 5) Prostitution and tourism – role of women and men in commercial sex industry; 6) Tourism and the family – the effect of tourism and involvement in tourism industry by men and women on family relationship. A detailed analysis of gender issues in tourism is beyond the scope of this discussion. However as Wall (1997:41) observes, ‘gender relationships underpin and have implications for virtually all aspects of tourism, including human resources development, product development, marketing, site and infrastructure development, and impact assessment’. Besides including gender issues in human resource development, preparation of both women and men for employment, especially in a cultural context, in tourism industry is very important for a socially and culturally sustainable tourism. That the empowerment of women can bring about very positive social changes is a widely recognized fact. In the context sustainability and tourism, human resource development can address these problems by targeting women for various types training and extension programs, especially in the developing and peripheral communities (Dieke, 2001).

3.10 CONCLUSION

The purpose of chapters two and three was to consider the role of human resource development in sustainability-oriented development of tourism. Chapter 2 provided an overview of human resource development for tourism. It analysed the concept of human resource development and its importance in tourism, which was followed by a thorough examination of its planning and development. Also discussed were the models and principles of human resource development for tourism and principles and issues surrounding it along with various models, along with major issues surrounding it. Human resource development for tourism is affected by a number of issues related to academic discipline, curriculum, policy framework, institutional framework, attitude of

the tourism industry and employers, labour market and the image of tourism as a career. Emphasising the importance of human resource development in tourism, the chapter highlighted the need for a more serious and constructive approach to its development by governments and the public and private sector tourism businesses, which continue to treat it as operational considerations. The analysis also stressed the need for tourism to adopt a human capital approach, which is as important, if not more, as other tourism resources that require continuous and consistent investment and development. A conclusion that can be drawn from the analysis is that the root causes of the problems of tourism can be traced directly to shortcomings in human resource development, which finds support in development theories such as 'endogenous development' (Todaro and Smith, 2008).

The role of human resource development in sustainability-oriented tourism development was explored in detail in chapter three, which began with an overview of key themes related to sustainable development, sustainable tourism and approaches to make tourism more sustainable. The discussion on sustainable tourism highlights its importance as a strategy for the long-term survival of the tourism industry as an important factor in socio-economic development of communities around the world. Sustainable tourism concepts have grown out of the idea of sustainable development, which evolved over the last three decades. The principles of sustainable development focus on taking a longer-term and more cautious approach to development to ensure that while dealing with the development imperatives of the current generation, the ability of the future generations to enjoy a good quality of life is not compromised. Sustainable tourism is built around four pillars of economic sustainability, ecological sustainability, cultural sustainability and social sustainability. All four of these elements must be addressed if tourism is to become sustainable. Aspects such as quality, competitiveness, efficiency, cultural sensitivity, environmental stewardship, equity and integrity are important variables in achieving sustainability in tourism. The chapter also reviews important approaches to sustainable development of tourism that have emerged in recent decades. The range of approaches and solutions considered emphasis the fact that sustainable tourism could be

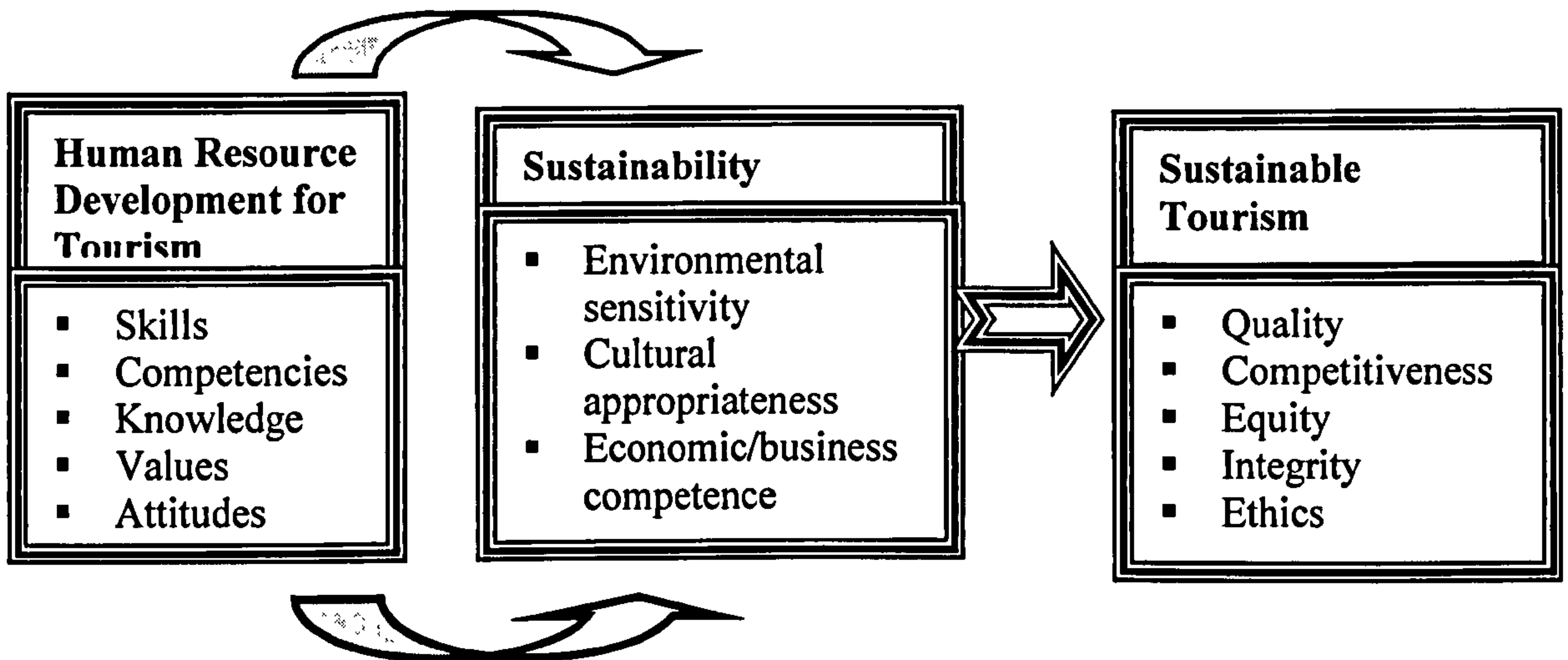
a challenging goal to achieve and it requires concerted and proactive efforts from all stakeholders. The discussion also suggests that the enthusiasm for sustainable tourism need to be tempered by the realities of tourism and the prevailing global social and economic environment that is mired in conflicts and inequalities. And the search for measures, techniques and strategies to achieve sustainable tourism continues.

Consideration of the role of human resource development as a potential strategy forms part of this search.

As human resources is an integral part of all aspects of tourism, sustainability-oriented initiatives in its development can contribute significantly to achieve the goal of sustainable tourism. Human resource development with its emphasis on facilitating life-long learning, awareness creation, and development of the tourism's society has a very important role in instilling a professional philosophy, ethics and principles of management and operations that are anchored in values of sustainability. In fact, human resource development should occupy the centre of sustainability-oriented tourism development initiatives. The multi-pronged model of human resources development for tourism (Kokkranikal, 2004), probably, provides a comprehensive framework for making it possible for tourism human resources development to be oriented towards sustainability. As Pearce (1995:152) argues, 'if the goal is sustainable tourism, then attention to the human resource development needs of tourists, tourism professionals and communities needs a sustained approach with enhanced resources and educational diversity for future generation'. It can be surmised that it is only through comprehensive human resource development programmes that the goal of sustainable development through tourism can be translated into a reality.

The key themes of chapter two and three related to the first objective of the study could be summarised in the following conceptual diagram (Figure 3.4).

Figure 3.4: The role of human resource development and sustainable tourism



Human Resource Development that is planned and organised in a systematic manner within a policy framework that seek to develop skills, competencies, knowledge, values, and attitudes promoting sustainability could be an effective way to facilitate sustainable tourism development. The chapters two and three have considered various themes surrounding human resource development and sustainable tourism, and established how a convergence of both could lead to sustainability-oriented development of tourism. Based on the outcomes of the chapter two and three, it could be surmised that the starting point of all tourism development has to be investment in human capital, and competitiveness and sustainability will follow spontaneously from such scientific approaches to human resource development.

CHAPTER 4: AN OVERVIEW OF TOURISM EDUCATION IN INDIA

“India is the country under the sun that is endowed with an imperishable interest for alien prince and alien peasant, for lettered and ignorant, wise and fool, rich and poor, bonded and free and on land and that all men desire to have seen and having seen once by even a glimpse would not vie that glimpse for the shows of all the globe combined”

Mark Twain

India has a long tradition of travel. Home to one of the most ancient civilisations, India had attracted travellers from different parts of the world from time immemorial. Explorers and professional travellers had visited the then very prosperous land for trade, knowledge and conquest. Within the ‘Greater India’ pilgrimage (Theerthatana) was an integral part of ‘Hindu Dharma’ and the major pilgrim centres like Kasi, Amarnath, Varanasi, Tirupathi still attract millions of visitors every year. The enfeeblement that the country suffered from centuries of plunder by the invaders of the earlier centuries and later by the colonial rulers metamorphosed a once affluent region into an impoverished one with the label of a ‘developing country’. The post independence period saw an underdeveloped India, looking desperately for solutions to overcome her economic and social problems. And tourism, though still not very high in the priority list, has been one among them. This chapter provides an overview of human resource development for tourism in India. It starts with an overview of Indian tourism development and discusses tourism policy and planning and performance of Indian tourism. The second part of the chapter deals with the evolution of and major challenges and issues for human resource development for tourism in the country. This chapter, thus, set the background to the empirical research on human resource development for tourism in India.

4.1 INDIAN TOURISM – AN OVERVIEW

For historical reasons, India started taking interest in modern tourism very late. India, with her wide variety of resources and attractions, and persistent development problems, has been trying to develop tourism as one of its development strategies from the time of independence in 1947. However, the economic and social advantages of tourism, which

were recognised by many developed and developing countries came to be recognised in India only in the 1960s. Although considerable resources were committed to increasing tourism to the country after independence, it was only in the 1960s that the sector began to receive the kind of priority it deserved (Bhatia, 1991). Tourism was seen not only as a source of foreign exchange but also as an important means for national integration (Bezbaruah, 1999).

In the 1980s, India was arguably the most successful among developing countries in using tourism for national development (Richter, 1989). Richter cited the following factors as responsible for the country's relatively reasonable performance (Richter, 1989 pp. 102-103) "1) an extensive colonial transport infrastructure on which to base further development; (2) a federal system that allowed states to pursue their own, often very innovative, approaches to tourism and remain somewhat apart from the vagaries of national politics; (3) an immense domestic tourism tradition that made tourism something more than a scheme to make foreign exchange for foreigners; (4) a public process that made tourism policy exquisitely slow at the Centre, but usually self-correcting; and (5) policymakers who did not make the erroneous assumptions so often made elsewhere that the growth and needs of the tourist industry were the chief criteria by which tourism should proceed. Some of these factors are relevant to Indian tourism even today. However, tourism policy making and administration in the latter part of the 1980s and 1990s was too slow and erratic to maintain a healthy growth rate of tourism (Equations, 1999) and over the decades India has been overtaken by many other developing countries such as Malaysia, Indonesia, Thailand, Egypt and China by some distance (WTO, 2009).

However, in the independent India, tourism cannot be said to have been a major priority area for government. The immediate concerns for the country were the development of political institutions and a federal structure. Understandably, industrialisation, infrastructure development and agricultural development were the main priority areas for a country left to deal with the problems of poverty, illiteracy, food deficit and

industrial backwardness. Indian also wanted to play a leadership role among Third World nations, initiating moves for the Non-Alignment Movement. The development model India adopted reflected the socialist leanings of her leaders and the country adopted a centrally planned mixed form of economy, in which a larger role was assigned to the public sector and lesser to a state-regulated private sector. In a planned economy each production unit and economic sector are allocated resources by the planners through a system of quotas. However, in the centrally planned mixed economy with its quota and licensing system, it has always been the government that had the upper hand and the country became notorious for its licence raj, red-tapism and corrupt politicians and bureaucrats.

4.2 TOURISM IN THE FIVE-YEAR PLANS

When India gained independence, its economy was in dire straits, and with a leadership with definite socialist leanings, India adopted the Soviet model of planning known as the Five Year Plans as the main planning system with supplementary Annual Plans. The Five Year Plans are long-term strategic plans for the development of a country's economy (Das, 1998; Kapila, 2003). In the USSR, they were in the form of a series of nation-wide centralised exercise aimed at rapid economic development through investment in heavy and light industry. Many countries, mainly communist and socialist ones, adopted this form of development planning. India belonged to the category of non-communist states that followed the Soviet system of planning. Jawaharlal Nehru, independent India's first Prime Minister, was instrumental in adopting this model of planning. He set up a Planning Commission in 1950 with responsibility of assessing all resources in the country, augmenting deficient resources and developing plans for the most effective deployment of the resources and determining priority areas (Kapila, 2003; Sengupta, 2008). Major development objectives of the Five Year Plans were as follows (Table-4.1).

Even though the first Five Year Plan was launched in 1951 and the country is now into its 11th Five Year Plan, the effectiveness of the Five Year and Annual Plans is still a point of debate (Kapila, 2003; Jalan, 2004). However, the initial national development plans virtually ignored tourism as a priority development area. Viewed as an industry that served the elite, tourism was placed 269th in the priority list in the first five-year plan. There was no allocation for funding for tourism and tourism was hardly mentioned in the plan document (Bezbaruah, 1999; Iyer, 2006).

Table 4.1: Priority areas in the Five Year Plans

Plan	Plan Period	Priority Areas
First Plan	1951-1956	Development of agriculture, community communications, and land rehabilitation.
Second Plan	1956-1961	Development of hydroelectric projects, steel mills, production of coal, and railway tracks.
Third Plan	1961-1966	Defence, price stabilization, construction of dams, cement and fertilizers plants, and education.
Fourth Plan	1969-1974	Nationalisation of banks, a lot of funds were spent on the 1971 war with Pakistan and the country also conducted its first nuclear tests in 1974
Fifth Plan	1974-1979	Employment, poverty alleviation, and justice
Sixth Plan	1980-1985	Information technology, Indian national highway system, tourism, economic liberalization, price control, and family planning
Seventh Plan	1985- 1989	Improving productivity by upgrading technology.
Eight Plan	1992- 1997	Modernization of industries
Ninth Plan	1997-2002	Agriculture and rural development, food and nutritional security, empowerment of women, accelerating growth rates, providing the basic requirements such as health, drinking water, sanitation
Tenth Plan	2002 - 2007	Reduction of poverty ratio, increase in literacy rates, reduction in infant mortality rate, economic growth, increase in forest and tree cover
Eleventh Plan	2007-2012	Income generation, poverty alleviation, education, health, infrastructure, environment

Source: compiled from Planning Commission (2008)

Tourism found some mention in the Second Five Year Plan, specifically regarding the development of tourist facilities in a limited number of places visited by foreign tourists and domestic tourists (Planning Commission, 1956). Even though there was no separate allocation of funds for tourism in the Second Five Year Plan, the Estimates Committee of the Parliament recommended setting up a separate Department of Tourism, which

came into being in 1957. A separate Tourism Development Council with the remit of liaising with the State Governments, national carriers, hotels and travel industry was set up in 1958.

The Third Five Year Plan noted that 'tourism has assumed increasing importance during recent years' (Planning Commission, 1961). It concentrated largely on the provision of facilities for accommodation and transport. The Plan also made a distinction in the activities of the Central and State Governments, with the Central Government responsible for developing international tourism and the State Government for domestic tourism (Planning Commission, 1961).

The Fourth Five Year Plan also continued with the differential roles for the State and Central Governments. However, the Fourth Plan recognised the important role that tourism can play in generating foreign exchange and employment. For a country struggling to generate foreign exchange through trade, understandably, the Fourth Plan embraced the selective approach to development of tourist infrastructure, especially in areas that received large flow of tourist traffic (Planning Commission, 1969). This selective approach to investment in and development of tourism was to become the cornerstone of Indian tourism policy in years to come. The Fifth Plan was noted for its lack of any broad strategy, perspective plan and any indication on Government's thinking on tourism. References to tourism were limited to a few programmes and some financial allocations (Bezbaruah, 1999).

The Sixth Five Year Plan (Planning Commission, 1974) marked a new beginning in the Government's approach to tourism development, probably, compensating for the negligence in the Fifth Plan. The Sixth Five Year Plan recognised the important role that tourism can play in the economic development of the country, which was a significant departure from the earlier stress on foreign exchange earnings. Specifically, the plan identified tourism's potential in facilitating socio-economic development with relatively low levels of investment and also tourism's contribution to national integration and

international understanding, employment generation, removal of regional imbalances, opening up of growth centres in marginal regions, development of local handicrafts and cultural activities and tax revenues of the government (Planning Commission 1974). The Sixth Plan was also noted for the introduction of the strategy of developing selective travel circuits to maximise cost-efficiency of tourism investment and highlighting the importance of coordination between the State and Central Governments and the private sector. The Plan had also increased the financial allocation for tourism development.

The Seventh Five Year Plan enunciated the role of tourism in the national economy and set clear objectives for tourism development in the plan, which included the faster development of tourism, according to the status of an industry, re-defining the role of the private and public sectors, and exploiting the potential of tourism to support local handicrafts and in promoting national integration (Planning Commission, 1979). The Plan clearly indicated a departure from the socialist notion of development through public sector initiatives. According to the status of an industry to tourism, the plan took a fresh view on the role of private sector, encouraging more investment by the private sector and limiting public sector investment to the development of support infrastructure. The Plan was also path breaking in identifying a number of thrust areas for concentrated action.

The Seventh Five-Year Plan: Thrust Areas for Tourism (Planning Commission, 1979:)

- a) Development of tourist circuits
- b) Diversification of tourism products and expanding the base from cultural tourism to other forms of holiday tourism
- c) Development of non-traditional areas such as trekking, winter sports, wildlife tourism, and beach resorts, etc.
- d) Restoration and balanced development of national Heritage products
- e) Exploration of new tourism markets
- f) Launching of a National Image Building and Marketing Plan in key markets jointly with the private sector

In a nutshell, the Seventh Plan was remarkable for identifying the thrust areas for focussed development of tourism and taking a more innovative approach to the role of the private sector in tourism. Most of the recommendations in the plan are still relevant to tourism policy making in the country, especially considering the fact that many of them are yet to be implemented completely.

The Eighth Five Year Plan (Planning Commission, 1984) provided a strategic review of the basic issues, which needed attention for the development of tourism in the country. The Plan recognised the need to improve transportation for the development of tourism, and recommended that the civil aviation department, the railways and road transport sector coordinate with the tourism department to ensure a more synergised investment in the transportation sector. Following on from the Seventh Five Year Plan recommendations private sector initiatives were encouraged in infrastructure development for tourism as well. The recommendations in the Eighth Five Year Plan were aimed at the following (Planning Commission, 1984):

- a) The assertion that the future growth of tourism shall be achieved mainly through private sector initiatives;
- b) The limitation of the government's involvement in tourism to planning broad development strategies, providing fiscal and monetary incentives and devising regulatory and supervisory mechanism;
- c) Cost efficiency, higher productivity, efficiency and quality in provision of infrastructure;
- d) Adoption of a selective approach to tourism development and the creation of 'Special Tourism Areas'.

The Eighth Five Year Plan is considered as one which took a very comprehensive view of tourism development in India, and represent a major change in the Government's approach to tourism, which is more in line with countries that have had managed to develop tourism more effectively.

The Ninth Five Year Plan turned its attention to a major sector of the tourism industry, which was conspicuous by its absence in almost all Government tourism reviews and aspirations so far, namely, domestic tourism. The Plan emphasised the importance of infrastructure development for domestic tourism and highlighted the unique position of State Governments to contribute in this area (Planning Commission, 2002). Of equal significance was the Plan's reference to people's participation at the grass root level for developing tourist facilities and creating a tourist-friendly atmosphere. The Northeast region of the country also found special mention in the Plan, with suggestions for special measures for tourism development for the socio-economic development of the region.

The Tenth Five Year Plan (Planning Commission, 2002) adopted a slightly different approach to tourism development, stressing more on the employment generation potential of tourism and its consequent role in socio-economic development. The Plan's principal objective was to integrate tourism with the socio-economic development objectives by creating 3.6 million jobs a year and also by increasing India's share of international arrivals from 0.38% to 0.62% by 2007 (Planning Commission, 2002).

The strategic objectives enunciated in the Tenth Five Year Plan were the following (Planning Commission, 2002: 824):

- To develop a national consensus on the role of tourism in the development agenda of the nation through the National Development Council.
- To enhance the effectiveness of public sector investment through the inter-sectoral convergence and prioritisation of tourism-related infrastructure programmes in other sectors like special tourist trains, rail and aviation links, rural roads etc.
- To remove the barriers to growth to leverage private sector investment.
- To mobilise the support of the primary players, viz. the State Governments, in tourism development.
- To mobilise public support by creating awareness of the socio-economic benefits of tourism for the host community.
- To provide legislative and regulatory support to protect the tourism industry, the consumer and the environment.

- To involve the rural sector in tourism and start mobile training units for service providers in rural areas identified for the development of tourism.
- To augment training facilities in hotel management and food craft and build the capacity of service providers at the cutting edge.
- To create world-class circuits and destinations, eschew haphazard development.

Further, the 10th Plan was also remarkable for its ambition for a tourism development, which was to be Government-led, private sector-driven and oriented towards community welfare. The Government's role, according to the Plan, was to create the legislative framework and basic infrastructure tourism development with the private sector providing quality tourism product and the community extending active support (Planning Commission, 2002).

The Eleventh Five Year Plan (Planning Commission, 2008) set a target of 10.25 million international tourists and 725 million domestic tourists by 2011 and plan-outlays and strategies are based on these targets. The emphasis in the Plan is on the diversification of principal source markets to include South Africa, Israel, Spain, China, Japan, South Korea, Australia, Brazil, Argentina, Mauritius, Kenya, Malaysia and Fiji. The Plan also identifies the Indian Diaspora as a major target market (Planning Commission, 2008). Specific measures to achieve these targets include substantial investment in the accommodation sector to increase the number of hotel rooms to 200000 from the present level of 100000 and the increased focus on developing rural tourism, cultural tourism, adventure tourism, cruise tourism, MICE tourism, and medical tourism (Planning Commission, 2008). The Plan objectives include the following (Planning Commission, 2008: 247):

- Positioning and maintaining tourism development as a national priority activity,
- Enhancing and maintaining the competitiveness of India as a tourist destination,
- Improving India's existing tourism products further and expanding these to meet new market requirements,

- **Creating of world-class infrastructure**
- **Developing Strategies for sustained and effective marketing plans and programmes**
- **Developing human resources and capacity building of service providers.**

Probably, an important feature of the Eleventh Five Year Plan was the introduction of the concept of competitiveness. The plan seems to enhance “India’s competitiveness as a preferred destination is enhanced with rationalization of taxes, liberalization of visa regime, improvement of airports, removing barriers to travel, enhancing tourist safety and security, and improving signage” (Planning Commission, 2008: 25). Also, included in the plan were recommendations for capacity building to meet the likely increase in the likely demand for human resource to service the increasing number of visitors. The Plan is also reflective of the more liberal economic and development approach that the country has been following in the recent years in an attempt to integrate better with the global economy. Concepts such as competitiveness are also indicative of a country, which is gaining in confidence about its core competencies (Porter, 1980; Hamel and Prahalad, 1996).

Even though tourism was included in all the Five Year Plans, it was in the 1980s that tourism was given any serious attention as a significant sector of the national economy (Bhatia, 1991; Iyer, 2006). Until then, tourism was treated as an elitist activity.

However, the effectiveness of the Five Year Plans in facilitating consistent development of tourism in the country is still questionable. Tourism sections of most of the Five Year Plans merely repeated same priority areas and development objectives and a lack of clear vision is probably the most important feature of the treatment of tourism in the Five Year Plans. Though the Plans had covered major issues in tourism development and clear conceptualisation of the place of tourism in the national economic planning was conspicuous for its absence in almost all the Plans. As Bezbaruah (1999: 44) argues, ‘ what the Five Year Plans have achieved through the categorisation of schemes and development programmes was, primarily a sectoral growth strategy for tourism but not a

role for tourism as a catalyst for growth'. The 11th Five Year Plans may be considered to be an exception as it delineates clearer direction and concrete objectives.

4.3 INDIAN TOURISM – A PERFORMANCE APPRAISAL

Even though global tourism developed at a very rapid pace in the post-war era, Indian tourism has not only been able to keep pace with this growth rate but has been very slow in its development, especially in comparison with other countries in the region like Malaysia, Indonesia, Singapore and Thailand, which started developing tourism simultaneously with India. While world tourist arrivals grew from 25 million in 1950 to 842 million in 2006 (WTO, 2007), in India international tourist arrivals increased from 17000 in 1951 to only 4.45 million in 2006 (Ministry of Tourism, 2008), which means a share of 0.52% of world tourism (Table 4.2). While China, Hong Kong, Thailand, Malaysia and Singapore have already broken into the group of the top 40 tourism destinations in the world with rankings of 4, 15, 18, and 29 and tourist arrivals of 49.6 million, 15.8 million, 13.9 million, 17.5 million, and 7.6 million respectively, India still remains outside the top 40 group with 4.45 million tourist arrivals (WTO, 2009). Considering the geographical area and diversity, cultural heritage, tourist attractions and resources, and a reasonably developed infrastructure, the performance of Indian tourism can best be described as lacklustre.

Table 4.2: Tourist Arrivals in India (in Million)

Year	World Tourist Arrivals	Foreign Tourist Arrivals	Domestic Tourists Visits	Share of Indian in World Arrivals
2002	706.4	2.38	269.6	0.34
2003	693.2	2.73	309	0.39
2004	761	3.46	366.2	0.46
2005	802	3.92	390.5	0.49
2006	842	4.45	461.2	0.52

Source: Ministry of Tourism, Government of India

Table 4.3: Foreign Tourist Arrivals and Estimated Foreign Exchange Earnings

Year	Arrivals	% change over previous year	Foreign Exchange Earning in Rs crore	%change over previous year	Foreign Exchange Earning in million US \$	% change over previous year
2003	2726214	14.3	20729	37.6	4463	43.8
2004	3457477	26.8	27944	34.8	6170	38.2
2005	3918610	13.3	33123	18.5	7493	21.4
2006	4447167	13.5	403758	21.9	8934	19.2
2007	4977193	12.4	49413	22.4	11956	33.8

Source: *Tourism Statistics 2007 at a Glance*, Ministry of Tourism, Government of India

India has always over-relied on a few countries for her tourists. The table (4.4) below shows the key markets of Indian tourism, which could be indicative of the lack of an efficient marketing strategy. It is doubtful that a country can effectively cater to such a wide range of markets.

Table.4.4 Key Markets of Indian Tourism (2007)

No.	Source Country	Number of Tourists	Percentage Share
1	USA	799000	15.73%
2	UK	796000	15.67%
3	Bangladesh	480000	9.45%
4	Canada	208000	4.10%
5	France	205000	4.03%
6	Sri Lanka	204000	4.02%
7	Germany	184000	3.62%
8	Japan	146000	2.86%
9	Australia	136000	2.67%
10	Malaysia	113000	2.22%

Source (Department of Tourism, Government of India, 2008)

However, Indian tourism does have a strong domestic market, which amounts to 461 million visitors a year (Table: 4.2 and 4.3) (Ministry of Tourism, 2008). Even though it has not received the kind of investment and support that the overseas tourism sector has been receiving since independence, its consistently good performance and size underlines its significance to the country's economy. There are definite merits in having a strong domestic tourism industry. As domestic tourists belong to a similar socio-economic background, they are easier to cater for and may not require the kind of expensive infrastructure that international tourism would requisition as a minimum. Domestic tourists are more loyal and tend to stand by their tourism industry at times of crisis. Also, given the similarity of cultural background, many of the socio-cultural impacts of tourism, especially those resulting from cultural distance, domestic tourism is likely to be less deleterious to the destination communities, compared to international tourism (Ghimre, 2001). The merits that are inherent in domestic tourism and the existence of a sizeable population and a thriving middle class would indicate that the starting point of any Indian tourism development initiatives has to be its huge domestic market.

As far as the impacts of tourism are concerned, almost all the established destinations and, surprisingly, the emerging ones are already afflicted by most of the maladies associated with tourism. Destinations like Goa and Kovalam have already become case studies of negative impacts of tourism and have also witnessed protest and hostility from the host community (Jithendran and Baum, 2000). Allegations of adhocism and lack of planned development are very common in Indian tourism. The prevailing situation raises serious doubts about the sustainability of tourism in India and its role as a catalyst of development.

Table-4.5: International Tourist Arrivals in Asia and Pacific Region: in millions

No	Countries	2004	2005	2006
1	China	41.8	46.8	49.6
2	Malaysia	15.7	16.4	17.5
3	Hong Kong	13.6	14.8	15.8
4	Thailand	11.7	11.6	13.9
5	Macau	8.3	9.0	10.7
6	Singapore	6.5	7.0	7.6
7	Japan	6.1	6.7	7.3
8	Korea, Republic	5.8	6.0	6.2
9	Australia	4.7	5.0	5.1
10	Indonesia	5.3	5.0	4.9
11	India	3.4	3.9	4.4

Source: WTO (2007)

Yet, tourism is the highest net foreign exchange earner for the country earning US \$11.74 billion in 2008 and one of the major generators of employment outside agriculture sector (Ministry of Tourism, 2008). Indian tourism is estimated to generate 12.1 million in direct employment, which accounts for 2.8% of the total jobs in the country (Ministry of Tourism, 2008). The indirect and direct employment together is expected to be around 30.5 million jobs, representing 6.4% of jobs (WTTC, 2008). And the employment multiplier for tourism in India is estimated to be 2.36 (Raveendran, 1995). With the economic liberalization, social changes - especially those related to the family system, and a growing middle class, already in excess of 250 million (Planning Commission, 2008); more and more Indians now take annual holidays, which augurs well for domestic tourism. The estimated high growth rate of tourism in the coming decades and a potential saturation in tourist flows into the hitherto well established tourism destinations offer a very good opportunity for Indian tourism to tap its potential

for increased development and assist in the national economic and social development in a big way (Iyer, 2006; Fazili and Asharaf, 2006).

An analysis of the reasons behind the problems in the development of Indian tourism points to a number of areas such as shortcomings in tourism policy and planning, tourism administration and human resource development. A major factor that has historically affected the development of tourism in India was the negligible investment in developing tourist infrastructure. The Indian Government has constantly neglected tourism development, while India's competitors in the South East Asian Region were investing heavily in developing world-class infrastructure (Iyer, 2006). For example, in 2000, a mere 6.4% of India's GDP was invested to develop tourism against a world average of 11.8% (Agarwal, 2000). The budgetary allocation for tourism averaged 0.16% of the total plan outlay from the Third to Ninth Five Year Plan, with the Tenth Five Year Plan allocating 0.72% of the total plan outlay for tourism (Planning Commission, 2008). This was very low when compared to the budgetary allocations of major tourism countries in the region such as Malaysia (5.1%), Nepal (5%), Indonesia (8.4%), Maldives (15.7%), and China (3.8%) (Agarwal, 2000). The lack of adequate investment has resulted in pathetic road and aviation facilities, poor rail infrastructure, and insufficient hotel accommodation. The Tenth Five Year Plan document identified the following factors that were inhibiting India's competitiveness in tourism:

- Lack of concern for competitiveness
- Complex visa procedures
- Inadequate facilitation services
- Lack of quality infrastructure
- Lack of emphasis on product quality
- Lack of training at the 'cutting edge'
- Lack of hygiene
- Low utilisation of modern marketing and publicity tools

(Source: Planning Commission, 2002)

A number of barriers are also present in Indian tourism that discourage private sector investment, which include absence of legislative support, lack of policy integration and co-ordination, lack of long-term investor friendly policies, heavy and multiple taxes, and restrictive aviation and land policies (Planning Commission, 2002). Ahmed (1991) identified the problem areas of Indian tourism as (1) lack of support for investment in tourism compared to other sectors (2) a confused policy environment resulting from frequent political changes (3) social and political unrest in parts of the country (4) confused business environment in which the state and private sector are still unsure of whether to follow socialist development goals for neo-liberal ones (5) unpleasant tourist experiences caused by poor infrastructure and low quality facilities. In a study analysing India' image as a tourism destination among foreign visitors a number of problems such as unethical business practices, beggars, unhygienic conditions, poor quality of transportation and safety concerns, poor quality of service were identified as creating a negative image for Indian tourism (Chaudhary, 2000).

Civil aviation policies, especially the government's reluctance to open up the Indian sky to international carriers to protect two badly performing public sector carriers have, probably, been another major reason for the lack of growth in Indian tourism (Raghuraman, 1998, Singh, 1998). The country could offer only 5.3 million seats in the international segment against a demand for 10 million seats (Shenoy and Chaudhary, 2004). In the domestic sector there were only 9.79 million seats are on the offer against demand for 19 million seats (Economic Times, 2004). However, the recent years have seen a departure from these protectionist aviation policies, and a number of successful private airlines are operating in the country.

Another major issue for the Indian tourism is the country's visa regulations, which are stringent and troublesome. India's reciprocity policy, under which visas are issued only to nationals of those countries that give visas to Indian citizens, is a major stumbling block in relaxing the visa regime (Agarwal, 2000). India's main competitors in the region such as Bhutan, Nepal, Singapore, Seychelles, Maldives, Thailand, Taiwan and

Indonesia offer visa on arrival to international tourists. With reciprocity visa policies towards 140 countries, the country has very little room to make it easier for tourists to get their tourist visas (Agarwal, 2000). Of course, there are security constraints in liberalising country's visa regime, but if international tourism is to grow a way has to be found to provide less cumbersome visa procedures to India's principal target markets.

The absence of a sufficiently strong hospitality industry is another major impediment to the growth of international tourism to India. Though the country has some major hotel chains, the hospitality sector in the country has failed to meet the demand for rooms. Against a demand of 130,000 rooms in 2000, there were only 60000 rooms on offer in the country (Agarwal, 2000). It is estimated that the shortfall in tourist accommodation in the country will be 150,000 rooms by 2010 of which more than 100,000 will be in the budget category (Planning Commission, 2008). The main reason for the shortage of hotels is the short supply of land suitable for construction of hotels, particularly budget hotels. The archaic land laws and an unhelpful tax policy have also affected the development of the hospitality sector in the country. The average expenditure tax for Indian hotels amounts to 30%-40%, which is very unfavourable compared to 4% to 6% tax levied by other Southeast Asian countries (Agarwal, 2000). Another major issue is multiple point taxation, which makes the entire regime more cumbersome and unwieldy (Agarwal, 2000). The Coastal Zone Regulations that restrict constructions within 500 metres of the coastline is another major impediment in the growth of coastal tourism, which still has high demand in major international markets (Ministry of Environment and Forests, 1991; Haribabu, 1997)

The country has also lagged behind in its marketing of its tourism products. It is still unclear what branding strategy that the country follows for its tourism industry. The Department of Tourism, both at the Centre and State level seem to lack a coherent destination branding strategy, seemingly attempting to be everything to everyone. A totally muddled brand image can only confuse potential tourists and drive them towards the country's competitors, who offer clearer brand that the markets can identify with.

Recently, the country had launched the 'Incredible India' campaign (Ministry of Tourism, 2008), which has, of course, helped the country's tourism sector with its promotional campaigns. However, questions remain about the effectiveness of this campaign in relating the country's tourism products to the motives of the customers in the major target markets. And there seem to be no follow ups to the massive global advertising blitzkrieg using the 'Incredible India' theme.

The tourism administration in the country has a number of limitations (NCT, 1988). The role of the Ministry of Tourism is limited to marketing and policy making, while other ministries are responsible for the other core areas that affected the tourism industry. For example, the Ministry of Civil Aviation handles the aviation policy and airport management, the Ministry of Home Affairs control the visa affairs, and the Ministry of Finance decides on the taxation policies. There are also ministries dealing with environment, urban and rural affairs that are responsible for many aspects directly related to the tourism industry. Of course, these matters have to be dealt with by the respective ministries, but problems arise when there is no coherence and coordination between these ministries. The resultant confusion can only contribute to a more complicated web of bureaucracy and does adversely affect the progress of the tourism industry, making it extremely difficult for the tourists, tourism businesses and destination communities to play their respective roles in the development of Indian tourism (, NCT, 1988; Iyer, 2006).

Many of these problems can be traced to lack of quality human resources that are professional and competent in developing and managing tourism. To summarise the story of Indian tourism is that of underperformance in a sector in which the country has a massive potential in terms of tourism products, and a huge domestic and regional market.

In recent years Indian Government has started taking measures to overcome the historical tardiness in the tourism growth, especially during the Tenth Five Year Plan

period. The 2003-2004 Union Budget granted the tourism industry the 'infrastructure status', which allows the sector to avail of long-term funds at cheaper rates to assist infrastructure development (Planning Commission, 2008). Some important changes were made to the tax regime related to the tourism industry, notably the abolition of expenditure tax and the advice to state governments to abolish luxury tax on food and lodging (Planning Commission, 2008). Further, aviation sector was liberalised allowing daily flights from Southeast Asian Countries and permitting additional flights from France, Singapore and Malaysia (Planning Commission, 2008). The proposed modernisation of international airports in the country to make them on par with global standards is also expected to aid the growth of the aviation sector (Planning Commission, 2008). The upgrading of the airports and increased air connectivity has already started showing results in increased tourist arrivals. The 'Incredible India' campaign launched in 2002 has also helped in creating more awareness of the Indian tourism attractions globally, especially with massive advertisement drive in the global media (Kant, 2008). The inclusion of India among top ten tourist destination in the world in the Annual Readers Survey of Conde Nast Traveller Magazine in 2003 (Kant, 2004) probably can be directly related to the effectiveness of the 'Incredible India' campaign.

4.4 TOURISM PRODUCTS OF INDIA

Tourism in India has an impressive variety of tourism products which include: heritage tourism (with the 26 and 14 potential World Heritage Sites at the core); cultural tourism (both tangible and intangible forms of culture), eco-tourism (wild life and natural areas); adventure tourism (mountain climbing, mountain trekking, river-based sports including rafting, and skiing); wellness tourism (ayurveda and yoga) and medical tourism (developed by world class private sector hospital chains); beach tourism (centred around Goa and Kerala); religious tourism (Varanasi, Haridwar, Tirupati, Bodh Gaya, Ajmer); MICE (meetings, incentives, conferences and exhibitions) tourism; desert tourism; and finally rural tourism (Planning Commission, 2008).

A land of contrasts, India is vast and beautiful. Home to more than a billion people belonging to various linguistic, ethnic and religious groups, India has a rich resource of both tangible and intangible cultural heritage (Iyer, 2006). Monuments such as Taj Mahal and the numerous forts and palaces dotting almost all regions of the country provide Indian tourism with unique cultural attractions. Various forms of classical dance and music and the diversity of her people and landscape, ranging from snow to tropics, also help attract the attention of a wide range of market segments. The country has also most of the climatic conditions to suit the interests of all types of visitors. A diverse range of tourism resources leaves India in a unique position of being able to cater to the needs of most type of tourists. The underperformance of the Indian tourism, thus, is not due to any paucity of resources, but is a case of lack of investment and sound management.

4.5 TOURISM ADMINISTRATION

Tourism as an area that required government's attention was recognized in 1946, when a committee under the chairmanship of Sir John Sergeant, Secretary, Department of Education was appointed to advise the Government on the development of tourism (Bhatia, 1982). The Sergeant Committee noted that tourism promotion would contribute substantially to the direct and indirect revenue earning for the country and encouraged the development of tourist traffic to and in the country by all possible means (Singh, 1998). The Committee recommended that a separate organisation be set up to develop and promote tourism in the country. Other major recommendations of the Committee (Bhatia, 1991) included:

- I. Coordination of air and train services to facilitate comfortable air and train journeys
- II. Provision of a chain of first class hotels of international standard
- III. Setting up publicity bureaux in London, New York and in the capitals of other major countries with tourism potential

The recommendations of this committee had far-reaching effects on tourism development in the subsequent years and especially after the independence. An immediate outcome was the setting up of a Tourist Traffic Branch under the Ministry of Shipping and Transport in 1949 (Bhatia, 1982).

After independence the Tourist Traffic Branch was expanded into four branches in 1955 to look after specific areas such as Tourist Traffic Section, Tourist Administrative Section, Tourist Publicity Section, and Distribution Section (Bhatia, 1982). Later on four tourist field offices were set up in Delhi, Calcutta, Bombay and Madras, along with a number of information offices all over the country (Singh, 1998). Overseas Tourist Offices were opened in New York, London, Melbourne and Colombo to provide tourist information, publicity, public relations, sales promotion and monitoring market trends (Bhatia, 1991). A sign of the increasing priority assigned to tourism development was the creation of a separate tourism department in the Ministry of Transport under a Director General of Tourism. In 1967 a Ministry of Civil Aviation and Tourism was formed with two constituent departments- the Department of Tourism and the Department of Civil Aviation – which marked according to tourism a separate sector status.

The Department of Tourism mainly performed a promotion role and had seven divisions – i) Planning and Programming, ii) Publicity and Conference, iii) Travel Trade and Hospitality, iv) Accommodation, v) Supplementary Accommodation and Wildlife, vi) Market Research, vii) Administration (Bhatia, 1982). The Department's activities were expanded further to include cooperation with international travel and tourist organisations, developing tourist facilities, publicity and awareness campaigns, streamlining border formalities, regulation, compilation of statistics and market research. The Department also performed a liaison role by coordinating with other Government Departments, Committees and Advisory bodies. Other major initiatives by the department include the setting up of a National Council for Hotel Management Catering Technology (NCHMCT) in 1961, which was responsible for setting up institutions to offer training in hotel management and catering technology. The Indian Institute of

Tourism and Travel Management (IITTM) was set up in 1983 with the mission of developing quality human resources for tourism and allied services (Bhatia, 1982). To cater to the financial needs of the tourism industry, a Tourism Finance Corporation of India (TFCI) was set up in 1988 with major banks and financial institutions as its shareholders (Singh, 1998; Iyer, 2006). Over the years, the Department of Tourism has established itself as one of the key government departments with a number of overseas and domestic offices and a significantly enhanced budget allocation. Politicians have also been becoming increasingly enthusiastic about tourism, evidenced by the interest shown by powerful politicians in taking up the Ministry of Tourism. Following are the major activities of the Department of Tourism (Planning Commission, 1988: 15):

- a) Promotion and publicity at home and abroad with the object of promoting travel to and within India.
- b) Compilation, collection and dissemination of tourist information in India and abroad and attending to enquiries from international tourists, and travel agents, airlines, steamship companies and hotels;
- c) Facilitation work, such as simplification of frontier formalities in respect of international tourists;
- d) Cooperation with international travel and tourist organisations at Government and non-Government levels;
- e) Development of tourist facilities and infrastructure at places of interest to international and domestic tourism
- f) Regulation of activities of the various segments of the travel trade, such as hotels, travel agents, tour operators, wild life outfitters, guides, tourist car operators and shop-keepers catering to tourist's needs; and
- g) Compilation of statistics and conducting and commissioning market research and surveys.

The ad-hoc committee on Tourism set up by the government in 1963 recommended that the public sector should assume a more active role in developing tourism (Bhatia, 1982). Following these recommendations, in 1965 the Government of India set up three separate corporations in the Department of Tourism, viz., Hotel Corporation of India Ltd., Indian Tourism Corporation, and India Tourism Transport Undertaking Ltd, under

the provision of the Companies Act. The main remit of these undertakings were to construct and manage hotels in the public sector, produce material for tourist publicity and to provide transportation facilities to tourists (Bhatia, 1982). Later on these undertakings were merged into one single corporation. The new corporation, the India Tourism Development Corporation Ltd, came into being in 1966 with the following objectives (Bhatia, 1982:303):

- Construction and management of hotels, motels, restaurants, tourist bungalows, guesthouses and beach resorts at various places for accommodating tourists.
- Provision of transport facilities to tourists
- Provision of entertainment facilities to tourists by way of organising cultural shows, music concerts, sound and lights shows, etc.
- Provision of shopping facilities to tourists
- Provision of publicity services to assist India's promotion overseas as a tourist destination and projecting the national importance of tourism at home

Starting with the take over of three government-owned hotels in Delhi and a transport fleet of 50 cars and tourist coaches, the ITDC became the largest provider of accommodation provider in India with hotels and resorts all over the country (ITDC, 2009). ITDC also set up restaurants, duty free shops and produced a number of light and sound shows. It has a marketing department, which has been producing publicity materials not only for its own businesses but also for the overall tourism sector in the country. ITDC did play a pioneering and catalytic role in tourism development in the country, investing in developing new destinations and taking initiatives to provide tourist facilities at a time when tourism was not considered an attractive investment option by the private sector (Singh, 1998). As of today, ITDC has following divisions offering a range of services to the tourism industry (ITDC, 2009):

- The Ashok Group of Hotels
- Corporate Marketing
- International Duty Free Trade

- Travel and Tours
- The Advertisement and Publicity
- Engineering and Consultancy
- Catering Units
- Sound and Light Shows
- Training for Hospitality and Tourism
- Event and Conference Management

However, the important services rendered by the ITDC to the development of Indian tourism is also tarnished by common maladies of public sector businesses in developing countries. Even though, ITDC owns some of the best hotel properties in the country, all of them were seen to offer inefficient management and below-par service quality, compared to private sector tourism businesses. Often, ITDC failed to live up to the expectations and had to be supported by government funding at times of financial difficulties (Babu, 2008).

The economic liberalisation that started in the 1990s saw the Government deciding to divest itself of a number of public sector businesses. ITDC was one of the organisations earmarked for divestment and consequently a number of hotels owned by the ITDC were sold to private sector (Iyer, 2006). In a sense, it was the right thing to do considering the abject performance of the corporation as a commercial business organisation and the emergence of strong hotel and tourism industry in the private sector in the country. The increased interest in investing in tourism from the private sector also makes the relevance of ITDC as a pioneering organisation to develop tourism in the country is somewhat debatable.

As tourism is in the concurrent list of development areas, state governments also have an important role in its development, especially at the provincial and regional level (Bhatia, 1991). At the state level, governments set up Departments of Tourism to plan, develop and market the tourism products of the respective states. Following the example of Central Government, almost all State Governments set up their on Tourism

Development Corporations to take a commercial role in tourism development. Some states, e.g. Kerala, have set up tourism and hospitality training institutions to help with human resource development for tourism in their respective regions (Kokkranikal and Baum, 2002).

Today, Indian tourism administration is quite well developed in terms of the number of departments and the variety of its functions. However, it is also a very good example of bureaucracy and red-tapism that is seen in many developing countries. Political interference and frequent change of bureaucrats have made it impossible for Indian tourism administrators to adopt a consistent and proactive approach to tourism development in the country (Gantzer and Gantzer, 1983). A lot of resources are expended to events and programmes that make very little contribution to the country's tourism development. There is also overlap in the activities of the tourism departments and tourism development corporations at central and state level. A streamlined tourism administration system with well defined roles and goals will go a long way in ensuring a more efficient use of scarce resources and a more effective tourism development strategy.

4.6 TOURISM POLICY OF INDIA

A national tourism policy has the function of highlighting the importance of tourism to a county and setting out the objectives of tourism development. These objectives guide and provide a framework for tourism development (Ritchie and Crouch, 2003). In most countries tourism policies have some very general aims and objectives, which are always very ambitious and well-meaning in nature. Aspects such as balance development of tourism, equitable distribution of the benefits of tourism, environmentally responsible and sustainable tourism are commonly occurring themes in most tourism policy documents (Crojne and Kokkranikal, 2008).

The first ever Tourism Policy of India was announced in 1982 with the aim of providing a sense of purpose and direction (Planning Commission, 1992). The preface of the 1982

Tourism Policy recalls Jawaharlal Nehru's view on tourism, ' We must welcome visitors from abroad for economic reasons, for tourism bring foreign exchange, but even more so because this leads to greater understanding and mutual appreciation. There is nothing that the world needs today more than mutual understanding' (Planning Commission, 1992: ii). The 1982 Tourism Policy is based on this vision of tourism and had the following objectives in developing tourism (Ministry of Tourism, 1982) that it:

1. Becomes a unifying force nationally and internationally fostering a better understanding;
2. Helps preserving Indian heritage and culture and projecting the same to the world;
3. Brings socio-economic benefits in terms of employment, income generation,
4. Revenue generation, foreign exchange and causes human habitat improvement;
5. Gives direction and opportunity to the youth of the country to understand the aspirations and viewpoints of others and help in greater national integration;
6. Offers opportunities to the youth of the country, not only for employment but also for taking up activities for nation-building and character-building like sports and adventure.

The policy emphasized the development of domestic tourism as a foundation for future strategy, and highlighted the need for a coordinated approach. However, the policy was also aimed at presenting India as an ultimate holiday resort to the foreign tourists (Equations, 1999), and the policy had put forward following measures to market India to the international tourists:

1. To take full advantage of the national heritage in arriving at a popular campaign for attracting tourists;
2. To promote tourist resorts and make India a destination of holiday resorts;
3. To grant the status of an export industry to tourism;
4. To adopt a selective approach to develop few tourist circuits; and,
5. To invite private sector participation into the sector.

A National Committee on Tourism was constituted in 1986 by the Planning Commission to prepare a perspective plan for the sector following on the recommendations of the 1982 Tourism Policy (NCT,1988) . The Committee's remit was to evolve a perspective tourism development plan within the broad framework of the Seventh Five Year Plan... The Committee, which had some of the eminent planners as members, made some very important recommendations. Major recommendations of the Committee included (NCT, 1988):

1. Replacing the Department of Tourism with National Tourism Board
2. Setting up a separate cadre of Indian Tourism Service
3. Privatisation of the two public sector airlines
4. Setting up a standing committee of Tourism Ministers for an integrated approach to tourism development and also to effectively involve the State Governments.
5. Formulation of a National Tourism Policy framework supported by legislation to implement the recommendations of the Committee
6. Integration of tourism plans into overall plans of the country and into Area Development Plans

If implemented properly, these recommendations would have contributed to revolutionizing the tourism development in the country. However, most of these recommendations are yet to be implemented and with the passage of time, are unlikely to be implemented.

In its pursuit of effective implementation of the recommendations of the National Committee on Tourism and those of the 1982 Tourism Policy, the Ministry of Tourism drew up a National Action Plan for Tourism (NAPT) in 1992. The NAPT was meant to be an emergency plan of action to set things right in the key areas of tourism development and to achieve quick results. In a way the NAPT was an attempt to remedy the inadequacies and weaknesses of the country's tourism development activities and to develop a competitive tourism industry. The main objectives of the NAPT (1992) were:

- Socio-economic development of areas;
- Increasing employment opportunities;

- Developing domestic tourism for the budget category;
- Preserving national heritage and environment;
- development of international tourism;
- Diversification of the tourism product; and
- Increase in India's share in world tourism (from the present 0.4% to 1% during next 5 years)

The strategies outlined in the NAPT (1992) to achieve these objectives were:

- Improvement of tourism infrastructure
- Developing areas on a selective basis for integrated growth along with marketing of destinations to ensure optimal use of existing infrastructure
- Restructuring and strengthening the institutions for development of human resources
- Evolving a suitable policy for increasing foreign tourist arrivals and foreign exchange earnings

The NAPT also set foreign exchange targets to increase from Rs.10,000 crores (1 crore = 10 million) in 1992 to Rs.24,000 crores by 2000, tourism employment to 28 million from 14 million and hotel accommodation is from 44,400 rooms to 1,20,000 by 1995 (NAPT, 1992). Other provisions in the Action Plan include stopping subsidies to star hotels, encouraging foreign investment in tourism and the setting up of a convention city for developing convention tourism. The Action Plan envisages the development of Special Tourism Areas on lines of export processing zones, provision of Special Central Assistance the States to improve the infrastructural facilities at pilgrimage places, and setting up a National Culinary Institute. The NAPT also projected a liberalised framework for recognition and functioning of travel agents and tour operators.

The NAPT was meant to provide a new direction to tourism development in the country and to the credit of the tourism administrators in the country it was a step in the right direction. The 1990s saw a number of changes happening in Indian tourism, notably, the recognition of tourism by the State Governments as an industry on par with other industries eligible to receive the Government subsidies and assistance that was available

to other industries (Planning Commission, 2008). The drive towards privatization and increased private sector involvement was initiated during the years after the announcement of the NAPT. Notable was also the relaxation of rules related to foreign investment in the tourism industry. In the transportation sector a number of domestic airlines were started in the private sector. Probably, the most important feature of the NAPT was that it gave a fillip to a more vigorous development of tourism.

The next major tourism policy was announced in 2002, which was probably reflected the economic and political outlook of a confident and forward-looking India that emerged in the new millennium (Ministry of Tourism, 2002). The policy takes a more strategic and realistic approach to developing tourism in the country. . The introductory sections of the policy does recognize the fact that 'left to itself, the industry will develop naturally, but not necessarily optimally or sustainable, and without any clear links to the broad development objectives of the country. Uncontrolled tourism growth could damage India's socio-cultural structure, degrade its tangible and intangible cultural and natural heritage, and lead to adverse economic impacts such as high importation costs, and weakening inter-industry linkages' (Ministry of Tourism, 2002:2). The policy does recognize the need for a properly planned development and management of tourism at all levels in partnership with the private sector to achieve a sustainable growth of tourism within the framework of the country's development priorities (Ministry of Tourism, 2002). The overall goal and strategy the for tourism industry in the policy was to ensure that its development is closely tied to the national development priorities of the country and the vision for the Indian tourism in the 2002 tourism policy was to (Ministry of Tourism, 2002: 4):

"Achieve a superior quality of life for India's peoples through tourism which would provide a unique opportunity for physical invigoration, mental rejuvenation, cultural enrichment and spiritual elevation".

It is a vision that starts with a development agenda, but fails to set a future scenario for the tourism industry itself. The key objectives listed in the policy to achieve the vision were (Ministry of Tourism, 2002: 3):

1. Positioning and maintaining tourism development as a national priority activity;
2. Enhancing and maintaining the competitiveness of India as a tourism destination.
3. Improving India's existing tourism products and expanding these to meet new market requirements;
4. Creation of world class infrastructure
5. Developing sustained and effective marketing plans and programs.

The 2002 tourism policy represent recognition of Indian tourism industry's underachievement over a period of fifty years and rightly stresses on the improvement of infrastructure, tourism products and marketing. A new theme that can be seen in the policy is the desire to enhance and maintain the competitiveness of the tourism industry, which is, probably, the only feature that distinguishes the 2002 policy from the previous attempts to provide a direction to tourism development in the country. On a positive note, the 2002 tourism policy does provide a more objective framework that allows various stakeholders to work within the parameters of the national development priorities.

To sum up the 2002 Tourism Policy outlines the following initiatives (Ministry of Tourism, 2002):

- To build all tourism development activities around the *7-S Mantra* of *Swaagat* (welcome), *Soochanaa* (information), *Suvidhaa* (facilitation), *Surakshaa* (security), *Sahyog* (cooperation), *Sanrachnaa* (infrastructure) and *Safaai* (cleanliness);
- To make tourism a catalyst for employment generation, wealth creation, development of remote and rural areas, environment preservation and social integration, and also to spruce up economic growth and promote India's strengths as a tourism destination that is both safe and at the same time exciting;
- To allow foreign equity of up to 51 per cent in tourism projects, to approve higher equity on a case-to-case basis, and to permit investment by non-resident Indians up to 100%;
- To provide approvals for technology agreements in the hotel industry on an automatic basis;
- To provide concessional rates on customs duty of 25% for goods required for setting up and expanding hotels;

- To exempt 50% of profits derived by hotels, travel agents and tour operators in foreign exchange from income tax and also to remove income tax on the remaining profits if reinvested in a tourism related project;
- To waive customs duty on essential imports by hotels and travel trade up to the value of 25% and 10% respectively of the foreign exchange earned by them in the preceding licensing year;
- To remove taxes on 30% of profit earned by hotels located in locations other than the four major metro cities for a ten-year period; and
- To waive expenditure tax for hotels located in the hills, rural areas, places of pilgrimage or specified place of tourist importance.

As can be noticed in the initiatives above, the 2002 Tourism Policy have the right intentions and aims to guide tourism development not only by laying down a framework, but also by offering a range of incentives to signpost its type and locations. However, it remains to be seen how far these policy initiatives would lead to the development of a tourism industry that can genuinely address the development issues of the country. Considering the abundance of well-meaning sentiments stated in earlier policy and plan documents and the very slow development of tourism in the country, one is rightly justified in remaining cautious.

4.7 HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA

Human resources development for tourism has a relatively recent origin in India, beginning with the foundation of the College of Catering and Institutional Management in Bombay in 1954 with United Nations funding, which was followed by three more regional institutions in Calcutta, Delhi and Madras in 1962, and subsequently 12 food craft centres in different parts of the country, later (Dhar, 1990). However, the main focus of these institutions was food and nutrition rather than hospitality and till 1970 they were under the Ministry of Agriculture, reason being the then priority of overcoming the problems of starvation and nutrition, which confronted the country during the post independence days (Andrews, 1993). These institutions were transferred to the Ministry of Tourism only in 1982 and in 1984 a national level umbrella

organization, National Council for Hotel Management and Catering Technology (NCHMCT) was created as the apex body for hospitality education (Andrews, 1993).

There are currently 26 Institutes of Hotel Management (IHMs), funded by the Government of India and 125 private institutes affiliated to various universities and state governments (Planning Commission, 2008). There are also six Food Craft Institutes (FCIs) run by the Central Government and 20 in the private sector. The hotel management institutes including the private ones turn out 14000 graduates annually and the FCIs another 4000 personnel in the skilled categories (Planning Commission, 2008). However, the total number of personnel turned out by the existing institutions fall far short of the industry requirements, which is estimated to be annually 69,000 in the managerial level and 134000 in the skilled categories (Planning Commission, 2008). It is estimated that there is a 35% attrition to other industry leaving only about 9000 graduates and 2500 skilled workers available annually to the hotel industry (Planning Commission, 2008). Recently, the Hotel Management Institutes in the private sector have started offering bachelor degrees in Hotel Management in affiliation with local universities. Some of them offer degrees of overseas universities from United Kingdom as franchisees as well as in the form of collaborative delivery of classes (Bagri, 2006). Thames Valley University in London and Queen Margaret University in Edinburgh are some of the examples (e.g. Queen Margaret University's partnership with Oriental Group of Hotel Management Institute, Lakkidi; Thames Valley University's partnership with RM Institute of Hospitality Management, New Delhi).

Human resources development for the tourism sector (non-hospitality) had a much later beginning and a totally unstructured and unplanned growth until the 1980s (Dhar, 1990, Agarwal, 2008). Tourism programmes emerged not through any centralised planning or the study of tourism phenomenon but because of industrial needs. In the seventies and eighties, they were confined to polytechnics or private institutes. From the 1990s attention was given to supervisory or managerial levels in tourism education and research gradually picked up. The responsibility for such a situation has to be shared by both – the tourism industry as well as the education system (Dhar, 1990). It was global

competition that forced the tourism industry to recognise human resources as a part of the tourism product with specialised skills and knowledge to ensure quality of service and the product.

The first tourism course in the country was started in 1972 at the under-graduate level by the College of Vocational Studies, University of Delhi (Dhar, 1990). Specific skills requirement of the sector like airline ticketing and tour guiding were covered by the training programmes organized by airlines and the Government tourism departments from time to time. However, more serious initiatives in tourism education have their origin in the setting up of the Indian Institute of Tourism and Travel Management (IITTM), in 1983 by the Central Ministry of Tourism, as the apex body for tourism education in the country (Bagri, 2006). The initial years saw IITTM providing training to in-service personnel and the grass root level workers, and also courses in foreign languages. By 1989, IITTM started expanding its activities by setting up regional chapters at Bombay, Delhi and Trivandrum and offering its Management Development Programs in tourism leading to Diploma in Tourism Management (Bagir, 1998; Rao, 1995).

IITTM was successful in its efforts to secure assistance and cooperation from WTO, ESCAP and PATA to further the cause of tourism education in the country, in the form of workshops, trainer development programme and visits by international experts. IITTM shifted to Gwalior in 1992 and now has its regional chapters in Bhubaneswar, Calcutta, Delhi, Goa, Lucknow and Trivandrum (Rao, 1995). It now offers its own two in house Diploma courses and a variety of training programs at Gwalior and through its regional chapters. The most important achievement of IITTM was its catalytic role in the launch of tourism courses in the universities by offering assistance in curriculum design especially for the Master level programme in Tourism Administration (MTA), which was started in 1991, and lobbying with the Universities Grant Commission (UGC), which resulted in UGC financing introduction/inclusion of tourism courses in 25 institutions all over the country (Rao, 1995). In the late 1980s and the early 1990s,

tourism courses were introduced at the Post Graduate level in four universities (Bagri, 2006).

Presently, almost all universities in the country offer tourism courses at post graduate and undergraduate level directly and through affiliate colleges besides IITTM and its chapters (Bagri, 2006). Further, in states like Kerala, tourism is now offered as a vocational subject at the plus two (higher secondary) levels. From 1993, the Indira Gandhi National Open University (IGNOU) started a variety of distance learning programmes in tourism. The distance learning programmes offered by IGNOU had a more healthy approach to tourism education and have been based on a reverse bottom to top model, starting with a six month certificate course, moving on to a one year diploma then to a three year Bachelors in Tourism Studies and finally a Masters in Tourism Management (Kumar, 2005).

There has been a difference in goals and objectives between the conventional university system and the open learning system. The former had the aim of providing human resources to the industry and this limited the scope of “liberal” or “other knowledge” in the tourism curriculum. In the open learning, the very first program launched aimed at creating tourism awareness with a module on Foundation Course in Tourism incorporating not just the industrial aspects but also issues like social, cultural and environmental aspects, politics of tourism, threats and obstacles to tourism, issues of child labour and gender sensitivities, leakages, etc. while the other modules considered guest-host relationship, sociology and anthropology of tourism along with certain case studies from the industrial side (Kumar, 2005). The programmes were titled as tourism studies up to the undergraduate level where the students attain an overall view through various modular programmes. It is only at the Masters level that the term “Tourism Management” was used with the aim of developing managerial skills. This is a far cry from the ‘bandwagon approach’ (Kumar, 2006), in which everyone rushed to start tourism courses without any efforts to understand and consider the curriculum and employability issues.

The provision of tourism education in India can be classified into the following categories (Kumar, 2005; Bagri, 2006; Agarwal, 2008):

1. The polytechnics and private sector institutions that offer courses in operational areas such as ticketing, housekeeping, bakery, etc.
2. Bachelors, Master's and Research level courses offered by the University system.
3. Open and Distance Learning by Universities such as Indira Gandhi National Open University (IGNOU) which offer tourism courses on a modular model at postgraduate and undergraduate level
4. Courses offered at postgraduate and undergraduate level by institutions such as the IITTM and KITTS, set up by the Government tourism departments.
5. Courses offered by Vocational Higher Secondary Schools
6. Courses offered by the Departments of Tourism in Tour Guiding.

The rapid increase in tourism in the last decade has also led to the mushrooming of tourism training institutions in the private sector, a majority of them without proper infrastructure and qualified faculty members, and hence of doubtful value (Jithendran and Baum, 2000). With the exception of some institutions, securing placement for students has been a major problem for most of the tourism training institutions in India (Bagri, 2006). Symptoms of adhocism and lack of long-term planning and vision are very much visible in tourism education in India. The frenetic developments in tourism education in the 1990s and early 2000 had obvious consequences like lack of clarity regarding appropriate curriculum, paucity of qualified instructors, inadequacy or non-existence of reference materials, limited or no industry orientation and skill development, and finally limited or no acceptance of the trainees by the industry (Agarwal, 2008; Bagri, 2006).

However, there is enough scope to re-channel the human resources development for tourism on sustainable lines and to pave way for the development of a sustainability driven tourism. This would contribute to the qualitative improvement of tourism and help realize tourism's potential to assist the economic and social development of the

country, especially by generating more foreign exchange, developing the marginal peripheral areas and enabling the host population to make use of the employment opportunities provided by tourism. Though there is no accurate data available on the number of people trained every year, it would not be unrealistic to infer from the preceding review of Indian tourism and human resource development that there is still not only a shortage of trained personnel both in qualitative and quantitative terms but also a mismatch between the demand and supply. Lack of trained tourism planners, managers and trainers, even after 50 years of independence and eight 5 year plans, highlight the often referred to general issue of having an abundance of human resources (above a billion mark!) but with limited employability (Dharmarajan and Seth, 1994; Agarwal, 2008). The following is the details of Master's level programmes offered by universities in the country.

Table 4.6: Master's Programme in Tourism (2000-2004)

University	Students admitted
Himachal Pradesh University, Shimla, H.P.	86
Kurukshetra University, Kurukshetra, Haryana	120
H. N. B. Gharwal University, Srinagar, J&K	76
Jiwaji University, Gwalior, M.P.	155
Pondicherry University, Pondicherry	120
Rewa University, Madhya Pradesh	110
Indore University, Madhya Pradesh	110
Banaras Hindu University, Uttar Pradesh	50
Kashi Vidyapeeth, Uttar Pradesh	40
Lucknow University, Uttar Pradesh	120
Bardhaman University, West Bengal	80
Jodhpur University, Rajasthan	126
Indira Gandhi National Open University, N. Delhi	7211
Kerala Institute of Tourism and Travel Studies	60

(Source: Kumar, 2005)

4.7.1 Curriculum issues

There has been significant debate about the location of tourism as an area of study and contents of tourism education and training programmes. While the debate still persists on whether tourism belongs to the business studies or social sciences, on another level there have been discussions on the disciplinary dilemmas of tourism. Etchner and Jamal (1997) have argued in favour of treating tourism as a distinct discipline with its own knowledge base, theories, concepts and methods. There have also been arguments in favour of treating tourism as a field of study, which concentrate on a particular phenomena or activity and draw from other established disciplines to investigate and explain it (Tribe, 1997; Jafari and Ritchie, 1981). The second approach seem to be more realistic, especially considering the fact that whatever theoretical and knowledge base that tourism has been extensions of other established disciplines, e.g. geography, sociology, psychology, anthropology, economics. The relatively nascent and evolutionary state of tourism as a professional and academic area would also signify the need of treating it as a field, which could utilise all sorts of know how from other fields. The issue of the contents, location and classification of tourism studies need to be based in pragmatism, openness and flexibility because the human resource development requirements of tourism varies from community to community, and has to cater to the specific skill, competence and knowledge needs of the particular labour market (Riley, Ladkin and Szivas, 2003; Kokkranikal, 2004).

The relevance and appropriateness of tourism curriculum has been a major issue in Indian tourism as well. The earlier tourism courses and training programmes had blindly adopted the syllabi of their counter parts in the developed countries. For example, the MTA courses and Diplomas were modelled on the master level courses offered at some of American universities (Rao, 1995). In the travel sector, the practice was to borrow the contents of the courses and training programmes offered by the International Air Transport Association. Essential inputs like soft skills, local industry environment were conspicuous by their absence. Since there have been no tourism books written by authors from the region, the text books used were basically those written for a

western audience by scholars from developed countries. This incompatibility between tourism curriculum and local tourism industry situation was probably one of the reasons for the tourism industry's reluctance to accord due recognition to the qualified tourism professional in the early days. A useful strategy would be to develop tourism curriculum and course materials that address the local tourism industry's manpower requirements, which would require continuous consultation and exchange of ideas between tourism academics and practitioners.

Further, tourism education was housed in different existing academic departments and as a result remained as an appendage to other disciplines. Since it did not start as an independent discipline, its curriculum structure was influenced more by the disciplines, which had interjected tourism into their scope of study (Kumar, 2005). This deprived students from having an overall understanding of tourism phenomenon and narrowed down the scope of tourism education. For example, if it was housed in a Commerce Department what was taught was the business of tourism with emphasis on balance sheets; Management emphasised on the managerial aspects of tourism businesses and that too at the Post Graduate level only; History departments taught art and culture as tourism (Bagri, 2006). The indicators to measure the success of the programmes were that how many students got a placement in the industry. This was tourism education from the top, which lacked an insight even into the industrial demand situation characterized by low wages leading to frustration amongst the students who had illusions of having been treated at par with MBAs and of being offered managerial and supervisory positions. Further, they offered programmes to produce professions for jobs in the tourism industry by adopting a top-top or top-bottom approach, i.e., first start with the Master's level programme and then going to the Bachelor's level (Kumar, 2006). It is encouraging that the recent global debate on tourism as a discipline is having a bearing on the curriculum of tourism with an inter-disciplinary approach. Further, for most institutions, tourism education has been an area for securing grants from the University Grants Commission under the category of new, professional and innovative courses.

Developing a model for evaluating the curriculum structures offered by various universities in India is quite challenging (Kumar, 2006). In the Indian context, Singh and Singh (2005) note a healthy trend in tourism programmes that are approved by the Universities Grants Commission (UGC), which according to them, have a wide scope that includes an understanding of tourism through its myriad sectors and related issues. In the absence of internships and practicum, and due to the predominant presence of a focus on concepts and principles, this programme provides a general knowledge base of the philosophies and practices in tourism. Though a welcome development, its effectiveness is questionable considering the issue of not having enough well-trained and qualified tourism academics in the country. It is often very common to find that those involved with tourism curriculum development and its delivery lack the basic the know-how of grassroots realities of tourism in the country and as a result benefits are over-projected and grey areas are ignored (Kumar, 2005).

4.7.2 Sustainability orientation in human resource development in Indian tourism

As discussed in chapter three, human resource development activities aiming at sustainability have to adopt a three-dimensional approach focussing on tourism industry personnel, host community and the tourists within a sustainability framework. This approach is essential both from the development and preservation angle of sustainable development. As far as Indian tourism is concerned, the hitherto well developed tourism destinations within the country and abroad offer valuable lessons not only on unsustainable development patterns in tourism but also development strategies driven by sustainability, including human resource development (Kokkranikal, 2004).

However, any serious planned effort in human resource development is conspicuous by its absence in Indian tourism. There has been no major study carried out to find out the actual extent of tourism employment in the country since 1982, when a private consultancy agency was commissioned to study 'Employment Potential of Tourism in India' (Mahesh, 1991:224). But this study is not known at all within the tourism industry or human resource development circles probably due to lack of any follow up action.

Moreover, this study would be completely outdated to be of any relevance to the current situation. Manpower planning which is a prelude to human resources development programmes both at the macro and micro level seems to be unheard of in Indian Tourism especially at the macro level. The estimates prepared by Mahesh (1991:227) are an extrapolation of the results of the study carried out in 1982 and using that information as the base data, which, hence, could have serious limitations. The sudden flurry in tourism human resource development in the last decade could be then an indication of how fashionable tourism has become as a development 'panacea', a situation that Doxey (1975) describes as 'euphoria'; and also the enterprise of the academia. Though these initiatives have their own utility, their relevance to the immediate and long-term human resources concerns of the tourism industry is doubtful.

The following section will consider the state of tourism human resource development in India with specific emphasis on issues in pre-employment education and training, in-service training, and extension programmes for the host community. As the Multi-pronged Tourism Human Resource Development Model for Sustainability (Kokkranikal, 2004) suggest, these form the essential elements of a tourism human resource development strategy that is oriented to enhance the sustainability of the tourism industry (Kokkranikal, 2004; Jithendran and Baum, 2000).

4.7.2.1 Pre-employment training

A sustainable approach to pre-employment training involves forecasting of skills requirements in both qualitative and quantitative terms and provision of relevant infrastructure in locations where these personnel would be required. The training inputs and methods have to have a strong underpinning of quality and sustainability. Development of skills, knowledge and attitudes for service quality, higher productivity, and sustainability are essential for such an approach (Sio, 1993). Sio (1993:199) has also suggested a training and development infrastructure to implement his policy for manpower training and development, which is a comprehensive and realistic one and it makes use of the existing institutional facilities. (Table-4.7).

Table 4.7: Future Tourism Manpower Training and Development Infrastructure

Type of training	Infrastructural requirement
Conceptual skills	Universities Institutions of higher learning Training centres, etc.
Management, marketing and conservation	Universities, Colleges Technical institutes, Junior colleges, Institutes of Technology Polytechnics, etc.
Public awareness and appreciation for tourism	Secondary schools, Technical Schools, Primary schools, Adult literacy programmes, The mass media, etc.

Source: Sio, (1993)

The above model is relevant and can be applied to the Indian situation, especially as the infrastructure proposed by Sio is already in place. As discussed in chapter three (section 3.12), some of the major issues in pre-employment training and education domain include the ‘coverage of tourism within school curriculum’, ‘structure of vocational and professional courses and qualifications’, ‘academic qualification in tourism and hospitality’, ‘links between education and tourism industry’ (STRU, 1998), and tourism curriculum issues. These issues are important in the context of sustainability-oriented human resources development practices, and their analysis with reference to the Indian situation may be of value for further understanding of the issues involved.

4.7.2.2 Coverage of tourism within the school curriculum

Including tourism in school curriculum not only help create tourism awareness but also to encourage students at an early stage to consider tourism a career option, especially by creating a better image of the industry and thus attracting better talent. Tourism can be easily included in the school curriculum at all levels, and it could be delivered as part of many established subject areas like geography, economics, history, etc.

According to STRU (1998:13) ‘the objectives and forms of tourism’s presence within the secondary school curriculum include situations where:

- Tourism’s vocational emphasis is a development from traditions in the domestic science and home economic area (the vocational focus);
- Tourism has developed within specific secondary vocational education initiatives as one strand among other vocational fields (the one strand focus);
- Tourism is recognized by industry and government as an important element in the national economy and this recognition leads to the development of specific awareness and vocational preparatory programmes within the secondary curriculum (the industry government partnership focus);
- Tourism provides an optional module within a wider academic or vocational education programme (the academic-vocational combination focus); and
- The study of tourism is integrated into “mainstream” academic modules in areas such as geography, economics or social studies (the integrated focus).

As far as the situation in India is concerned, tourism is yet to be included in the school curriculum at the national level. In the state of Kerala, tourism has been included in the recently introduced ‘Vocational Higher Secondary Education’ (Kokkranikal and Baum, 2002). To begin with, tourism was offered at four vocational higher secondary schools in the early 1990s and at present, more than 60 such schools offer tourism courses.

However, tourism at this level attracts only those who do not get admission to other vocational streams like Civil Engineering, Lab Technician course, etc. with obvious implications on the quality of students and their interest in the subject. The curriculum offered at this level is also too theoretical and general (Kokkranikal and Baum, 2003). Moreover this is just a passing phase in the educational process of the students, as a good number of them may not pursue further education in tourism and end up in traditional undergraduate programmes. Since the quality of the intake is poor and there are limitations in curriculum and infrastructure, employability of those coming out from this stream is very limited. However, as a beginning this has the potential to be developed into a more standardized programme and to be introduced as one of the strands in the higher secondary education throughout the country.

4.7.2.3 Vocational and professional courses and qualifications

The provision of vocational and professional courses in tourism and hospitality has to be carried out by sector-dedicated institutions and programmes, as this has the most prominent role in meeting the industry's human resource needs. But as STRU (1998:23) point out, 'the major issue confronting the provision of education and training in tourism and, in particular, the structure of such provision, is one of appropriate matching between the current and projected needs of the tourism sector and the duration, level and focus of the education and training which is available'. A multitude of stakeholders, which include 'the private sector and public sector employers, educational and training institutions, funding agencies, potential trainees who may be at the beginning or in the middle of their career in tourism, families and sponsors, and the society in general' (STRU, 1998:23); and their conflicting interests make the streamlining as mentioned above extremely difficult. Human resource development strategies with manpower planning as the starting point would help in ensuring that the tourism education provision is relevant to the local industry and labour market needs.

In India, two national level bodies, viz., the National Council of Hotel Management (NCHMCT) and the Indian Institute of Tourism and Travel Management (IITTM), look after this stream. The 26 Institutes of Hotel Management (IHM) and 16 Food Craft Institutes (FCI) caters to the human resources requirement of the hospitality sector (Bagri, 2006). The IHMs provide three year Diploma in Hotel Management, one and half year postgraduate diplomas in accommodation operations, dietetics and hospital food science, food production, hotel administration, and fast food operations; six month certificate courses in food and beverage services, and hotel and catering management. The FCIs are engaged in providing the craft diploma in cooker, food and beverage service, restaurant and counter service, reception and book keeping, house keeping, and bakery and confectionery. However, the out-turn is far short of the industry requirements, in spite of the supplementary efforts by the private sector institutions.

As far as tourism and travel sector is concerned IITTM offers Diploma programmes at its headquarters and through its regional chapters for careers in these sectors (Singh, 1997). Regional institutions like the Kerala Institute of Tourism and Travel Studies (KITTS), in South India offers its own Diploma and Certificate courses to cater for the human resource requirements of the tourism industry in the region. These institutions have been successful in developing a variety of courses dealing with specific operational and management areas of tourism industry in the region, including entrepreneurship development programmes (Kokkranikal and Baum, 2002). The late 1980's and 1990's saw a mushrooming of travel and hospitality management institutions in the private sector, offering short-term courses in travel, cargo and hospitality management. However, these institutions lacked necessary infrastructure, trained instructors and curriculum relevant to the local industry needs. An undesirable fallout of such a situation was the large number of poorly trained personnel entering the industry with disastrous implications to the competence and service quality.

As far as the accreditation of work experience leading to vocational and academic qualifications is concerned, such facilities are non-existent in India, and this could dampen the professional and career aspirations of the industry personnel, causing further damage to the image of tourism as a profession (Bagri, 2006). However, the distance education programmes offered by IGNOU and few other universities address this problem to a certain extent (Kumar, 2005). However, these programmes have tremendous limitations not only in terms of accreditation of specific skills but also in their effectiveness.

As the STRU (1998:29) suggest education and training programmes, which match the present and future priorities of (Indian) tourism rather than with a general focus, would make the human resources and the tourism industry more responsive to the challenges ahead. Some of the specific areas of importance for Indian tourism include: Activity Holidays, Cultural Tourism, Heritage Tourism, Conference and Convention Tourism, Wildlife Tourism, Health Tourism, Rural Tourism, Event Management, etc (Jithendran

and Kokkranikal, 2000). Moreover an indigenisation of the curriculum and training methodology to suit the national and regional situation and priorities also may be in order, especially as there has been a great deal of borrowing from the developed western countries, which would undermine their relevance to the Indian situation (Kokkranikal, 2004).

The NCHMCT and IITTM have been able to make an impact on national vocational and professional education. However, a single agency combining the two might be more effective as it would have more resources at its disposal and most importantly, can utilize few decades of expertise and experience of NCHMCT in hospitality education for the tourism sector (Jithendran and Baum, 2000). Further, NCHMCT and its institutions have excellent infrastructure throughout the country and it would have been more cost effective and easy to introduce tourism courses in these centres. This could also have ensured the much-needed regional spread. Moreover, this could, have easily avoided the need for tourism education to start from scratch, as it was in the case of hospitality training in the 1960's. Measures to combine the resources of NCHMCT and IITTM, probably in the form of another apex organization like the CERT in Ireland, can still be considered to avoid duplication and waste of resources (Jithendran and Baum, 2000).

As the above discussion suggests consolidation and expansion of vocational and professional training is of paramount importance to meet the qualitative and quantitative human resources requirements of Indian tourism.

4.7.2.4 Academic qualifications

There are a large number of tourism qualifications offering diverse curricula and seeking to develop wide range of competencies, which is likely to create confusion in both students and the employers (Holloway, 1995; Airey and Johnson, 1999). Such confusion might even lead to questions regarding credibility of the sector. This is an important issue as tourism as such does not enjoy a good image as a profession and fail to attract good talent. Such diversity and confusion is bound to be counter-productive

despite the numerical increase in the courses. The potential employers would also be in the dark regarding the relevance, utility, quality and competence of the products of this multitude of programmes. This is a classic example of offering what the teachers are interested in rather than on the basis of what the industry requirements are (Jithendran and Baum, 2000). However, more and more universities and institutions are now jumping in to the bandwagon offering courses with questionable relevance. Streamlining of the curricula and orientation to the local situation seem to be a pre-requisite for this stream of tourism education to be of any real benefit. WTO initiatives, especially programmes like 'educating the educators', may provide an answer to this problem.

As far as India is concerned tourism became part of higher education only in the 1990s. At the master level, a number of universities now offer the Master of Tourism Administration (MTA) degree courses (Rao, 1995). Tourism is also offered as a specialisation in undergraduate courses as well, but the relevance of the curricula, the lack of uniformity of the courses and acceptance by the industry are major issues (Jithendran and Baum, 2000; Agarwal, 2008). Another major issue confronting tourism education in the universities is the lack of qualified and trained teachers, which has created a bad reputation in the industry for the MTA courses. According to one senior industry professional, 'the MTA students were not competent in the practical aspects and hence they had to be trained all over again by the employers, which was better done by recruiting a graduate from the general stream with soft competencies' (Personal Communication).

As regards the undergraduate courses in tourism, the earlier days saw a severe shortage of qualified instructors and the tourism courses were taught by lecturers from other subject areas with no knowledge or experience in teaching tourism (Jithendran and Baum, 2000). Such situations raise serious policy issues of the need to develop a pool of tourism instructors prior to introducing tourism courses. And a more streamlined and situation-specific approach along with a concerted effort to train the trainers would

enable the existing university education system to be a more effective force in higher education in tourism. Initiatives by IITTM and NCHCT could focus in this direction.

4.7.2.5 Link between education and industry

The major beneficiary of all human resource development initiatives is the tourism industry, as the well-trained personnel would contribute to its competence, productivity, profitability and sustainability (Mayanka and Akama, 2006). However, industry's support to human resource development especially at the pre-employment level has not been very encouraging. And there is also the issue of the poor image of the industry as an employer characterized by poor pay, status and working conditions; which has been a deterrent in attracting good talent. Juxtaposed to this is the often-heard grievance of lack of industry-orientation in tourism training programmes (Baum, 2006). Industry and education partnership alone will be able to redress these problems (Peacock and Ladkin, 2002).

The collaboration between education and industry involves working together with professional and trade associations (Bramwell and Lane, 2000). National, regional and area tourist boards, and awarding bodies could introduce awards, scholarships, and sponsorship, and help in formulating professional standards, developing joint research projects, training delivery, and curriculum development (Baum, 2006). As the ultimate beneficiaries of the qualitative and quantitative improvements in education, the tourism industry could also finance human resource development initiatives. At the local level the industry-education collaboration will have immediate benefit of industry-attachment-training, training-delivery support in the form of professionals acting as visiting faculty and the decent placement for the trained personnel. Industry-attachment-training has become increasingly common and widespread nowadays, especially in the hospitality sector and to a lesser extent in other sectors of the tourism industry (Westlake and McGrath, 1997). However, it is very common to hear allegations of tourism industry's

reluctance to recognise and give credit to professional qualifications while recruiting, which is said to be a universal problem (Litvin, 2000).

The situation is true in the case of Indian tourism as well. But any real initiatives to facilitate collaboration between industry and education on lines earlier is absent in India and would necessitate concerted efforts by IITM and NCHMCT, and would involve Government Departments of Tourism, Tourism Development Corporations, Trade Organizations like Indian Association of Tour Operators (IATO), Travel Agents Association of India (TAAI), Federation of Hotel and Restaurants Association of India (FHRAI), Air India, Indian Convention Promotion Bureau (ICPB), Archaeological Survey of India (ASI), Department of Forests, etc (Jithendran and Baum, 2000).

4.7.2.6 Human resource development at the local level

A very important strategy for sustainability-oriented human resources development is the training, development and employment of the local people by the tourism industry (Jithendran and Baum, 2000). As this would help localize the benefits of tourism the problems of neo-colonialism and social tensions could be reduced to a great extent, especially if the training initiative could be started sufficiently early to equip the locals to occupy senior positions as well. An example of such initiative is the 'back of beyond - micro model for human resources planning and development programme' of the Taj Group of Hotels in India (Mahesh, 1993: 31). The strategy involves assessment of manpower requirements as early as one year before opening of the hotel and then targeting the local people for recruitment and training for most of the jobs in the hotel, except that of the manager. A series of training programmes are carried out equipping the locally selected employees in all necessary skills, both hard and soft. This resulted in negligible or no attrition, savings on expensive advertisement and recruitment campaigns and moreover in having a more disciplined, loyal and responsible local work force. TATA Group of Companies, the parent company of Taj Hotels, is now using this

method in most of their new projects (e.g. Titan Watches, Hosur) very effectively with good results.

This is a strategy worthy of emulation by all sectors of tourism industry as it would localize benefits and employment, and create more favourable and responsible attitudes and practices in the industry. If such training programmes could emphasise skills, competencies, values for quality and sustainability, rather than the specific job related skills alone, it would substantially contribute to the competitiveness of the particular tourism firm and the destination (Becton and Graetz, 2000).

4.7.2.7 In-service training

In-service training is very important in a dynamic industry like tourism, especially with its emphasis on service quality, competitiveness, and sustainability (Becton and Graetz, 2000; Anderson, Provis and Chappel, 2003). Besides the updating and fine-tuning of skills and attitudes, in-service training would also help motivate the personnel to be proactive in delivering high quality service. 'Employee empowerment', which is key to effective management of 'moments of truth', will be possible only through proper in-service training and development programmes (Sharpley, 2005). According to STRU (1998), the advantages of in-service training are:

- It strongly promotes teamwork and communication between participants, especially when a number of different 'ranks' within the business are trained together;
- It creates a 'critical mass' of people who share the same vision much faster than sending people in small numbers to public training, i.e. organizational change is achieved at a faster rate;
- It can be easily customized specifically for individual businesses, using examples and images appropriate to the environment; and
- It generally costs less per person than public training, as the costs associated with marketing or venue hire are non-existent.

(STRU, 1998:68)

The vicious cycle of training which is about the employees leaving the organization in search of greener pastures after receiving training, leaving the employer in frustration of losing not only the trained staff but also of financial loss, seem to be a major issue in the tourism industry. And this does discourage employers from investing in training and development. Most of the big business corporations in tourism, travel and hospitality sector do have their own in-house facilities for staff training. However the predominance of small and medium enterprises (SMEs), especially the family owned or self employment ventures, affects this process in the industry as a) such training activities would be too expensive to the SMEs, b) they may not be able to spare personnel to be sent or kept away from job for training and c) their location in remote regions limit access to such training facilities (Becton and Graetz, 2000).

As the bigger business organizations have their own facilities and infrastructure in place, the SMEs need to be assisted by public sector, private sector and university tourism education machinery (Anderson, Provis and Chappel, 2003). As far as SMEs in Indian tourism are concerned, facilities for in-service training are very limited. Institutions like IITTM and KITTS organize courses for the officials of government tourism organizations on a frequent basis. But with regard to private sector SMEs such facilities, though important, are non-existent. Here again initiatives by IITTM and NCHCT in collaboration with the trade associations such as IATO, TAAI and FHRAI will offer a solution to this vital issue. The European Union funded the 'South Asia Integrated Tourism Human Resources Development Programme' (SAITHRDP), which offered a series of 'trainer development programmes' to the supervisor level personnel in South Asian countries to help develop in-house training capacity in tourism and hospitality sector (Jayasinghe, 1997; Sunday Times, 1997). This programme was expected to help improve professionalism and service quality in the Indian tourism industry, and offers a very good example of international co-operation and assistance in tourism human resources development, and is of particular relevance and use to the SMEs. However, there have been no follow up audits or studies carried out to examine how effective the programme was in achieving its objectives.

4.7.2.8 Extension programmes for the host community

Human resource development initiatives directed towards host community can contribute significantly to the localisation of the economic benefits of tourism. A host community that receive tangible economic benefits will also have a more supportive attitude towards tourism development in their community (Faulkner and Tideswell, 1997). Common methods to educate and empower the host community include extension programmes aimed at the people who are likely to interact with the tourists at all levels, effective use of media for creating tourism awareness, adult education programmes, and spreading tourism awareness through the general stream of education (Jithendran and Baum, 2000).

Tourism education through the general stream of education in schools and universities has the potential to create tourism awareness and in preparing the host community to accept and adjust to tourism. As an aid to host community education, the inclusion of tourism in school and university curriculum deserves more attention. Further, such programmes would also generate interest in careers in the tourism industry. As far as the extension programmes are concerned, initiatives may have to be made by the dedicated vocational and professional training institutions. The target groups here would include customs and immigration officials, tourist taxi drivers, police and any other category of people who are likely to encounter tourists in their day-to-day life. As far as Indian tourism is concerned, the IITTM and KITTS organize such extension programmes on a regular basis for the customs and immigration personnel, tourist taxi drivers, tourist police, tourism information personnel, etc (Jithendran and Baum, 2000). However, these programmes need wider geographical spread to be more effective.

Adult education programmes can also contribute to creating tourism awareness, especially in India, where literacy programmes targeted at grown up people, are still going on. Such programmes offer an effective forum for tourism education, and the voluntary sector could play an important role in such extension activities. Media, both

print and electronic, do play a prominent role in spreading information and knowledge about tourism, sometimes even bordering on activism. Media coverage often take place without any deliberate efforts from the tourism sector, but the industry could take an active interest in this form of awareness creation by resorting to various forms of public relations exercises involving media.

Another important issue in the Indian context is the barrier created by culture and tradition with regard to employment in tourism, which has serious implications for human resource development in general and host community oriented human resource development programmes in particular. As Andrews (1993:187) points out there 'is traditional family antipathy to work within the hospitality sector, which to some religious and cultural groups, had and still retain images of servitude and menial, demeaning employment'. Except in a few urban centres Indian society is very traditional and these cultural reservations and prejudices are more acute when it comes to women taking up employment in the hospitality and tourism sector especially in jobs involving customer contact. One of the most important challenges confronting human resource development in tourism is bringing about a change in this antipathy towards tourism employment. Host community education has a very significant role in this.

Host community education is an area where all sectors of tourism – public, private and voluntary- have to come together. And this is vital for creating a realistic image of tourism, preparing the host community to accept and adjust to tourism, removing prejudices about tourism as a career option, and attracting better talent (Kokkranikal, 2004).

4.8 CONCLUSION

This chapter provided an overview of tourism development and tourism education in India. Examining the historical growth of tourism in the country, the discussion covered aspects such as tourism policy, tourism administration, value and volume of tourism and

issues and challenges. The chapter also provided an overview of the evolution of tourism education in the country and the key issues.

The review of literature related to human resource development, sustainability and human resource development for tourism in India has brought out a number of important issues. The poor status of tourism as career option, lack of serious approach to human resource development for tourism (Baum, 2007), failure to recognize the role of human resource development in sustainable development, absence of any coordination between private sector, public sector and other stakeholders, curriculum issues, especially the absence of its sustainability-orientation are some of the important issues related that emerged pertaining to human resource development for tourism in India. The confusion and lack of clarity regarding the concepts of sustainability and sustainable tourism was reinforced. The ineffectiveness of various sustainability initiatives became more evident, providing further justification to the principal objectives of the study. An overview of human resource development for tourism in India and the state of Indian tourism revealed a number of issues such as the continuing failure to take advantage of the immense tourism potential of the country and the chaotic state of tourism education and training in the country. There are real problems when it comes to the sustainability of Indian tourism and the major shortcomings in human resource development for tourism leave very little scope for it to have any level of sustainability-orientation.

The findings of the literature review and the issues identified have helped develop the theoretical background for the study, which will inform and guide the primary research. The following chapters deal with the empirical research carried out and the next chapter considers the research methods employed for collecting primary data.

CHAPTER 5: RESEARCH METHODOLOGY

Identifying a viable research topic and developing appropriate research objectives mark the beginning of all scientific research. The research design represents and articulates the plan and structure of investigation that was followed by the research in order to achieve the research objectives. According to Pizam (1987:97) “a research design is a form of a carefully developed and controlled plan to carry the research investigation”.

In other words, the research design serves as a blueprint that outlines the overall research programme and guides the investigator in collecting, analysing and interpreting the data (Yin, 2003). This chapter provides a discussion of the research methodology, design and methods employed to collect and analyse data to achieve the research objectives of this. The initial part discusses the research philosophy and research paradigms followed by the selection of the particular methodology that has been justified on the basis of the philosophical stand and from theoretical point of view. This is followed by a description of the methods employed to collect and analyse the primary and secondary data. Finally the limitations of the research in terms methodology and analysis have been summed up.

5.1 RESEARCH TOPIC AND OBJECTIVES

The choice of research topic was influence immensely by the researcher’s academic and professional background as a tourism educator in India since 1990, where as discussed in chapter 4 (section 4.8), tourism education and training is in the process of evolving into an adequately resourced and developed field of study. Involvement in setting up and developing a tourism education institution (Kerala Institute of Tourism and Travel Studies) set up by the Department of Tourism, Government of Kerala, India, provided the researcher with the opportunity to understand firsthand some of the glaring issues in tourism education in the country and, also its potential, if organised efficiently, to bring about qualitative changes in tourism. The research and scholarly activities as a tourism academic in India exposed the researcher to the pressing sustainability issues in Indian

tourism (Chapter 4, section 4.3). The selection of human resource development and sustainability as the research topic can thus be attributed to the researcher's conviction that human resource development has immense potential to bring about change and development oriented towards sustainability, which was badly needed in Indian tourism.

The initial thoughts on the research topic was developed and refined with the help of the detailed literature review carried out during the initial stages of the research (1998 to 1999). A wide range of literature related to tourism and sustainability, human resource development for tourism, tourism in developing countries, tourism policy and planning and Indian tourism was reviewed, which helped in formulating and refining the research aim and objectives. The literature review was continued with until the final stages of research in 2008 and the literature review chapters were updated as and when new research and knowledge was available.

5.1.1 Aim of the study

The principal aim of this study is to consider the role that human resources development can play in facilitating the sustainability-oriented development of tourism, with specific reference to India.

5.1.2 Preliminary assumption

By employing comprehensive human resources development policies and practices aimed at providing appropriate skills and competencies and instilling values of sustainability, both at the micro and macro level, tourism can be developed and managed in an economically, socially and environmentally sustainable manner.

5.1.3 Objectives of the study:

1. To consider the role and importance of human resources development in the sustainable development of tourism.
2. To analyse the state of, trends and issues in human resources development policies and activities in Indian tourism.
3. To develop guidelines for human resources development policies and programmes facilitating sustainable development and practice of tourism, with reference to India.

The first objective of the study is to deal with the all-important question related to the potential of human resource development to contribute to the sustainability of tourism. The attempt here is to move away from all the planning and management strategies for sustainability to focus on the people who are actually in charge of developing, managing and operating tourism and facilitating tourism experiences. Amid the confusion surrounding sustainability and how to achieve it, the focus, for some reason, have been on abstract theories, guidelines, and various seemingly appropriate solutions. Surprisingly, hardly any effort has been made to look at, probably, the most important variables – human resource- in understanding and responding to the sustainability issues. This study seeks to address these lacunae in the tourism and sustainability research.

The second objective is related to the state of human resource development for tourism in India, a country that has been trying to develop tourism as a means to solve its development problems. A lot of people, especially among Indians, strongly believe that India has the potential and resources to be one of the leading tourism destinations in the world. However, the story of Indian tourism so far has been one of under achievement and wasted opportunities. Given the important role that people play as service providers and facilitators in the success of a service industry such as tourism, it is natural that problems related to human resource and its development could be of concern. The research, thus, seek to provide an analysis of the state, trends and issues in human resource development for tourism in the country. An understanding of these aspects is

important for to assess the fitness of human resource development programmes and policies in the country, which will contribute to the achievement of the next objective.

The third objective is to suggest guidelines for human resources development policies and programmes that would help facilitate the sustainability-oriented development of tourism. The achievement of the first two objectives is expected to provide an insight into the role of human resource development in the sustainability-oriented development of tourism and the human resource development issues and challenges confronted by Indian tourism. Based on the outcomes of the first two objectives, the third objective will consider ways to make human resource development for tourism in India more proactive and relevant towards achieving sustainability.

Having set out the research aim and objectives, the following sections (5.2 to 5.4) provide an overview of research design, research philosophy, methodologies and methods, which will be followed by a discussion of the research methods employed for the study. The researcher attended the Strathclyde Business faculty's Doctoral Research Methods Programme organised from October 1998 to April 1999, which helped develop the researcher's knowledge of various research methods available. Further reading and research on social science research helped the researcher form his own views on research philosophy, methodology and methods, which was instrumental in the selection of the research methods employed for the study.

5.2 RESEARCH DESIGN

Effective research designs are expected to balance relevance with rigour (Malhotra and Grover, 1998). In order to obtain valid and meaningful results from research, it is critical to employ methods that are appropriate to the topic of the study. The research methods, thus, cannot be chosen arbitrarily and need to be determined by the research objectives and the amount of information that is already available in the literature. Yin (2003) argues that the nature of research objectives predetermines the type of research

methodology that is best suited to achieve them. Easterby-Smith and Lowe (1993) consider the issue of key influences on research by identifying key players in any research as the researcher (student, manager, academic, paid researcher); the stakeholders (academic community, commercial sponsors); and the subject of study (the topicality or volatility of the subject matter). In each case, the nature of research is influenced by both the expected outcome and kind of data needed to achieve the research objectives. Pizam (1987) categorises research designs into three main types: exploratory, descriptive and causal.

Exploratory research is 'undertaken when there is not enough information available about the research subject' (Sarantakos, 1998:7). While acquainting the investigator with the characteristics of the research problem, exploratory designs are utilised for: formulation of problem for more precise investigation at a later date; generation of hypotheses for further study; familiarisation with the problem; and clarification of concepts, etc. (Pizam, 1987; Sarantakos, 1998).

Descriptive designs are used for systematic, factual and accurate description of characteristics and facts of the subject being studied; to estimate the proportion of people in a specified population who behave in a certain way; and to make specific predictions or discover relations and interactions among variables (Pizam, 1987; Sarantakos, 1998). It could involve the descriptions of 'social systems, relations or social events, providing background information about the issues in question as well as stimulating explanations' (Sarantakos, 1998:6). Causal designs are employed to establish causal relationship between variables (Sarantakos, 1998:7). Experimental research, in which the researcher has complete control over the variables, is the principal research method of this design (Pizam, 1987).

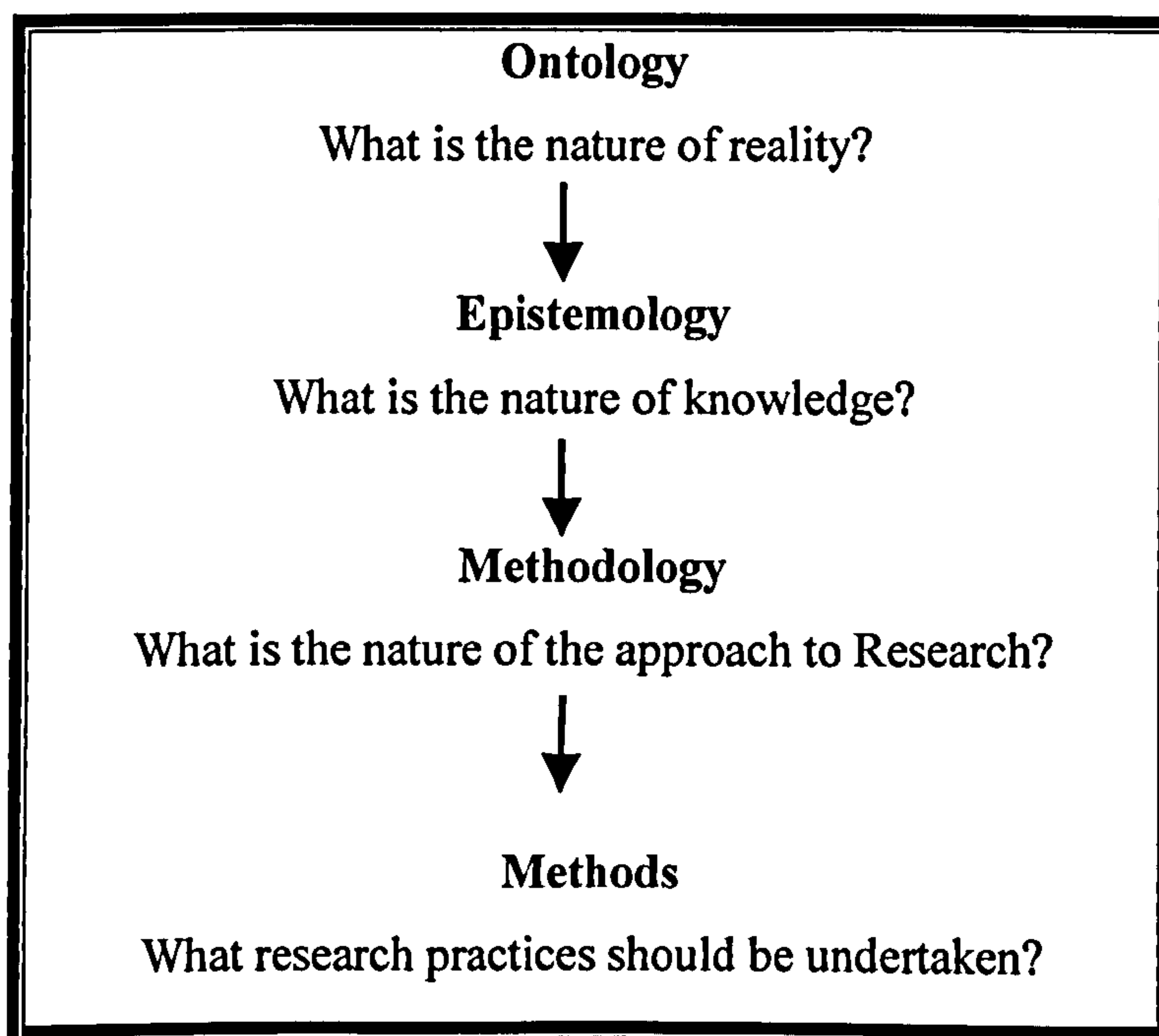
As sustainability dimension of human resources development in tourism is a relatively new area and is characterised by lack of enough information, the study will follow an exploratory research design. Exploratory design will help develop more clarity to the sustainability dimensions of human resource development in tourism and to develop

hypotheses and theories as the case may be. The research objectives would also necessitate an exploratory approach.

5.3 RESEARCH PHILOSOPHY

Every research undertaken and the researcher have to have a philosophical base. The beliefs of the researcher will be reflected in the research design, data collection and analysis, which employed to achieve the research objectives. These beliefs represent the way in which the researcher views the world in other words his/her paradigm, which guides the researcher in the choice of ontology, epistemology and methodology. The variations in the philosophy could be due to the difference in the beliefs as to the nature of the reality and the ways of knowing that reality (Taylor and Edgar, 1999). These fundamental concepts related to knowledge and its understanding is presented in the following Figure (5.1)

Figure – 5.1 The Research Tree



Source: Saren and Beech (2001)

Positivist approach and interpretive approach constitute the two major sets of research philosophies and such basic set of beliefs (Taylor and Edgar, 1999; Guba and Lincoln,

2005). The differences between these two approaches are based on the difference in philosophy. These research paradigms describe what falls within and outside the legitimate enquiry for the researchers, i.e. ontology, epistemology and methodology. Ontology is the study about the nature of existence (Taylor and Edgar, 1999; Brotherton, 2008). Epistemology relates to the origins and nature of knowledge construction (Taylor and Edgar, 1999; Brotherton, 2008) and methodology is the study on how knowledge about the world is collected, but the fundamental difference in the approach taken by the positivist and interpretivist theories lies in the philosophical position with regards to the ontology and epistemology. It is essential to know the philosophical differences which support these inquiry paradigms and has to be understood clearly as they have subsequent implications for the undertaken research.

One of the principal issues here is the question of whether the social world and sciences can and should be studied using the same principles and methods as the natural sciences. According to the positivist school, the application of the methods of the natural sciences to the study of social reality is possible while, in contrast, the interpretivist school claims that, due to the differences between people and the objects of the natural sciences, social researchers need to employ different methods in order to grasp the subjective meaning of social action. For Taylor and Edgar (1999), the positivist approach explains ontology as a reality that is presentable, while interpretivism presumes there can be no such direct one to one relationship among the subjects and the objects (i.e. ourselves and the world). In other words, as far as ontology is concerned, the positivists believe that social phenomena and their meanings have an existence that is independent of social actors whereas the interpretivists tend to hold the view that social phenomena and their meanings are continually being accomplished by social actors and are in a constant state of revision (Bryman, 2001). The positivist epistemology believes that the social world exists only externally to the researcher and its properties can be directly measured by observation (Taylor and Edgar, 1999), while according to Sarantakos (1998) when the investigator and the object are interactively correlated, epistemological position taken on by the interpretivist is characterised as being transactional and subjective. The relevance

of these positions depends upon what the researcher is trying to study (Silverman, 2000). The table (5.1) below explains the key components of the two theoretical perspectives:

Table 5.1 Theoretical Perspectives

Criteria	Positivism	Interpretivism
Nature of reality	<ul style="list-style-type: none"> • Objective, 'out there', to be 'found' • Perceived through the senses • Perceived uniformly by all • Governed by universal laws • Based on integration 	<ul style="list-style-type: none"> • Socially constructed, Multiple • Subjective, in people's minds • Created, not found • Interpreted differently by people
Human beings are...	<ul style="list-style-type: none"> • rational individuals • obeying external laws without free will 	<ul style="list-style-type: none"> • creators of their world • making sense of their world, • not restricted by external laws • creating systems of meanings
Science is ...	<ul style="list-style-type: none"> • based on strict rules and procedures • deductive • relying on sense impressions • value free 	<ul style="list-style-type: none"> • based on common sense • inductive • relying on interpretations • not value free
Goal of research	<ul style="list-style-type: none"> • Explanation, Strong prediction 	<ul style="list-style-type: none"> • Understanding, Weak prediction
Purpose of interest	<ul style="list-style-type: none"> • To explain social life • To predict course of events • To discover the laws of social life • What is general, average and representative 	<ul style="list-style-type: none"> • To interpret social life • To understand social life • To discover people's meanings • What is specific, unique and deviant
Knowledge generated	<ul style="list-style-type: none"> • Laws Absolute (time, context and value free) 	<ul style="list-style-type: none"> • Meanings Relative (time, context, culture and value bound)
Subject/researcher relationship	<ul style="list-style-type: none"> • Rigid separation 	<ul style="list-style-type: none"> • Interactive, co-operative, participative
Desired information	<ul style="list-style-type: none"> • How many people think and do a specific thing, or have a specific problem 	<ul style="list-style-type: none"> • What some people think and do what kind of problems they are confronted with and how they deal with them.

(Source: Bjorn and Carsten, 2006; Weber, 2004, 2001; Wood, 1999; Sarantakos, 1998)

5.4 RESEARCH METHODOLOGY

The philosophical inclinations of the researcher, which are closely related to a specific paradigm, could be clearly translated in to guidelines on suitable research practices by the research methodology. Thus, the philosophical paradigms determine the principles of research involved. In general, two major categories of research methodologies are used according to the philosophical position adopted by the researcher, quantitative and qualitative. Positivism is related to quantitative research and survey methods, while interpretive research is related to qualitative research and methods.

Qualitative research aims to explain or describe a pattern of relationships (Huberman and Miles, 1994; Guba and Lincoln, 2005). The data tend to be more subjective than for quantitative methods because the attempt of the researcher is to establish themes, patterns and categories from the data based on the researcher's understanding and interpretations of information. Qualitative research methodology, thus, is more relevant to situations involving theory building as opposed to theory testing (Sarantakos, 1998).

However, Yin (2003) argues that there are times when qualitative techniques are appropriate for theory testing. Many traditionalists tend to believe that a quantitative approach to research is superior because of its use of statistics, experimental design and survey methods, which are considered to provide more scientific rigour and objectivity and help support actual testing of the theory, leading to greater validity, generalisability and replicability. Another commonly held view is that scientific maturity of a field can only be achieved through empirical quantification (Guba and Lincoln, 2005), suggesting that a field of study becomes legitimate only after a rich body of knowledge grounded in an abundance of quantitative empirical data has been built. Major features of qualitative and quantitative research are listed in the table (5.2) below:

Table-5.2 Features of Quantitative and Qualitative Research

Quantitative research	Qualitative research
Its purpose is to explain social life	Its purpose is to understand social life
Is nomothetic – interest in establishing law-like statements, causes, consequences, etc.	Is idiographic – describes reality as it is
Aims at theory testing	Aims at theory building
Employs an objective approach	Employs a subjective approach
Is etiological- interested in <i>why</i> things happen	Is interpretative – interested in <i>how</i>
Is ahistorical - interested in explanations over space and time	Is historical – interested in real cases
Is a closed approach – is strictly planned	Is open and flexible in all aspects
Research process is predetermined	Research process is influenced by the respondent
Researcher is distant from respondent	Researcher is close to the respondent
Uses a static and rigid approach	Uses a dynamic approach
Employs an inflexible process	Employs a flexible process
Is particularistic, studies elements, variables	Is holistic- studies whole units
Employs random sampling	Employs theoretical sampling
Places priority on studying differences	Places priority on studying similarities
Employs a reductive data analysis	Employs an explicative data analysis
Employs high levels of measurement	Employs low levels of measurement
Employs a deductive approach	Employs an inductive approach

(Source: compiled from Sarantakos, 1998; Taylor and Edgar, 1999; Shah and Corley, 2006))

5.5 METHODS

Methods are the means employed for data generation and analysis. In other words, they are the tools of a researcher's trade and are selected on the basis of criteria dictated by the methodological orientation of the researcher (Sarantakos, 1998). There are, thus, two major categories of research methods, which are intrinsically related to the two research philosophies and methodologies. Quantitative and survey methods are related to

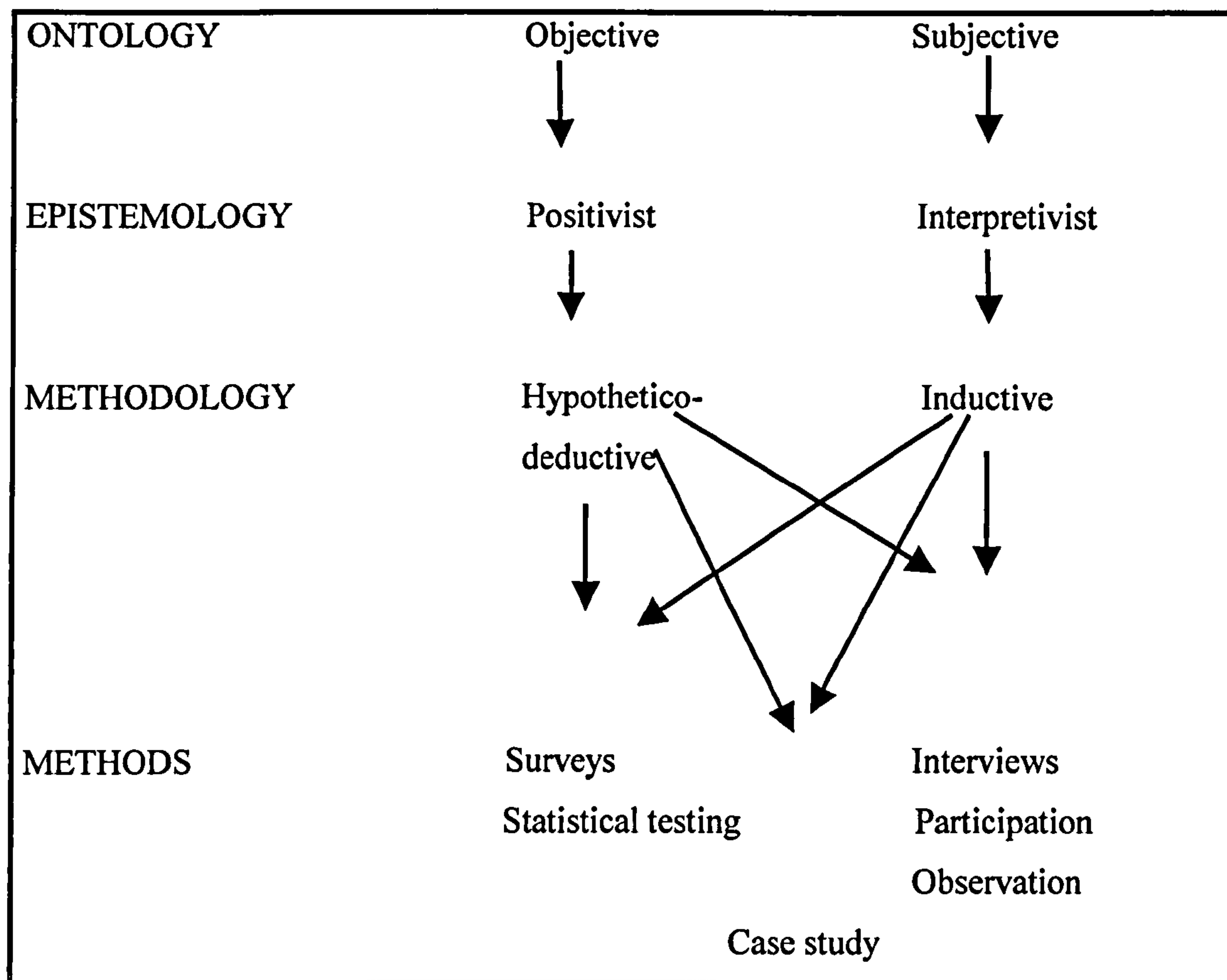
If qualitative research addresses qualitative issues by quantifying them, there could be a case for generalisation of the conclusions reached, provided the sample is appropriate. Rather, the issue of selecting the most appropriate method is not an issue of the research philosophy, but of ensuring fitness to purpose.

The debate regarding the scholarly nature, contributions and differences between quantitative and qualitative research is an ongoing one (Walle, Echtener and Jamal, 1997; 1997; Wood, 1999; Jamal and Hollinshead, 200; Yin, 2003; Shah and Corley, 2006)). There seems to be some agreement that qualitative research is more suitable for situations involving theory building and inappropriate for theory testing (Johns and Lee-Ross, 1998). However, Yin (2003) argues that there are times when qualitative technique can also be amenable to research involving theory testing. The aim of qualitative research, thus, is to explain or describe a pattern of relationships (Huberman and Miles, 1994). As the researcher is concerned with establishing themes, patterns and categories from the data based on his or her interpretation, the data in qualitative research tend to be more subjective. However, many traditionalists argue that quantitative research is superior to qualitative one because of its use of statistics, experimental design, and survey methods, all of which are deemed to provide more scientific rigour and objectivity, and hence support theory testing. Mitchell and Bernauer (1998:7) summarise the debate as follows:

“Quantitative methodologies seek to understand causal relationships by conceptualising, measuring and analysing information about the real world by means of numerical data representing explicitly defined variables. They analyse the data via statistical procedures to compare a large number of cross-sectional or longitudinal observations with the aim of identifying potentially strong, non-random, correlations between explanatory (or independent) variables and effects (or dependent variables). Qualitative methodologies are interested in evaluating and generalising causal inferences pursue the same goal. They also rely on explicitly defined variables but capture the values of these variables in words and analyse the data through other techniques, instead of isolating causal relationships through large number of cases and statistical procedures. Qualitative methodologists evaluate such relationships by holding other variables constantly through careful case selection”

In general, no type of research can be said to be superior to another. The appropriateness and fit for purpose of the methods depend on the research objectives and context. Thus, the methodological choices have to be within the context of the objectives and settings of the research. A summary of the research process, linking the research philosophy to research methods is given in figure (5.3).

Figure-5.3: Methodological Choices



5.6 PROPOSED METHODOLOGY AND METHODS

Continuing on from the discussion on research philosophies, methodologies and methods, the next section will consider the philosophical and methodological orientations of the study and the methods employed. Having analysed and understood

the philosophical dimensions of positivism and interpretivism, the researcher feel more closer to the ontological, epistemological and methodological positions of the latter. Further, the researcher is supportive of the view that knowledge and reality in social sciences are created or constructed by human beings individually and collectively. Being a social phenomenon, the realities of tourism are best understood through its stakeholders or tourism's society (Tribe, 1997).

The focus of this research is the subject of human resource development for tourism and its possible contributions to sustainable tourism. Given the number of stakeholders involved in human resource development (Baum, 1993) and sustainability (Wall and Matheson, 2006), the research involves soliciting the opinions of a heterogeneous group of respondents. Making sense of these views could be a complex exercise. It involves many human actors from different backgrounds, who are likely to consider issues differently and needs to be subjected to interpretation. This would imply that the social reality of sustainability and human resource development in the context of this research could not be viewed as an external, objective reality. Rather, it represents a constantly shifting, emergent property of individual construction (Bryman, 2001).

Furthermore, the intention of the research is not to test existing theories by means of measuring its variables but rather generate insights into issues related to human resource development and sustainability in Indian tourism, so as to complement the existing knowledge and understand what sense people make of these. Consequently, given the nature and characteristics of the objectives, the research will follow an interpretive and exploratory approach, focusing on the macro setting and policy aspects.

5.6.1 Delphi technique

Delphi method was considered initially as the principal research method for the empirical study. Delphi technique, which facilitates collection and analysis of judgements and opinions of experts in a particular field, has been defined as “a method

for the systematic solicitation and collection of judgements on a particular topic through a set of carefully designed sequential questionnaires interspersed with summarised information and feedback of opinions derived from earlier responses” (Delbecq, Van de Ven, and Gustafson, 1975:10). Introduced by the RAND Corporation in USA in early 1960s, the technique was initially used to obtain group opinions about defence problems and to forecast long-term technological developments. Delphi is considered to be a reliable qualitative research method with potential for use in problem solving, decision-making, and group consensus reaching in a wide variety of areas. (Turoff and Hiltz, 2008; Hsu and Sanford, 2007; Rowe and Wright, 1999; Whitman, 1990; Murray and Hammons, 1995; Dalkey, 1969).

The rationale behind the Delphi method are the assumptions that (a) ‘group decisions are more valid than decisions made by a single person and that decisions are more valid if the group is comprised of experts in the field’, and (b) that ‘numerous problems, such as group bias, domineering group members, group think; can arise when members meet face-to-face’ (Murray and Hammons, 1995:426). Important features of this group interaction method include: (1) anonymous group interaction and responses, (2) iteration with researcher-controlled statistical group responses and feedback, and (3) presentation of statistical group responses (Dalkey, 1969; and Murray and Hammons, 1995; Hsu and Sanford, 2007).

Delphi method has a number of advantages:

- As it forces group members to logically consider the problem under study and to provide written responses, consensus reached by the group would reflect reasoned opinions; it allows for systematic collection of opinions;
- It avoids many of the pitfalls of face to face discussions such as confrontation, false pride, intimidation, etc.;
- It allows each participant to express views anonymously, which would result in greater frankness;

- It provides individual with a means to participate and be heard on important issues and policy decisions without submerging it to group opinion, thus giving a voice to the individual participants in a way that more conventional decision making process cannot match;
- It provides participants access to the thoughts and views of the entire group without the distracting “noise” usually found in group meetings;
- Opinions can be collected from a group of experts who may be geographically separated from one another;
- Group responses can be described statistically

(Hsu and Sandford, 2007; Murray and Hammons, 1995; Turoff, 1970).

Some of the potential disadvantages associated with the Delphi method include, the issue of competency of the selected participants; the long duration of time (a minimum of four to five months) it may take to complete the process; potential for the questions formulated by the researcher influencing the responses of the panel; likely difficulties in fully assessing and utilising the expertise of panel due to lack of face-to-face interaction; lack of participant motivation and likely attrition of the panel members (Delbecq, Van de Ven, and Gustafson, 1975; Lanford, 1972; Whitman, 1990; Murray and Hammons, 1995).

However, in spite of these potential disadvantages, Delphi technique is considered as an extremely versatile and powerful qualitative research methodology . According to Linstone and Turoff (1975:4), Delphi can be effective in any of the following circumstances:

1. The problem does not lend itself to precise analytical techniques but can benefit from subjective judgements on a collective basis
2. The individuals needed to contribute to the examination of a broad or complex problem have no history of adequate communication and may represent diverse experience or expertise

3. More individuals are needed than can effectively interact in a face-to-face exchange.
4. Time and cost make frequent group meetings infeasible.
5. The efficiency of face-to-face meeting can be increased by a supplemental group communication process
6. Disagreements among individuals are so severe or politically unpalatable that the communication process must be refereed and/or anonymity assured
7. The heterogeneity of the participants must be preserved to assure validity of the results, i.e., avoiding domination by quantity or strength of personality (“bandwagon effect”).

Given its advantages, it was decided employ Delphi as research method for the empirical study. Further, the objectives of the study make it necessary to rely on the experiences, opinions and judgements of the experts in the Indian tourism industry Moreover, the research deals with the macro level aspects of human resource development, especially its sustainable dimension, which is a relatively unstudied and undeveloped area and it is essential to explore the subjective judgements and opinions of the experts in the area (Kaynak and Marandu, 2006). As tourism is a multi-sector industry with strong public and private sectors, the respondents will have to be representative of the important sectors of the industry and hence would represent diverse experience and expertise. (Kaynak and Marandu, 2006; Garrod, 2003).

Due to the geographical dispersion of the potential respondents in different parts of a big country like India, bringing them together for a face-to-face group interview will be extremely difficult. Moreover, the problems associated with such face-to-face group interactions and personal interviews, discussed earlier, will adversely affect the quality of the responses, especially considering the in-depth and detailed nature of the data required. Finally, the consensus oriented approach of the Delphi method would bring out sound judgements and considered opinions of the respondents through the process of iteration and controlled feedback. The financial and geographical constraints also render it difficult to consider face-to-face interaction on group or individual basis. Considering

these reasons and the advantages of Delphi technique (Murray and Hammons, 1995; Turoff, 1970), it was decided to follow this method for the empirical study.

5.6.1.1 Delphi process

After the preliminary background study of literature and developing a theoretical basis, the first step in the Delphi process is the selection of individuals with expertise and experience in the area studied (Stuter, 1996; Dunham, 1998; Kaynak and Marandu, 2006). It was decided to select participants involved in tourism academia, tourism policy-making, tourism industry and environmental activism related to tourism.

There has been no agreement in the literature regarding the optimal size of the panel. Brooks (1979) suggests that it is unlikely to have any improvement in results achieved with groups of more than twenty-five. According to Delbecq, Van de Ven, and Gustafson (1975:89), “few new ideas are generated within a homogenous group once the size exceed thirty well-chosen participants’. Consensus seems to veer around a group size between twenty-five and thirty. (Czinkonta and Ronkainen, 1997; Rowe and Wright, 1999; Murry and Hammons, 1995; Cochrain, 1983; Fattah, 1997). Given the general tendency in the literature to consider a group size between twenty-five and thirty, the same criterion was applied for the study with regard to the group size.

As discussed earlier, the Delphi process involves iteration and controlled feedback. Normally, three rounds of questionnaires result in consensus, where possible, (Cochrain, 1983; Murray and Hammons, 1995; Brooks, 1979) and the same criterion was to be used in the present study. The first round of questionnaires consists of open-ended questions and statements (to be rated by the panel on multiple-point rating scale) related to the main themes of the study. The group responses are then summarised into statements and categorised, and those statements that were rated as important by the respondents summarised statistically (Brooks, 1979; Murray and Hammons, 1995).

In the second round the questionnaire comprise the statements used in the first round, group ratings in the first round along with the individual panel member's own rating, and the summaries of the comments made in the first round. Panel members are asked to rate the statements, re-rate the statements sent in the first round and to provide additional comments reviewing the group's responses and comments. These responses are further analysed and a statistical summary showing the distribution of responses (Brooks, 1979; Murray and Hammons, 1995). The statistical report along with their original rating is sent to the panel members as the third round questionnaire. Here the panel members are given the opportunity to revise and reassess their ratings and responses on the basis of the statistical group response. And where there are divergences with the group consensus, which Murray and Hammons (1995:432) define as a minimum of 75% agreement on any particular item, the panel members will be asked to justify their view with supporting statements.

5.6.1.2 Selection of participants

Initially a small core group of experienced professionals, who were known to the researcher and deemed relevant to the research topic, was identified. The core group was then requested to recommend a list of experts belonging to tourism academia, tourism policy-making, tourism industry and environmental groups involved in tourism. . The small group of experts helped draw up an independent list of respondents from all over the country, thus helping overcome the researcher's limitations in identifying a sample of respondents that was truly representative of tourism in India, both sector-wise and geographically. The core group consisted of the following senior professionals, who were known to the researcher during his professional career as tourism academic in India:

1. **Director of Indian Institute of Tourism and Travel Management**
Gwalior, India
(He had held many senior positions related to tourism education and training in India)

2. Director
The Great India Tour Company
Trivandrum, India.(a major tour operator in the private sector)
3. Station Manager
Indian Airlines, Trivandrum
4. Managing Director
Aries Travels, Trivandrum
India
5. Principal in Charge
Institute of Hotel Management and Catering Technology
Kovalam. (He had also held a number of managerial positions in the hospitality industry in India).

The members of the core group and the researcher have had exchanged thoughts on issues and shortcomings in tourism education and tourism development in India, a number of times formally and informally. The researcher had the opportunity to be on advisory groups and expert panels, on which many of the professionals above were also members and had the opportunity to know the extent of their passion for tourism development in India, and their knowledge of important opinion makers belonging to the tourism industry, government, tourism academia and environmental groups in the country. The close acquaintance the researcher had with the members of the core group also gave the researcher the freedom to follow up on the request to recommend a participants of the Delphi research.

The core group recommended a panel of 29 potential participants, consisting of seven tourism industry professionals, seven tourism administrators, nine tourism educators and six environmental activists (Appendix 3). A letter was sent to the 29 panel members, inviting them to join the Delphi study in the third week of January 2000. The letter explained in details the Delphi process and highlighted the importance of iteration and the need for the participants to contribute to all three round of the research. However, responses were received only from seven of them, who expressed their willingness to participate in the research. Reminders were sent to the remaining 22 panel members, but none of them responded. The researcher then, resorted to telephone calls and six of

them informed the researcher of their unwillingness to go through a three round research and stated that they will be happy to complete a questionnaire. Faced with a major roadblock, the researcher was forced to consider alternatives to the Delphi technique that was originally decided as the preferred research method.

5.6.2 Survey of a panel of experts

The alternative method considered was a survey of a panel of experts (Kaynak and Marandu, 2006) associated with Indian tourism. The expert panel survey method has been selected as it provided the benefits of gathering opinions of experts (Kaynak and Marandu, 2006; Garrod, 2003), and offered most of the advantages associated with Delphi technique (Murray and Hammons, 1995; Turoff, 1970 and 1975; Kaynak and Marandu, 2006). The rationale behind the method is the assumption that, as in the case of Delphi technique, the views and opinions are more valid if respondents comprised of experts in the field, who are likely to have more detailed knowledge of the issues and challenges, as a result of their long involvement in the sector (Murray and Hammons, 1995).

Further, as the survey involves a single round of questions, it was deemed easier to encourage the panel of experts of participate in the research. Also, six of the panel members identified for the Delphi research had expressed their willingness to participate in a single round questionnaire survey, which gave the research confidence in the likely success of the method. Given the logistical and financial constraints involved in carrying out face-to-face interviews and on consultation with the research supervisor, it was decided to employ the survey of a panel of experts associated with the Indian tourism as the research method.

Lucas (2000) argues that survey research is about looking and searching in order to answer a question or a series of questions, which can be closely focused or broadly drawn. The survey method can also address a wide range of topics (de Vaus, 1996; Brotherton, 2008). Other advantages include the following: using a relatively small

sample it can efficiently and effectively elicit data about a larger population; it is versatile when different modes of enquiry are used, e.g. telephone, postal and e-mail survey, it can be comprehensive and flexible in regard to simple or complex data requirements; they can be customised to accommodate time and costs limitations (de Vaus, 1996; Sarantakos, 1998). Survey methods can be classified according to the method of communication employed and comprise of personal, telephone, e-mail and postal interviews. A summary of advantages and disadvantages of different survey methods is given in table (Table-5.3), below:

Table-5.3: Advantages and Disadvantages of Methods

Advantages		
<i>Postal and e-mail survey</i>	<i>Face-to-face interview</i>	<i>Telephone interview</i>
Can be cheap	Flexible	Cheap
Results can be generalised	Insightful	Quick
Structured process	Qualitative results	Large samples
Large samples	Interaction with respondents	Reach widely dispersed people
Large amounts of data	Probing	Can elicit sensitive data
Data can be easily classified	Low non-response bias	Interaction with respondents
Quantifiable results	Visual stimuli	Low non-response bias
Disadvantages		
Detailed administration	Time consuming	Few data per respondent
Potential for low response	Small samples	Partial picture
Partial picture	Interviewer training required	Interviewer bias
May only be indicative	Interviewer bias	Require trained interviewer
No interaction with respondents	Data recording and classification problems	

Source Lucas (2000)

5.7 SOURCES OF DATA:

Literature review involves “a secondary analysis of available information already published in some form (Sarantakos, 1998: 129). In order understand the previous research related to the themes that form part of the research topic, a comprehensive

literature review was carried out with a multidisciplinary focus on tourism and sustainability, human resource development for tourism, tourism in developing countries, tourism policy and planning and Indian tourism. As Hart (1998:1) states, “a review of the literature is important because without it you will not acquire an understanding of your topic, of what has already been done on it, how it has been researched, and what the key issues are”. The literature review helped develop a sound theoretical basis for the study, to sharpen the research focus, and also to familiarise oneself with the type of research already carried out in the research area (Sarantakos, 1998). Reports, journals and publications brought out by various organisations at national and international level was also consulted for secondary data. The literature review was an ongoing process, which continued until the final stage of the study in 2008, and the information gathered was used to update and enhance the currency of the analysis in the literature review chapters of the study (chapters 2,3, and 4).

After the preliminary background study of literature and developing a theoretical basis (figure 3.4), the first step was the selection of individuals with sufficient expertise and experience to be on the panel of experts (Kaynak and Marandu, 2006). The panel for the survey was required to be substantially bigger than that was selected for the Delphi research, and the method employed to select the panel of experts is explained in the next section (5.7.1).

5.8. SAMPLING TECHNIQUES

The purpose of sampling is to select a part of the population that represent the whole. The likelihood of large population makes it inevitable for researchers to select a representative sample (Sarantakos, 1998). The financial and logistical issues also make it necessary to rely on a representative sample. However, it is important to ensure that a good sample is selected carefully to ensure representativeness and objectivity (Bryman, 2001; Brotherton, 2008). There are mainly two types of sampling - probability and non-probability. The probability sampling employ strict rule so probability in the selection process, giving every unit of the population an equal chance of being selected for the

sample. The non-probability sampling is more subjective in nature and makes no claim to be representative of the population, and is usually employed in exploratory and qualitative research (Sarantakos, 1998; Brotherton, 2008).

Given the inability of the non-probability sampling methods to be truly representative, they are more suitable to studies involving inductive theory building (Sarantakos, 1998; Silverman, 2000). As the respondents for the primary research were to be a panel of experts in Indian tourism, it was virtually impossible to establish a relevant population for the study. This is due to the heterogeneous nature of the tourism industry and the logistical and geographical challenges involved in carrying out research in a country of the size of India. Moreover, the unorganised nature of the tourism industry in the country makes it difficult to determine the size, character and the number of likely population for the current study. Consequently, the option of probability sampling was ruled out and it was decided to follow the non-probability sampling method, which consists of techniques such as accidental sampling, purposive or judgemental sampling, quota sampling and snowball sampling (Sarantakos, 1998).

Accidental sampling, also known as convenience sampling, is employed where representativeness is not an issue and all units of study that the researcher accidentally comes in contact or deem convenient to contact form the sample (Hemmington, 1999). In purposive or judgemental sampling, the researchers deliberately select subjects who, according to them, are relevant to the research topic (Hemmington, 1999). Quota sampling is a non-random stratified procedure, in which the researcher sets a quota of respondents to be chosen from specific population groups and select respondents from the quotas formed (Sarantakos, 1998; Hemmington, 1999). In snowball sampling, researchers begin the research with a limited number of respondents available and then generate additional numbers based on the recommendations of the first set of respondents (Sarantakos, 1998; Hemmington, 1999).

The sampling technique adopted for the present research was a combination of purposive and snowball sampling (Hemmington, 1999). Initially, the small core group of

experienced professionals, that was formed to generate a list of experts for the Delphi research was requested to assist with the development of a bigger panel of experts belonging to tourism academia, tourism policy-making, tourism industry and environmental groups involved in tourism (section 5.6.1.2). The sample was, thus, formed on the recommendations of a small core group of experts from the above four areas. The small group of experts helped draw up an independent list of respondents from all over the country, thus helping overcome the researcher's limitations in identifying a sample of respondents that was truly representative of tourism in India, both sector-wise and geographically (Lucas, 1999).

As discussed in section 5.6.1.2, the consensus on the sample size for Delphi research was between 25 and 30 (Gustafson, 1975; Brooks, 1979). However, for survey research larger samples are considered to be better than smaller and will enhance the representativeness of the sample ones (Hemmington, 1999; Moser and Kalton, 1992). As there were no details of the likely population of the experts available, it was decided to generate as big a sample as possible. Also, given the difficulties experienced with the Delphi research attempt and the uncertainties on the response rate, it was necessary to err on the side of safety and ensure as a big a sample size as possible (Moser and Kalton, 1992). As a result, the core group of experts was requested to provide as many names of experts as possible.

A list of 244 respondents was generated on the recommendations of the core group from the four areas mentioned earlier. On further scrutiny of the list, the occurrence of repetition of the same names was noticed and further, on enquiries about the experts in the list, it was also found that 27 out of them had either moved elsewhere or was untraceable, which, finally left the researcher with a total number of respondents of 147. The details of the experts are provided in Appendix –4. A copy of the questionnaire and the address of the panel members were then sent to researcher's father in India, who had agreed to help with their distribution and collection. Copies of the questionnaire were sent to the panel members along with a covering letter (Appendix, 2) and self-addressed and stamped envelopes to facilitate their easier return. One hundred and forty seven

questionnaires were thus sent out to the experts on the final list. After the initial response period of one month 39 completed questionnaires were returned. Further reminders were sent to the non-respondents and after three months the number of questionnaires returned increased to 67. Another six questionnaires were returned during the next three weeks and the final number grew to 72. Out of the 72, sixty-nine questionnaires were useable, which represent a healthy response rate of 47%.

5.9 QUESTIONNAIRE DESIGN

As indicated earlier, a questionnaire was the research instrument used to collect data from the tourism experts in India. The main advantage of questionnaire is that it enables the respondents to provide data without any interference from the researcher (Sarantakos, 1998). The main advantages and disadvantages of questionnaires are as follows (Table-5.4):

Table-5.4: Advantages and Disadvantages of Questionnaires

Advantages	Disadvantages
<ul style="list-style-type: none"> • Less expensive • Produce quick results • Can be completed at the respondent's convenience • Greater anonymity • Less opportunity for bias or errors caused by the presence or interference of the researcher • Stability, consistency, and uniformity • Offer the opportunity to the respondents to provide considered and objective data • Offer wider coverage and reach 	<ul style="list-style-type: none"> • Inability to probe and prompt questions • Lack of opportunity to motivate the respondent to answer the questions • Inability to check the order in which the questions were answered • Lack of opportunities to collect additional information through observation or follow-up • Chances of partial response • Unsuitability for respondents with poor literacy and other disabilities • Lack of ability to assist the respondents with clarifications

(Source: Saranakos, 1998; Oppenheim, 2001)

An important consideration in developing questionnaire is the issue of ensuring content validity of the questions. According to Veal (1992:36), content validity is "the extent to which the measure truly reflects the phenomenon being considered". A valid measure,

hence, should measure what it is intended to measure (de Vaus, 1996). The extensive literature review undertaken had helped in determining the appropriate concepts related to the research objectives to be considered in the questionnaire. In order to ensure the validity of the contents, the following procedures were adopted. (Brotherton, 2008). First, the questionnaire was divided into three sections according to the principal research objectives, viz. a) the role of human resource development for sustainable tourism and b) the state of human resource development for tourism in India, and c) suggestions and guidelines for human resource development for sustainability-oriented development for tourism India (Appendix 1). A fourth section seeking demographic information from the respondents was also included in the questionnaire, which is presented in appendix 3.. This helped in ensuring the questions in each section were focused enough on the research objectives. Secondly, the questionnaire was piloted among the fellow Ph.D. students in the Scottish Hotel School and Strathclyde Business School to receive feedback on the clarity and appropriateness of the questions (Oppenheim, 2001). A number of issues were brought out by the pilot test such as the need to: simplify some of the terms used in the questionnaire; clarify some of the frequently occurring concepts; and eliminate some questions that were repetitive. These suggestions were taken on board and definition for key concepts such as human resources development for tourism, sustainability-oriented tourism, and sustainability-oriented human resources development for tourism were included in the covering sheet. Also some of the questions were reworded and some removed. Finally, the questionnaire was submitted to my research supervisor for comments and approval.

One of the disadvantages of the questionnaires is a lack of opportunity to clarify and guide the respondents on how to answer the questions (Oppenheim, 2002). In order to assist the respondents in terms of guidance on answering the questions, a very clear introduction to the research and its objectives was included in the form of a covering letter to the questionnaire. Further, the questionnaires were phrased with clear instructions to facilitate their easier understanding. Pizam (1994) suggests three alternatives in terms of the type of questions that can be used in a questionnaire, viz.

closed, open-ended, and a combination of close-ended and open-ended questions. The main advantage of closed questions is that they are easy to answer and analyse (Oppenheim, 2002; Lucas, 1999). However, considerable reflection and deliberation is required before developing closed questions and it is important to include all possible responses. Open-ended questions allow respondents answer them in an unlimited number of ways and help avoid false opinions (Mossholder, et; al. 1995; Sarantakos, 1998). The advantages of open –ended questions, according to Sarantakos, 1998:231) are as follows:

- They allow freedom to express feelings and thoughts, especially when complex issues are being studied;
- They offer more details than pre-coded questions, especially qualifications and justifications;
- They offer information in areas that might not have been foreseen by the researcher;
- They allow conclusions about the respondents' way of thinking and logic; and
- They allow the respondent to show creativity, self-expression and initiative.

However, open-ended questions produce large amount of information, which require extensive time to analyse (Sarantakos, 1998). Also, as the respondents need to answer the questions themselves, response rate could be low, and may generate convenient, but not necessarily relevant, answers (Sarantakos, 1998). The questionnaire developed for this research predominantly uses closed questions, with a few open-ended questions used as supplementary to offer respondents the opportunity to provide more detailed responses, which may or may not be different to the choices available in the closed questions (Moser and Kalton, 1992). Some of the open-ended questions were used to follow up on the responses to the closed questions. For the scaling design of closed questions, all three types of scaling methods, viz. ordinal, nominal, and interval were used (Kinnear and Taylor, 1996; Brotherton, 2008). The five Point Likert scales, which is used to obtain respondent's degree of agreement or disagreement on a stated opinion, was used to generate interval data (Ryan and Garland, 1999; Lucas, 1999). Given the nature of the investigation and the respondents involved, a majority of questions used

Likert Scale to elicit respondent's opinions on statements and propositions related to the research objectives. The nominal scale was used mainly for questions seeking information on the demographic aspects of the respondents. The ordinal scale was used in questions that required respondents to assign a rank or order of importance to the choices offered.

5.10 DATA ANALYSIS

The data collected for this research belong to both quantitative and qualitative categories. The quantitative data were analysed using the Statistical Package for Social Sciences (SPSS). To begin with the data were coded to develop a codebook. The data in numerical form were then entered into SPSS and subjected to a descriptive analysis to understand the relational measures, which is used to show the relationship of parts of data to each other or the whole (Sarantakos, 1998; Brotherton, 2008). In other words, descriptive statistics describes the frequency and percentage of a single variable. Rates, ratio and percentage are the measures used to describe the relationship. Given the number of subgroups included in the responses of most of the questions, the measure of frequencies and percentage was adopted for the analysis in this study. The statistical analysis was presented in the form of tables and charts. The discussion that follows considers implications of the findings within the context of the relevant literature, linking the findings with the themes in the literature review chapters (Kinear and Taylor, 1996).

The analysis of qualitative data requires the cyclical process of data reduction, data organisation and interpretation (Sarantakos, 1998; Hampton, 1999). In qualitative research, data reduction involves careful reading of the responses, and their categorisation for analysis and presentation (Sarantakos, 1998). It also involves eliminating incoherent and totally irrelevant data. Data organisation is the process of assembling and categorising information in more specific terms. Interpretation involves making decisions and drawing conclusions from the data towards achieving the research

objectives (Silverman, 2000). The qualitative data generated through the open-ended questions were subjected to all of the above processes. The information was reduced and organised by eliminating incoherent and totally irrelevant data. The cleaned up data was then grouped and numbered according to relevant questions.. The method of analysis used was what is known as content analysis, which allows the analysis of qualitative data in a systematic way (Finn, Elliott-White and Walton, 2000). Content analysis is very useful in analysing qualitative data to identify themes and the frequency of their occurrences (Brotherton, 2008). As Sarantakos (1998:284) states, in content analysis of qualitative data “the researcher will identify and evaluate the items that appear to be theoretically important and meaningful and relate them to the central questions of the study”.

For the purpose of this study a content analysis was employed to identify major themes that occurred, and these were discussed within the context of the research objectives and relevant literature. To begin with a lengthy process of familiarisation and discovery by reading and re-reading the data was undertaken. This helped in identifying important themes, which were coded and grouped. Codes are keywords used to categorise or label the data (Sarantakos, 1998). The ‘MindGenius Education Enterprise’ software was used to organise the themes emerged from the data on each open-ended questions in the form of mind maps (Northedge, 2005; Buzan, 2006). Mind mapping is a technique that helps organise knowledge and make creative links between ideas and is very useful in visualising and clarifying ones thoughts (Northedge, 2005). MindGenius is an enhanced working technique that makes effective use of mind mapping (MindGenius, 2005). Mind maps were preferred over tables as they allowed better clarity and organisation of themes in a logical sequence (e.g. figure 6.3). The data thus analysed have been discussed by connecting them to the themes in relevant literature as discussed in the literature review chapters (2,3,and 4). The analysis and discussion of the findings are presented in chapters six, seven and eight.

5.11 Limitations of methodology

The research methods employed are not without their limitations. The interpretive methodology has been known for its ontological and epistemological shortcomings (Sarantakos, 1998). The survey method of data collection employed in the study is not completely aligned to the methodological position of the researcher. The data collected could have been more wholesome and rich, if a wider range of sources were consulted. Since the study related to human resource development for sustainable development of tourism, the view and attitudes of a broader range of stakeholders, especially that of the destination community members could have provided an additional dimension to the data gathered and the findings of the study. Also important is the views of the visitors, especially in aspects of quality and sustainability of Indian tourism as seen by them.

The panel of experts also has limitations in terms of its number and geographical coverage. The survey method has also limitations in eliciting in depth and detailed responses from the respondents. Inclusion of open-ended questions has addressed the limitation to a certain extent. However, face-to-face in depth interview or group interviews would have helped improve the quality and richness of the data. Further, interviews provide the researcher with the opportunity to be flexible in the use of questions according to the respondent and also ask follow up questions to probe and elicit further data from the respondents (Sarantakos, 1998). Owing to financial and logistical constraints, it has not been possible to travel to India and conduct face to face or focus group interviews.

Considering the fact that a panel of experts was the main source of data, the Delphi method of research (section 5.6.1), which is considered to offer a more effective way to gather and collate expert opinions in groups, especially with its iterative processes that facilitate interaction, verification and confirmation of the opinions (Murray and Hammons, 1995; Kaynak and Marandu, 2006). Another limitation of research method relates to the research instrument, which has a combination of closed and open-ended

questions. Open-ended questions have the advantage of eliciting more detailed answers from respondents, however the combination of both closed and open-ended questions could discourage respondents from making the effort to answer the open-ended questions as they may have been used to answering the easier to answer closed-ended questions (Oppenheim, 2001; Sarantakos, 1998). The mixed nature of questions also pose challenges in data analysis, especially in analysing and synthesising data that are very different in nature. However, despite these limitations the study and its findings are expected to be relevant and useful in enhancing knowledge related to human resource development and sustainability in tourism.

5.12 CONCLUSION

This chapter discussed the philosophical paradigms, methodologies and methods employed for the current research. Having analysed the philosophical dimensions of positivism and interpretivism, the researcher felt closer to the ontological, epistemological and methodological positions of the latter. The research is of the view that, being a social phenomenon, the realities of tourism are best understood through the views and opinions of its stakeholders or its society (Tribe, 1997). This study follows interpretive traditions of research manifested in qualitative methodology. Data was collected from a panel of experts on Indian tourism, employing the survey method. The research instrument comprises both closed and open-ended questions. Quantitative data were analysed using Statistical Package for Social Sciences (SPSS). Qualitative data from open-ended questions were analysed using content analysis technique, and presented with the help of mind maps in chapters six, seven and eight, which presents the analysis of findings.

The process of planning and executing this research was probably the most important learning experience for the researcher. Besides developing one's knowledge of various aspects of carrying out social science research, this was an opportunity for the researcher to establish his own ontological, epistemological and methodological standpoints. The

personal journey as a researcher has also convinced one of the value of methodological realism, as evidenced by the failure to implement the Delphi research that was originally planned. The role and value of personal social politics was also very much in evidence, especially the way it aided the research in developing the panel of experts and in dealing with the logistics of the empirical research.

The researcher has also come across the advantages of sharing and reflecting one's research experience, hurdles and issues, with fellow researchers, peers and other important people in the personal and social sphere, which helps immensely in taking balanced perspective of the research life and most importantly to maintain mental sanity. The researcher is thus indebted to the fellow researchers and peers at the Department of Hospitality and Tourism Management and important people in the personal and social circle. In conclusion to the methodology chapter, it has to be stated that the personal journey as a doctoral researcher was a rewarding one, both intellectually and personally.

CHAPTER 6: FINDINGS AND ANALYSIS: THE ROLE OF HUMAN RESOURCE DEVELOPMENT IN SUSTAINABILITY-ORIENTED DEVELOPMENT OF TOURISM

Following on from an in depth review of the relevant literature, which helped clarify theoretical aspects related to the research objectives, a survey was carried out to seek the opinions of a panel of experienced professionals involved in tourism and its development in India. The expert panel consisted of tourism industry professionals, tourism policy-makers, tourism academics and environmental activists. Members of the panel were senior professionals in their respective fields, competent and experienced enough to provide informed information and opinion. The sample was formed on the recommendations of a small group of experts who are active in the four areas mentioned above. The small group of experts helped draw up an independent list of respondents from all over the country, thus helping overcome the researcher's limitations in identifying a sample of respondents that was truly representative of tourism in India, both sector-wise and geographically. The main objectives of the research are:

- To consider the role and importance of human resources development in the sustainable development of tourism.
- To analyse the state of, trends and issues in human resources development for tourism in India.
- To develop guidelines for human resources development policies and programmes facilitating sustainable development and practice of tourism, with reference to India.

The next section of the thesis presents the analysis of the findings of the expert panel survey. The analysis is presented in three chapters. Chapter six discusses the findings related to objective one on the role of human resource development in sustainability-oriented development of tourism. Chapter seven deals with the findings pertaining to objective two on the state of human resource development for tourism in India and Chapter eight discusses sustainability-orientation of human resource development for tourism in India and also provides guidelines for human resource development policies

and programmes facilitating sustainable development and practice of tourism, with reference to India, which is related to objective three of the study. The findings from closed-ended questions have been presented with the help of tables and charts, and from open-ended questions using mind maps. The presentation of key themes in the form of a mind map helps in presenting the main themes and sub-themes in a lucid manner. Mind maps are also useful in presenting the themes in a logical sequence. Throughout the chapters six, seven and eight, mind maps are used to present themes emerged out of analysing qualitative data generated by the open-ended questions.

HUMAN RESOURCE DEVELOPMENT FOR SUSTAINABLE TOURISM

Importance of human resource and its development to a service industry such as tourism has now been well recognised. However, it has been reported that human resource development is not normally included as part of tourism planning and development (Baum, 2006; Kokkranikal, 2004). Availability of well-trained and competent personnel to plan, develop, operate and manage tourism is key to its sustainability, both from an environmental and competitiveness point of view. Tourism development in developing countries is characterized by lack of adequate number of well-trained professionals and the shortcomings in human resource availability have been rightly pointed out as one of the reasons for the unsustainable and haphazard development of third world tourism (Dieke, 2001). The following sections will analyse and discuss findings related to the importance of human resource development to the sustainability-oriented development of tourism.

6.1 THE NEED FOR HUMAN RESOURCE DEVELOPMENT TO BE AN INTEGRAL PART OF TOURISM PLANNING AND DEVELOPMENT

Respondents were asked to express their agreement with the statement, “Human resources development has to be an integral part of the tourism planning and development process” (Appendix 1, question number 1). A Likert scale with five positions on agreement with the statement was provided. Respondents overwhelmingly

agreed with this statement. 75% of the respondents expressed strong agreement (strongly agree) and 25% agreement (agree) with the statement (Table-6.1; figure 6.1). None of the respondents was neutral (cannot say), disagreed (disagree) or strongly disagreed (strongly disagree) with the statement.

Table 6.1: Human Resources Development has to be an integral part of tourism planning and development

	Frequency	Percent
Agree	17	24.6
Strongly Agree	52	75.4
Total	69	100

There is an increasing recognition that well-trained personnel are essential not only for ensuring quality holiday experiences but also for developing and managing sustainable tourism destinations (Conlin and Baum, 2003; Kokkranikal and Baum, 2000 Airey and Tribe, 2005; Riley, Ladkin and Szivas, 2002; Failte Ireland, 2005; Bolton and Houlihan, 2007). According to the human capital theory), human resource is not just one of the resources, but one of the essential pre-requisites along with financial, physical and socio-cultural capital (Liu and Wall, 2005; Ashton and Green, 1996). The link between the stock of skills and the outputs of a productive system equate human resource with other forms of capital input (Ashton and Green, 1996).

A planned and development-oriented approach to human capital can also improve labour market flexibility, internally and externally (Riley, Ladkin and Szivas, 2002). And as Liu and Wall (2005) argue, quality of human capital can have a positive impact on the quality, competitiveness and performance of the tourism industry (Liu and Wall, 2005). As discussed in chapter two (section 2.1), this warrants consideration of human resource as an important component the tourism development process, which include tourism policy and plan formulation.

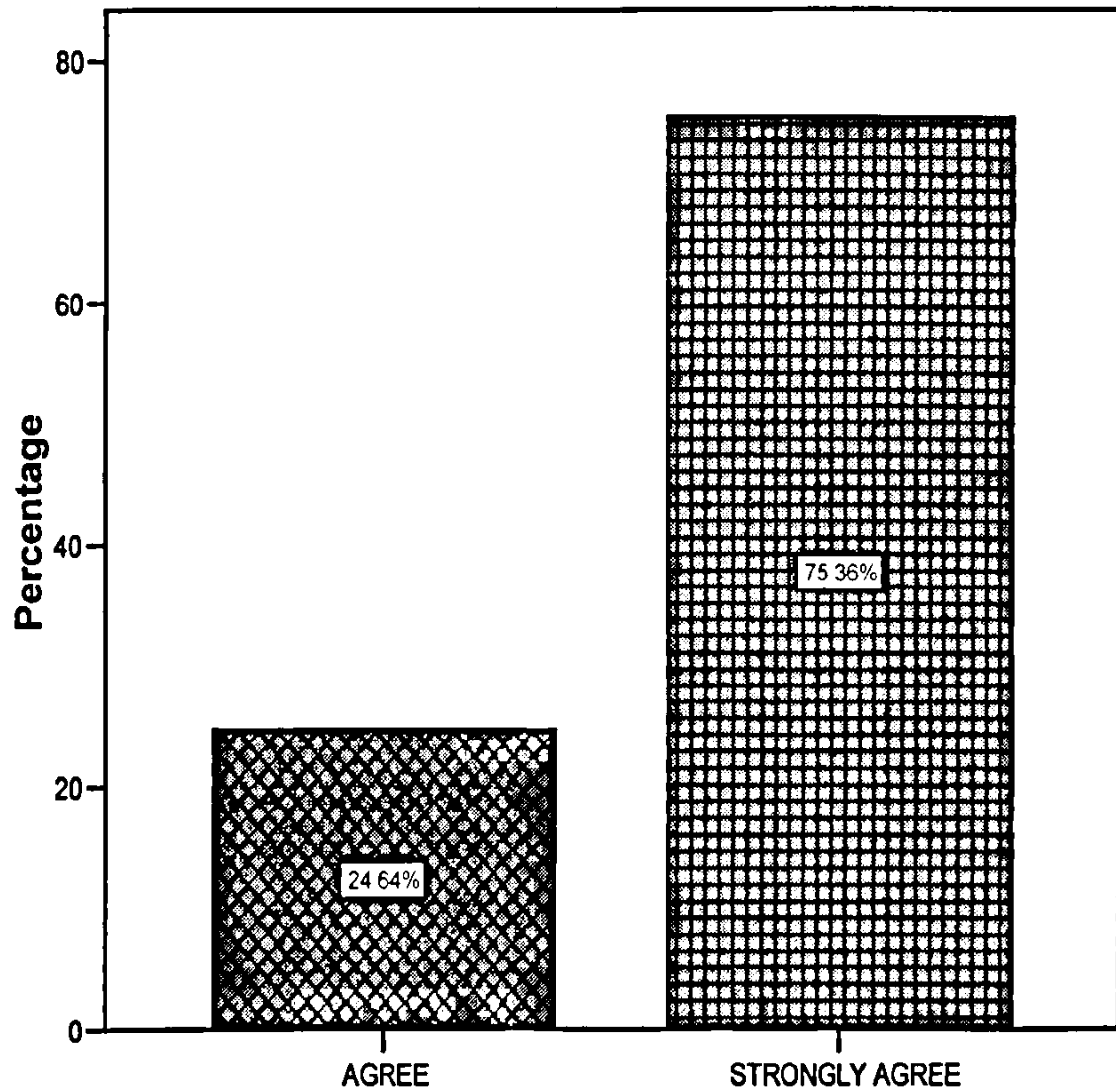
Tourism policy and planning are basically aimed at making rational use of natural, cultural, social and economic resources (Lickorish and Jenkins, 1997). Given the importance of quality and well-trained human resource as an essential ingredient for tourism development, it is imperative to consider human resource development an important component of tourism planning and development process. However, as discussed in chapters two (section 2.5) and four (section 4.2 and 4.6), human resource development for tourism has traditionally received relatively less importance in tourism planning and development and as Baum (1991) argues, it has often been treated as operational considerations. With relatively limited tourism planning and policy making expertise available in developing countries, human resource development had never received its due importance in tourism policies and plans (Baum, 1991; Kokkranikal, 2004). Most tourism policies and plans tend to make ritual references to human resource development, seemingly to satisfy the requirement of donor organisations or other stakeholders.

As discussed in chapter four (4.2, 4.3, 4.5 and 4.6), tourism development in India has followed the traditional approach of preparing tourism master plans, with general aspirations as to what ought to happen, without any pragmatic measures. Moreover, implementation of tourism policies or plans has been very patchy. A cursory look at tourism plans and policies to date show that human resource development had been paid lip service, with sections in the plans and policies ascertaining the importance of human resource development and no budgetary allocations or practical measures to develop an efficient human resource development infrastructure in the country.

The respondents are unanimous in their agreement with the proposition that “human resources development has to be an integral part of the tourism planning and development process”, and are with the increasing number of scholars and researchers in recognising the importance of human resource in tourism development and the need to include its development as part of tourism policy, planning and development (Conlin

and Baum, 2003; Kokkranikal and Baum, 2000 Airey and Tribe, 2005; Riley, Ladkin and Szivas, 2002; Failte Ireland, 2005; Liu and Wall, 2005; Kokkranikal, 2004).

Figure 6.1: Human Resource Development has to be an integral part of tourism planning and development



6.2 THE ROLE OF HUMAN RESOURCE DEVELOPMENT'S IN FACILITATING SUSTAINABILITY IN TOURISM

Human resource development is key to determining the competitiveness of a tourism destination and its products (Kokkranikal and Baum, 2003). Human resource is also a ubiquitous part of the tourism industry and has a key role in its development and delivery (Conlin and Baum, 2003). Being providers and creators of tourism products and services, human resource also has the ability to influence the tourism industry's development, management and operational practices (Kokkranikal, 2004; Liburd and

Jurowsky, 2002). The knowledge, skills and values that personnel develop during their formative years are crucial in shaping their professional outlook and practices.

As discussed in chapter two (section 2.3), human resource development has a major role in forming the knowledge and skills base and value system of the tourism industry personnel. At the basic level, well-trained personnel with appropriate knowledge, skills and attitude are essential for a competitive and successful tourism industry, which meets one of the pre-requisites of sustainability. As established in chapter three (section 3.5, 3.6, 3.7 and 3.8), the perceptions, attitudes, value system, sensitivity, ideologies and expectations of the people involved in tourism, as guest and host, are key variables in determining the character of the tourism industry. Well thought out plans, policies and management plans might aspire for sustainability, but without ability and commitment of all stakeholders it will be difficult to translate such an aspiration into reality. There have been an abundance of tourism policies, plans, codes of conduct and declarations that offer ways to achieve sustainability-oriented tourism development (sections 2.3 , 2.6, 3.3 and 3.5), however, the fact that the problems of sustainability persists indicate their futility in the absence of stakeholders who do not have commitment and competence to implement them. Inability of these measures to meaningfully contribute towards achieving the goal of sustainability, thus, lies with shortcomings in approaches to human resource development.

Human resource development can help remove the confusion and vagueness surrounding what sustainability and sustainable development are about (Sharpley, 2000), and help stakeholders adopt more pragmatic and effective in implementing sustainability-oriented measures. The integration of sustainability into human resource development will engender a more responsible attitude towards the environment and encourage more debate and discussions related to issues affecting surrounding its survival (Hultsman, 1995). Human resource development, thus, can help promote a sustainability-oriented professional 'ethics' among the tourism industry professionals (Hultsman, 1995; Tribe, 2002a; Macbeth, 2004). As discussed in chapter three (section

3.8), the critical role of human resource development in creating tourism professionals strengthens the argument for its sustainability-orientation. Incorporation of sustainability concepts and practices across all functional levels and areas of tourism education and training could thus contribute significantly to achieve the goal of sustainable tourism.

Further, if sustainability-specific knowledge, skills and attitudes were developed as part of human resource development process, the tourism industry personnel would become advocates of sustainability (Kokkranikal and Baum, 2000, Macbeth, 2004), and develop a *phronesis* moored in sustainability (Tribe, 1997). Thus, human resource in their various guises (Conlin and Baum, 2003) can play a catalytic role in facilitating sustainability-oriented development of tourism (Kokkranikal and Baum, 2000).

Table 6.2 Human Resource Development Can Contribute to Sustainability in Tourism

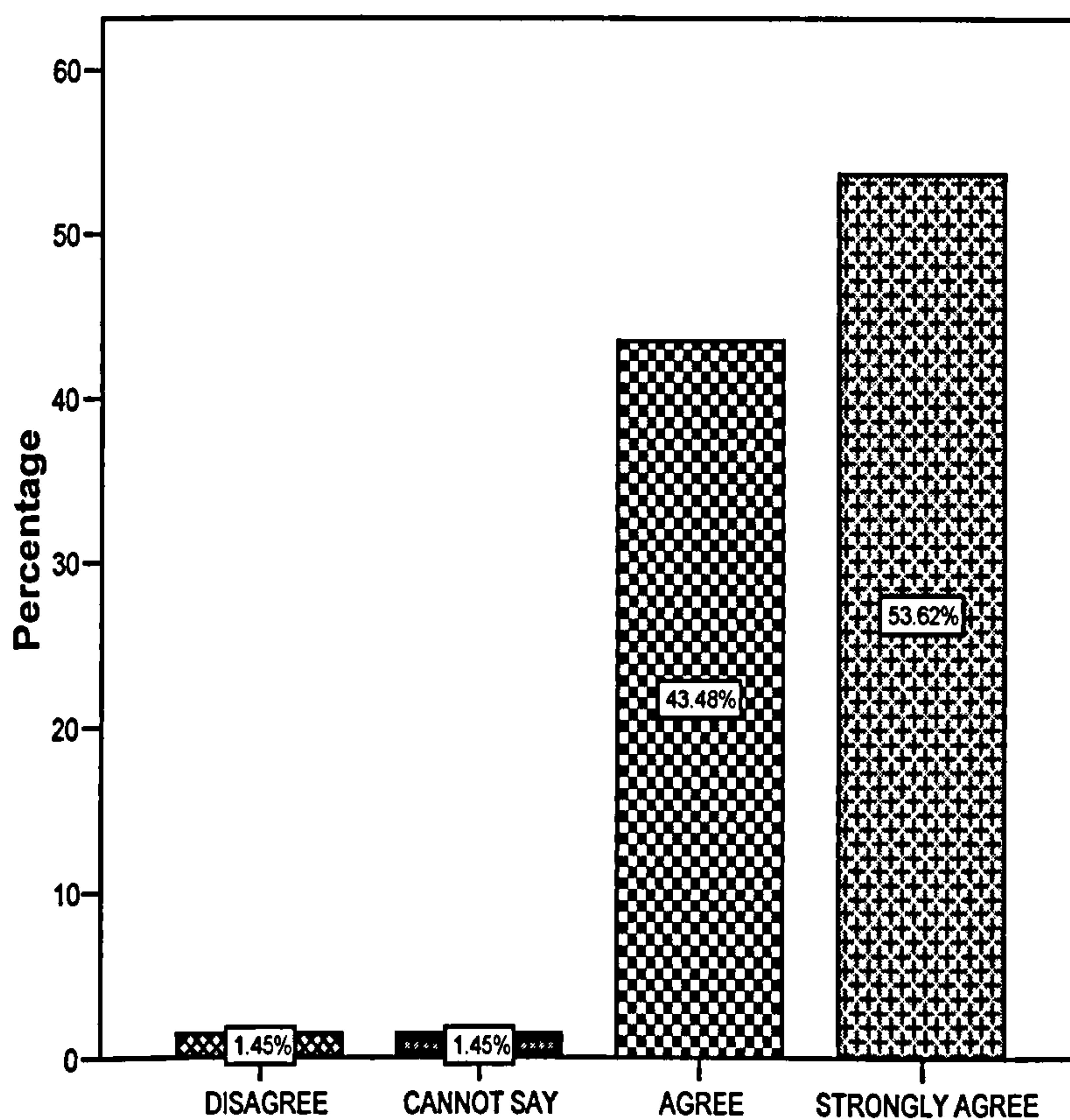
	Frequency	Percent
Disagree	1	1.4
Cannot say	1	1.4
Agree	30	43.5
Strongly agree	37	53.6
Total	69	100

Respondents were asked to express their views on the statement that “human resource development can contribute to sustainability in tourism’ (Appendix 1; question 2). As table 6.2 (figure – 6.2) indicates, majority of respondents strongly agree (53.6%) and agree (43.5%) with the statement that human resource development can contribute to sustainable development of tourism, with a negligible percentage (1.4%) disagreeing or remaining neutral (1.4%).

The significant support among respondents to the proposition that human resource development can contribute to the sustainability of Indian tourism is an indication of the

fact that key stakeholders are becoming increasingly aware of the important role that human resource and its development can play in making Indian tourism competitive and sustainable. The respondents, thus, confirm their agreement with the increasing school of tourism researchers who advocate a more serious role for human resource development in promoting sustainability in the tourism industry (Pearce, 1995; Gough and Scott, 1999; Kokkranikal and Baum, 2000; Liburd and Jurowsky, 2002; Tribe, 2002; Tesone, 2004; Kokkranikal, 2004).

Figure 6.2: Human Resource Development can contribute to sustainability in tourism



6.3 CONTRIBUTIONS THAT HUMAN RESOURCE DEVELOPMENT CAN MAKE TOWARDS SUSTAINABILITY IN TOURISM

There is indeed a near unanimous agreement on the important role that human resource development could play in achieving sustainability in tourism (Liburd and Jurowsky, 2002; Baum and Conlin, 1994), a view that was corroborated by the respondents (section 6.2). As sections 6.1 indicated, the respondents were also uniform in their views on the need to include human resource development as an integral part of the overall tourism development process, not as an operational consideration. Having ascertained their views on the potential of human resource development to contribute to sustainability-oriented tourism development, respondents were further asked about their thoughts on the specific contributions that human resource development can make towards sustainability in tourism (Appendix 1, question 3). The thematic analysis of the responses brought out four key themes related to the contributions that human resource development can make towards facilitating a sustainability-oriented development of tourism, which are presented in the following mind map (Figure 6.3). The responses were grouped under three themes as follows:

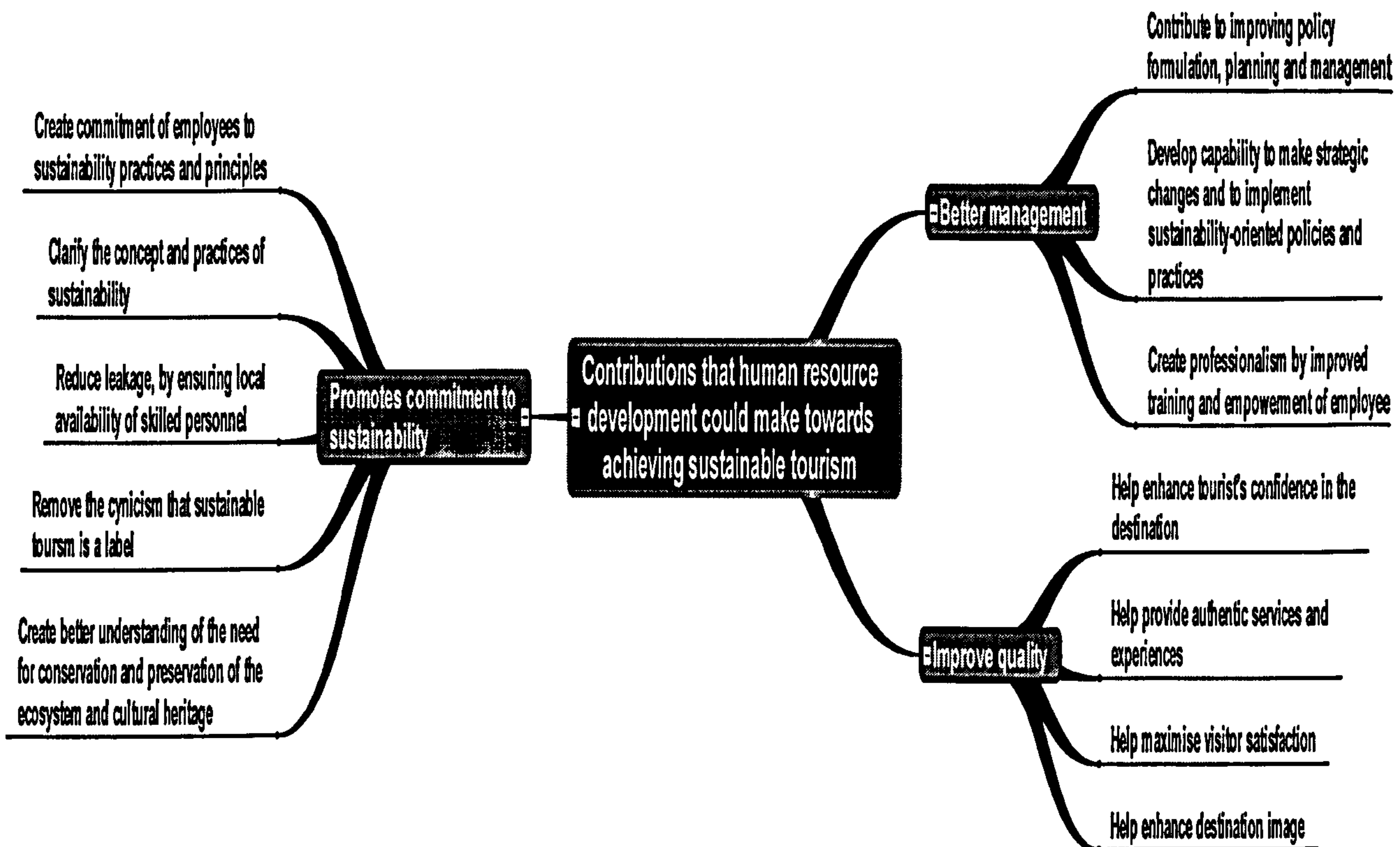
Theme 1: Purposeful human resource development that incorporates sustainability can promote commitment to sustainability by all the stakeholders.

Theme 2: Human resource development can contribute to better management of tourism

Theme 3: Human resource development can improve quality of tourism.

The following mind map (figure 6.3) lists sub themes related to these three themes, which are analysed and discussed in the following subsections.

Figure: 6.3: Mind map 1 - Contributions that human resource development can make towards sustainability in tourism



6.3.1 Human resource development can promote commitment to sustainability:

One of the key themes emerged was that sustainability-oriented human resource development would help promote commitment of employees and other stakeholders to sustainability-oriented development of tourism. The following quotation provide examples of views expressed by some of the respondents on the contribution of human resource development to sustainability-oriented tourism development:

“creation of employees with awareness of environmental issues and commitment to sustainability principles and practices” (Academic - 7),

“clarification of the concept of sustainability, better support to stakeholders within destination communities” (Academic - 19)

“reduction of leakage from the destination economy by employing more and more locally available skilled personnel” (Tourism policy-maker –9),

“removal of the cynicism surrounding sustainable tourism” (Tourism industry – 11).

A major contribution of tourism human resource development, according to the respondents, relates to the creation of a better understanding of the need for conservation of the fragile ecology and develop cultural ethos for the sustainable development of tourism. As human resource development can help develop a workforce that is more aware of tourism's ability to not only generate a range of benefits but also to create a number of deleterious impacts (Wall and Matheson, 2006), it is likely that they will be more conscious of the need for a more cautious approach to developing tourism and more importantly about the importance of a sustainability-oriented approach to their professional practice. A very desirable and important outcome of this is the possibility that there will be better understanding of and commitment towards implementing the principles of sustainability in the development, management and operation of tourism. Indeed, such awareness and knowledge about the positive and negative impacts of tourism could probably lead to adopting sustainability-oriented approaches to tourism development.

A major criticism of sustainability in tourism is its vagueness as a concept (Sharpley, 2000). Tourism education and training can address the issue of lack of clear understanding of tourism (Butler, 1996), especially those aspects related to its sustainability. The respondents did seem to recognise the value of tourism education and training in creating clarity towards the principles and practices of sustainability, and most importantly in removing the cynicism towards it as a clever ploy and gimmick in the hands of environmental extremists and greedy businessmen.

Wages and salaries paid to expatriate jobs and profits repatriated by outside business interests constitute a major source of economic leakage to tourism destinations, which affects the sustainability of tourism in terms of its ability to sustain and support the local

economy. Lack of skilled personnel within the local community to occupy tourism jobs and set up tourism businesses is a major factor that necessitates employing workers from outside and outside investment, which lead to economic leakage (Britton, 1982; Telfer and Sharpley, 2008). Tourism human resource development could support key stakeholders within the tourism destination communities by equipping them with the necessary skills, knowledge and resources to participate in and benefit from tourism development as employees and entrepreneurs. This has not only the advantage of empowering the local communities (Scheyvens, 1999) to play a meaningful role in and reap the benefits of tourism development, but also in avoiding a range of negative impacts, especially those related to the destination economy and society. Human resource development for tourism will go a long way in ensuring availability of skilled workers and entrepreneurs locally and thus preventing a major source of economic leakage and consequent social and economic problems.

6.3.2 Better management

That more efficient management of tourism and its resources is a pre-requisite for sustainability cannot be over-emphasised. Efficient management can only be provided by professionally trained human resource. A well-developed tourism education and training system alone can provide a work force that is professional and competent (Riley, Szivas and Ladkin, 2002; Conlin and Baum, 2003; Airey and Tribe, 2005). A corollary of the skills, knowledge and competence development through tourism education and training is the obvious impact on the key areas of tourism policy-making, planning and management (Inskeep, 1991). A significant contribution of tourism education and training is the development of such skills at the national, regional and destination level. Given the possibility that beneficiaries of tourism education and training at domestic level are likely to have better understanding of local conditions, the quality and relevance of tourism policies, plans and management will be enhanced significantly as a result.

One of the major variables in the haphazard tourism development that results tourism policies, plans and management practices that are irrelevant to local realities in developing countries has been attributed to the prevalence of international consultant planners commissioned by international organisations such as World Tourism Organisation, World Bank, and UNDP (Burns, 1999; Kokkranikal, 2004; Din, 1997). In many developing countries, jobs at supervisory and managerial levels are occupied by expatriates (Din, 1997). Multinational tour operators and hotel companies continue to dominate investment in tourism in many developing countries (Cooper, *et. al*, 2008; Telfer and Sharpley, 2008; Harrison, 2004). Lack of local expertise in these vital aspects of tourism development seem to force many developing countries to depend upon international tourism professionals, investors and consultants. Tourism education and training programmes could remedy this situation by developing local expertise and capabilities not only to develop tourism policies and plans that have local relevance and to make strategic and operational changes towards introducing sustainability practices, but also to occupy jobs at all levels of tourism and take on entrepreneurial roles (Kokkranikal and Morrison, 2002).

It is also not unusual for tourism employees in third world countries to be considered to lack professionalism, which is vital for tourist destinations to succeed in an increasingly competitive tourism industry (Mayanka and Akama, 2006). Indeed, a professional group of employees are likely to enhance the competitiveness of any profession, and education and training is an important variable in creating such a work force. To reiterate the obvious, well-trained and professional workforce is a key requirement for more efficient and effective management of tourism, which will lead to its quality, competitiveness and sustainability (Baum and Kokkranikal, 2003).

The respondents do acknowledge the importance of education and training in developing a professional work force that is essential for competent and efficient management of the tourism industry, which is a key variable in its sustainability.

Human resource development is, thus, essential for the professionalization and efficient management of the tourism industry.

Some of the observations made by respondents on the ability to human resource development to contribute to facilitating better management are as follows:

“Human resource development contribute to improving policy formulation, planning and management” (Tourism policy-maker – 10)

“Education develop capability to make strategic changes and to implement sustainability-oriented policies and practices” (Academic -9)

“Human resource development can create professionalism by improved training and empowerment of employees” (Tourism industry -13)

6.3.3 Improvement in quality of tourism

As discussed in chapter three (section 3.4 and 3.7.2), the pursuit of quality contributes to efficiency, effectiveness, productivity, profitability and competitiveness of tourism.

Quality has been equated to 'conformance to requirements' (Thomas, 1965); 'zero defects' (Gregory, 1972), and 'fitness for purpose or use' (Juran, 1979). Achievement of quality can contribute to cost minimisation, efficiency, effectiveness and development of distinctive products and services, which are fundamental to productivity, profitability and customer satisfaction (Sharpley, 2002; Baum and Kokkranikal, 2003). Given the importance of economic viability in sustainability of the tourism industry, quality and efficient use of resources are key variables in the sustainability of tourism.

Quality of tourism products and services is primarily dependent on the skills, competence, behaviour and attitudes of the employees and quality would make a difference between an ordinary or satisfactory service experience and one that is unique and distinctive. The criteria of good perceived service quality identified by Gronroos (1988) further underlines the important role of human resources in delivering service quality (Table-3.7). The criteria include professionalism and skills; attitudes and

behaviour; access and flexibility; reliability and trustworthiness; recovery; and reputation and credibility, and most of these elements strictly belong to human resource domain. And human resources have a central strategic role in achieving these criteria. Human resource development programmes and practices that instil a culture of quality and create a professional workforce is a key requirement for the overall quality of the tourism industry. Acknowledging the importance of quality in developing a competitive and sustainable tourism industry, one of the respondents from the tourism industry made the following observation:

“human resource development will help maximise visitor satisfaction by providing authentic services and experiences. A welcome consequence of improvements in quality is the enhancement of the visitor’s confidence in the destination and the destination image itself.” (Tourism industry -19).

To sum up, the respondents were unanimous in their view regarding the positive contributions that human resource development could make towards developing sustainable tourism and highlighted some of the most crucial requirements for sustainable tourism as the possible outcomes of tourism education and training programmes.

6.4 IMPORTANCE OF VARIOUS ATTRIBUTES OF TOURISM INDUSTRY PERSONNEL IN DETERMINING SUSTAINABILITY OF TOURISM.

As Garavan, Gunnigle and Morley (2000:18) suggest human resource development is about acquisition of prerequisite skills, knowledge, abilities, attitudes and values in order to meet the demands of the competitive business environment. Given that all respondents felt strongly about the importance of human resource development for tourism development and its sustainability, it was attempted to rank the importance of knowledge, skills and attitude in determining sustainability of tourism (Appendix 1, question 4). The table 6.3 (figure 6.4) presents mean score of all three variables. All three attributes have scored a high mean score. However, as the table (6.3) indicates, respondents tend to rate appropriate attitude as the most important professional attribute in determining sustainability-oriented development of tourism, the mean score being

4.72. However, it also needs to be noted that tourism-related knowledge and the tourism industry skills are also considered to be of almost equal importance, scoring 4.64 and 4.29 out of a maximum of 5, respectively.

Table 6.3: Importance of tourism-related knowledge, skills and attitudes of the tourism industry personnel in determining sustainability of tourism

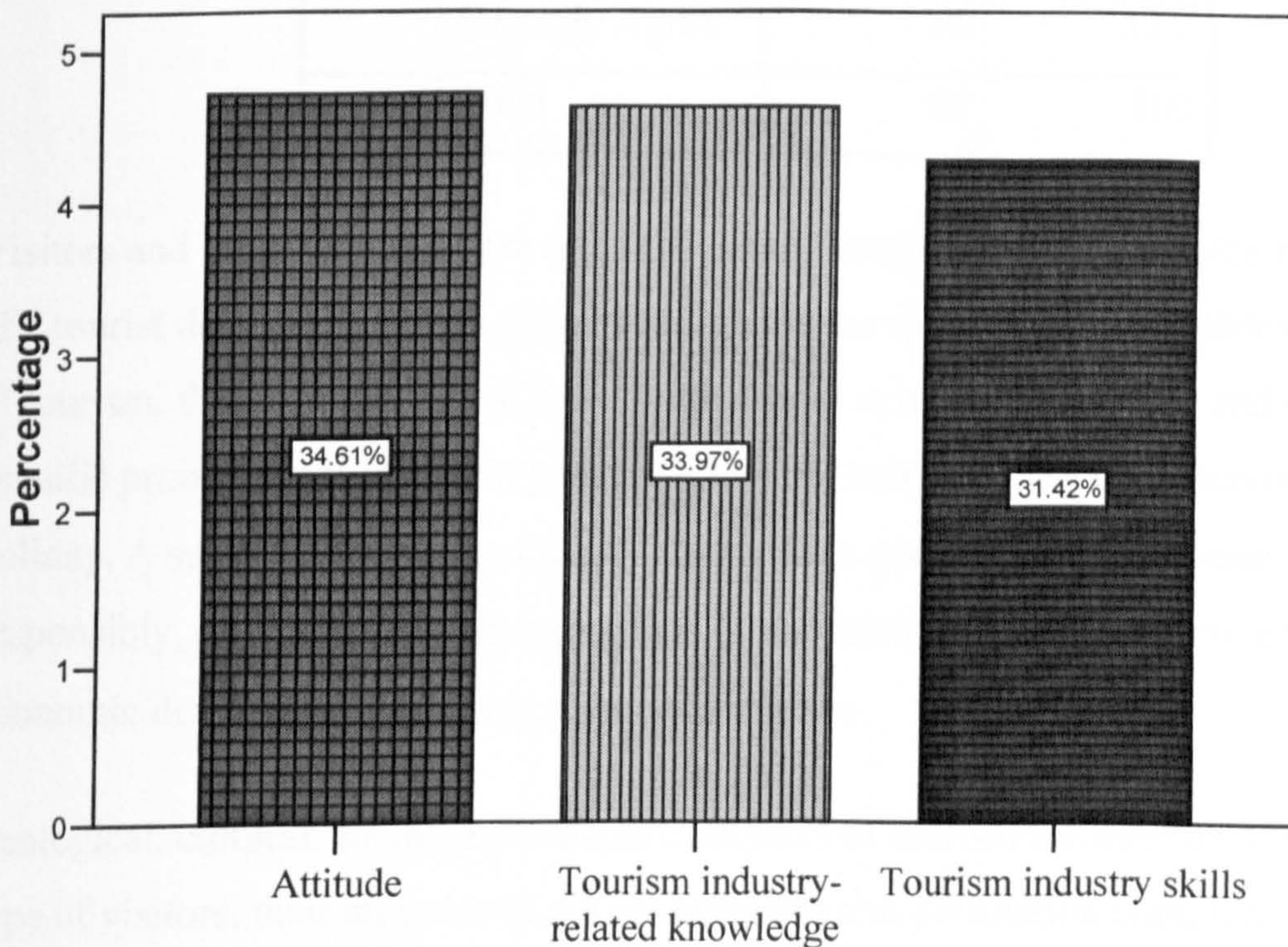
	N	Minimum	Maximum	Mean	Std. Deviation
Tourism-related knowledge	69	0	5	4.64	.907
Tourism industry skills	69	0	5	4.29	.941
Attitudes	69	0	5	4.72	.906
Valid N (list wise)	69				

Given the emotional labour (Hochschild, 1983) involved in delivering tourism experiences and services, attitude, probably, is most closely related to cognitive side of tourism product. A service and quality-oriented attitude can also go a long way in making each ‘moments of truth’ (Carlzon, 1987) of the customers memorable. It is also true to say that good attitude often can paper over shortcomings in skills and knowledge. However, respondents have not discounted the importance of knowledge and skills. The array of tourism skills and knowledge that tourism educators and trainers have to impart has already been discussed in chapter two (section 2.3). These skills and knowledge are essential in ensuring quality, efficiency, productivity and competitiveness of the tourism. Inclusion of sustainability-related skills, knowledge and attitudes in tourism education and training can create a professional ethics and culture of sustainability (Hultsman, 1995), and even bring about a paradigm change –pronesis – in the tourism’s society (Tribe, 1997).

It is thus encouraging to note that the respondents, who themselves are key stakeholders or members of tourism’s society consider attitudes, tourism-related knowledge and tourism industry skills of the tourism industry professionals as very significant in determining the sustainability of tourism. Such recognition is likely to lead to a healthier

attitude on the part of the tourism industry and policy-makers towards human resource development for tourism and may result in considering qualified and well-trained personnel as an asset to the tourism industry, especially for its sustainability.

Figure 6.4: Importance of tourism-related knowledge, skills, and attitudes of the tourism industry personnel in determining sustainability of tourism



6.5 CREATING VISITOR AWARENESS AND SENSITIVITY TO SUSTAINABILITY CAN INFLUENCE VISITOR BEHAVIOUR

Visitors' and their behaviour during holidays being an important factor in determining the extent of impacts of tourism, the respondents were asked to express their opinion on the statement that "By creating awareness of and developing sensitivity towards sustainability issues, it is possible to make the tourists behave in a more environmentally responsible manner" (Appendix 1; question 5). A five point Likert scale to show the extent of their agreement to the proposition was used to elicit the respondent's views.

The findings are summarised in table 6. 4 (figure 6.5) and indicate an overwhelming agreement (52.2% strongly agree, and 37.7% agree) with the proposition.

Table 6.4 Creating visitor awareness and sensitivity to sustainability can influence visitor behaviour

		Frequency	Percent
Valid	Disagree	2	2.9
	Cannot Say	5	7.2
	Agree	26	37.7
	Strongly Agree	36	52.2
	Total	69	100

Visitors and their behaviour are often the major factors in determining the sustainability of a tourist destination. With visitors being a major variable in sustainable development of tourism, their awareness and sensitivities about sustainability issues and destination specific problems could have a positive effect on their attitudes and behaviour while on holiday. A sustainability-conscious visitor can be a good tourist, who behaves responsibly, contributing to the protection of the destination environment and socio-economic development of destination communities.

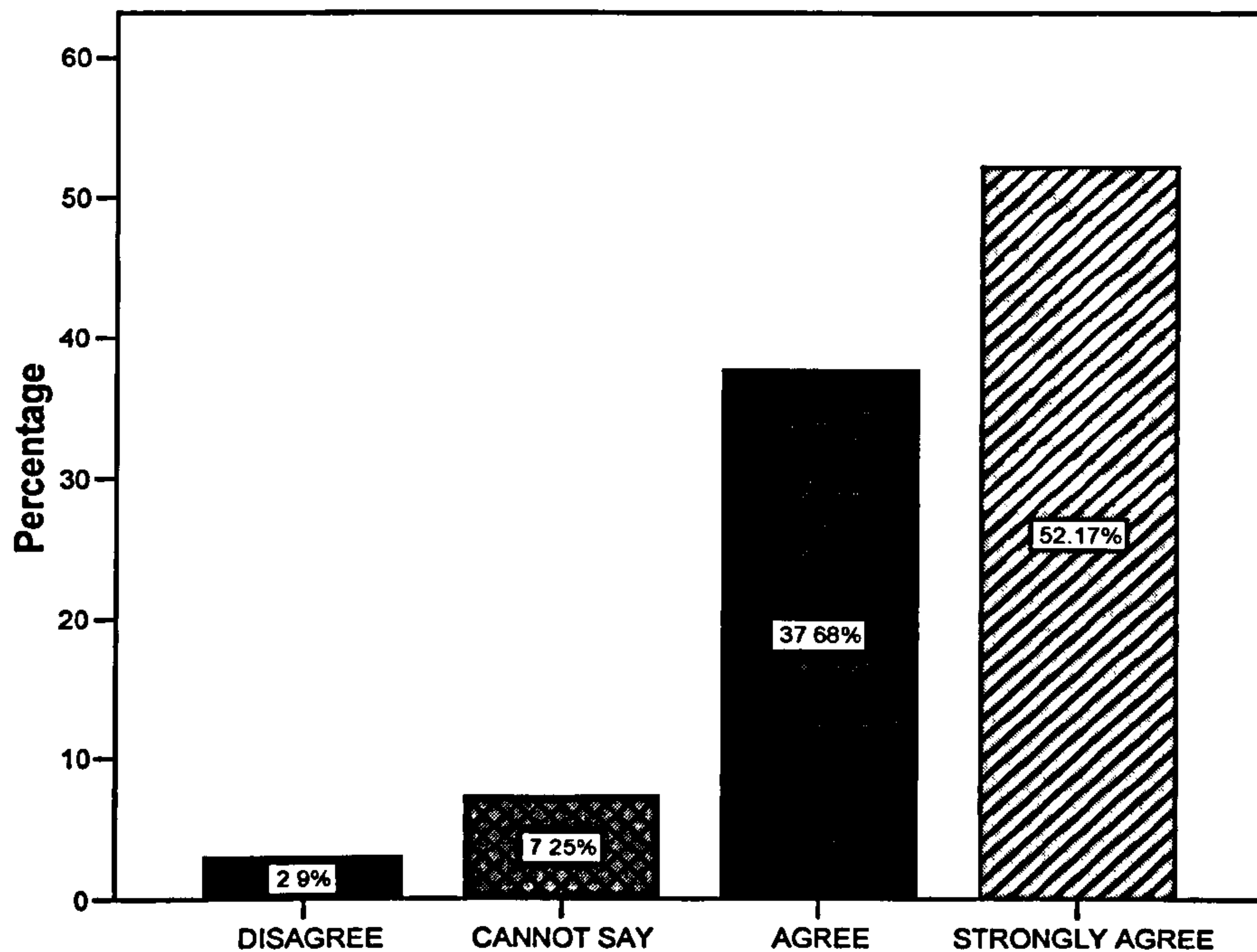
Ecological, cultural, social and economic impacts of tourism are directly related to the type of visitors, their attitudes to the environment and destination community, and activities they choose to pursue at the destination (Butler, 1991). Even their choice of transportation has a major impact on the global environment (Bohler, Grischkat, Haustein and Hunecke, 2006), with environmentally conscious ones preferring environmentally less harmful modes such as trains and buses and the insensitive ones travelling by air, thus adding to the increasing number of charter flights and the new phenomena of no-frills airlines. Further, visitors, who are more knowledgeable about the characteristics of the destination's environment and its vulnerabilities, are likely to be more measured and responsible in their holiday behaviour and may holiday more cautiously at destinations that have fragile environment.

Social and cultural impacts of tourism, both positive and negative, are essentially a function of the behaviour and attitudes of the visitors and the quality of the guest-host encounters (Wall and Matheson, 2006). As discussed in chapter three (section 3.5), tourist behaviour at destinations and their knowledge of and attitudes towards local society and culture is a major variable in socio-cultural sustainability of tourism destinations, both in the modern developed societies and the indigenous communities (Hall and McArthur, 1998; Wearing and Neil, 1999; Page and Dowling, 2002). Consequently, visitors' awareness of social and cultural aspects of the destination communities can help make them holiday more responsibly not only while interacting with local society and culture, but also in selecting the type of social and cultural holiday experiences.

Also, visitors who are knowledgeable about the impact of their consumption patterns on the destination's economy are more likely to modify their behaviour to benefit the local economy as much as possible. Such awareness can contribute to reducing economic leakages and producing more economic benefits to destination communities, which is an important variable in influencing the local communities attitudes towards tourism development (Faulkner and Tideswell, 1997).

This is a view that finds support in the literature. Inskeep (1994: 569) stresses the importance of educating tourists about the destination, its environment, society, local customs to be observed, and regarding acceptable and responsible behaviour at the destination. This view is also supported by literature on environmental education and interpretation (van den Bor, Holen and Wals, 2000; Brennan, 1995; UNESCO, 1997), chief aim of both being educating and equipping visitors to have quality visitor experiences while ensuring they behave responsibly. Kokkranikal and Baum (2000) consider educating and empowering visitors to behave responsibly during holidays as key strategy in delimiting negative impacts of tourism. Respondents are in agreement with this view with a huge majority (89.9%) of them expressing their support to the argument.

Figure 6.5: Creating visitor awareness and sensitivity to sustainability can influence visitor behaviour



6.6 TOURISM AWARENESS CAMPAIGNS EMPHASIZING SUSTAINABILITY SHOULD BE CARRIED OUT PRIOR TO DEVELOPING TOURISM IN A COMMUNITY

Tourist destination communities consist of people who may or may not have a proper understanding and knowledge of tourism as such, the opportunities it represents and the pitfalls involved. Of course, those members of who are involved in operating and managing the tourism industry could be an exception to some extent (Faulkner and Tideswell, 1997). However, a majority are unlikely to be aware of many aspects of tourism that are of immediate relevance to their community. In many communities, tourism is introduced as a 'manna from heaven' (Erbes, 1973), giving community members a distorted image of tourism involving only positives such as jobs, income and community development, without any reference at all to the problems that could result from tourism.

The tourism industry and policy makers are responsible for this to a great extent. In their enthusiasm to develop tourism, policy makers and industry representatives tend to project only the positive side of tourism, leaving the local community members with a sense of euphoria (Doxey, 1975), especially so in developing countries. In a sense the social representation (Pearce, Moscardo and Ross, 1996) of tourism is greatly influenced by how public sector tourism policy makers and the industry leaders portray it, more often than not a rosy picture.

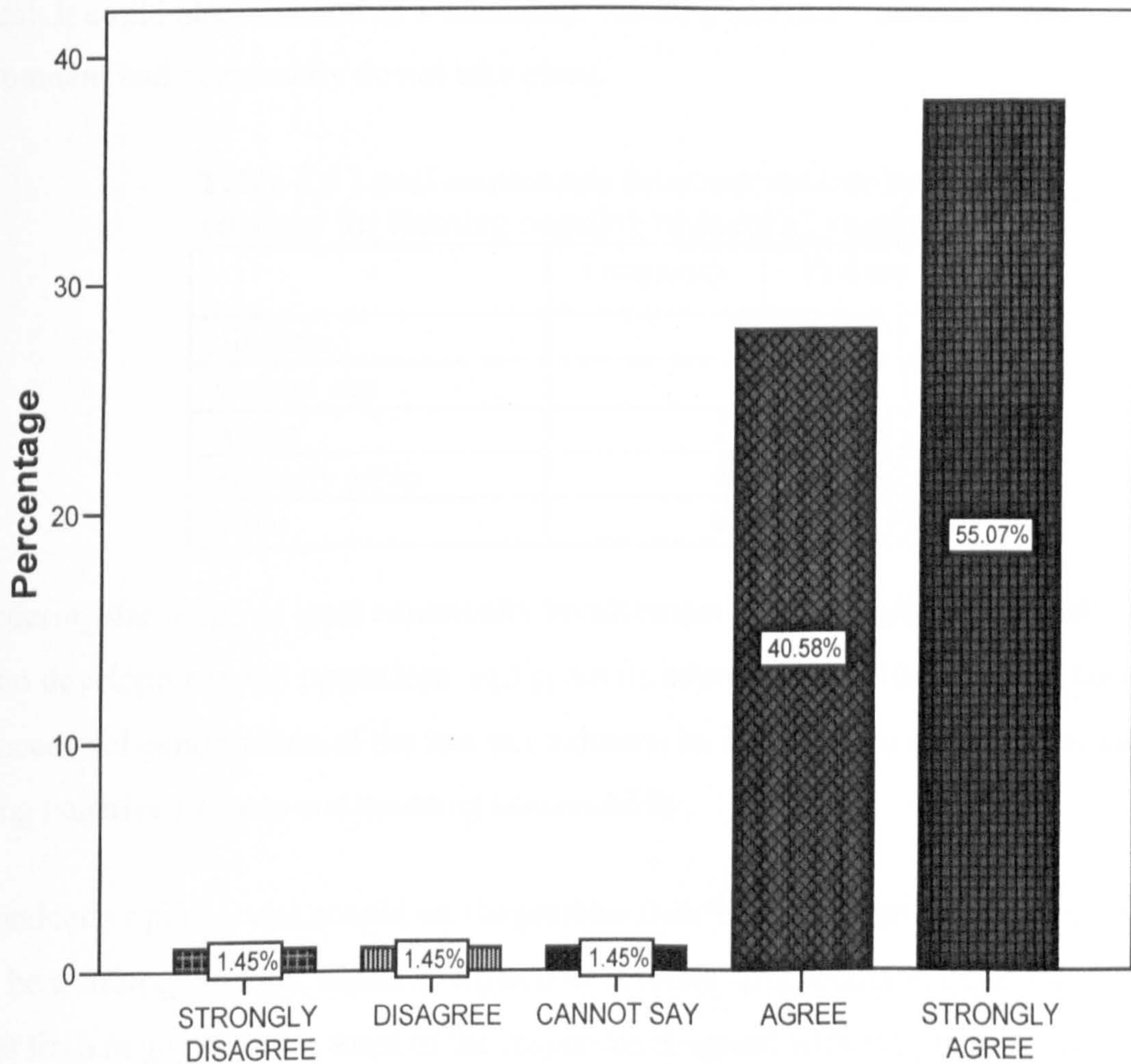
Many of the social and cultural problems of tourism could be traced to a distorted idea that the local community members have about tourism and tourists. Consequently, a more realistic perception of tourism and its positive and negative aspects by the destination communities could be helpful in facilitating sustainable development of tourism. Further, the goal of community participation tourism, which is considered as an important variable in sustainable development of tourism, requires that they are aware of tourism in its totality (Pearce, Moscardo and Ross, 1996; Simpson, 2008). Creating such awareness prior to tourism development is important in order to manage expectations and attitudes of the local community members towards tourism development.

The respondents were asked to express their agreement with the statement that “Tourism awareness campaigns, emphasising sustainability, should be carried out prior to the development of tourism in a community” (Appendix 1; question 6). Most of the respondents agree with the statement (55.1% strongly agree, 40.6% agree) with only a negligible numbers unsure or in disagreement (Table – 6.5, figure 6.6). Given the composition of the respondents and the important roles they play in Indian tourism, this is a very healthy sign and recognition of the importance of tourism awareness campaigns to sustainability.

6.5 It is important to organise tourism awareness campaigns, emphasising sustainability

	Frequency	Percent
Strongly disagree	1	1.4
Disagree	1	1.4
Cannot say	1	1.4
Agree	28	40.6
Strongly agree	38	55.1
Total	69	100

Figure 6.6: It is important to organise tourism awareness campaigns, emphasising sustainability



6.7 LOCAL COMMUNITY INVOLVEMENT CAN BE A STRATEGY TO LIMIT NEGATIVE IMPACTS OF TOURISM

That the local community of tourist destinations could be an important variable in determining sustainability of tourism is now well established (Murphy, 1985; Pearce *et al.*, 1996; Faulkner and Tideswell, 1997; Haywood, 1988; Hall and McArthur, 1998; Tosun, 2000; Simpson, 2008). Pearce *et al.* (1996) consider that community participation in the tourism planning process should be understood as the involvement of destination community members in the decision-making and implementation process related to tourism development. Destination community's participation in tourism could be in policy and planning, entrepreneurship, labour market, and in operational areas (Tosun, 2000). As the destination community is also part of a destination's tourism product, it could also function as a watchdog, ensuring activities harmful to the environment and community do not take place.

Table 6.6 Local community involvement can be a strategy for limiting negative impacts of tourism

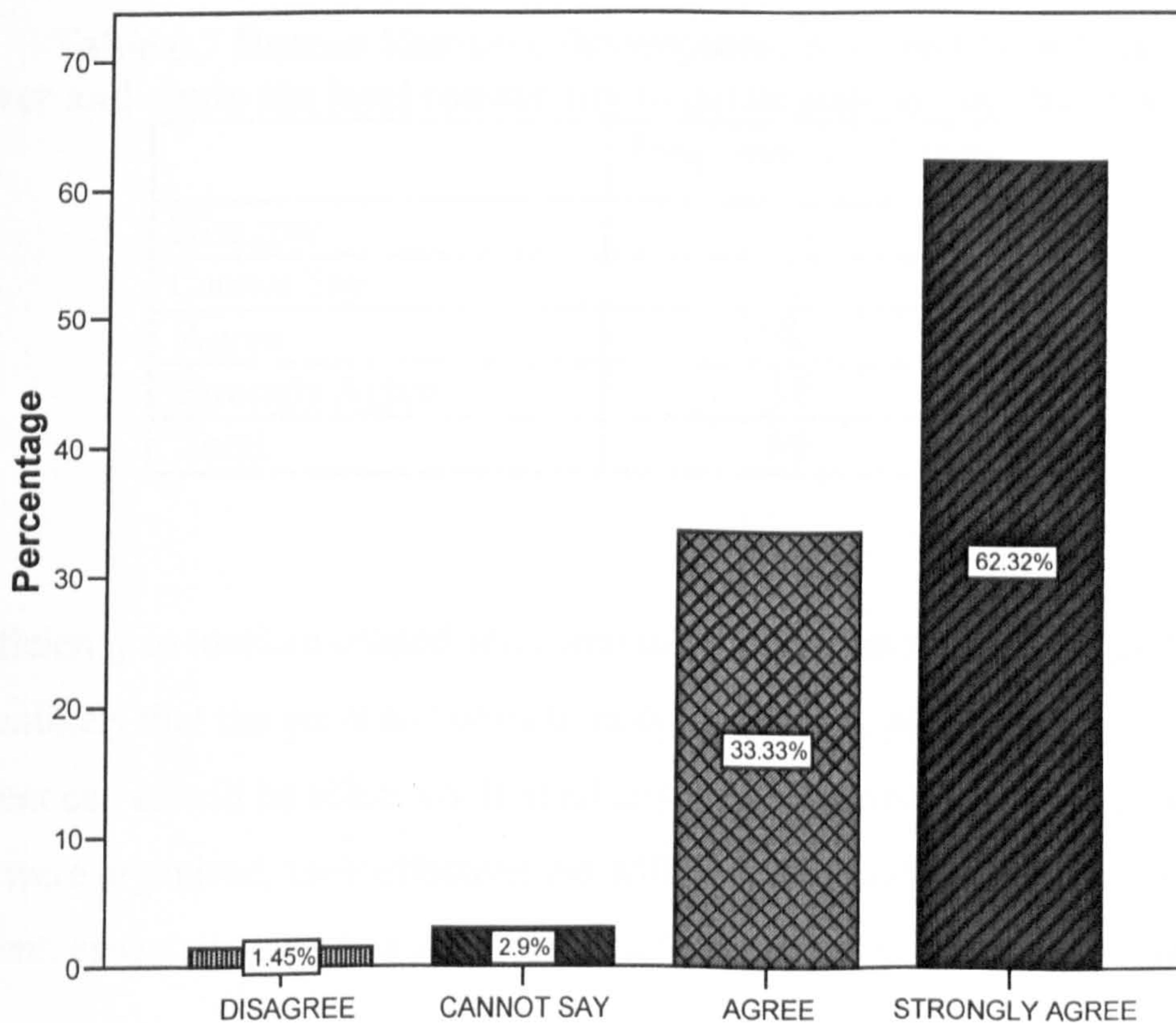
	Frequency	Percent
Disagree	1	1.4
Cannot say	2	2.9
Agree	23	33.3
Strongly agree	43	62.3
Total	69	100

Considering the scope of local community involvement in almost all key areas of tourism development and operations, and given its interest in environmental protection and successful continuation of the tourism industry, its involvement can be important in limiting negative impacts and ensuring sustainability.

Respondent's opinion was sought on the premise that "the local community involvement could be a strategy to limit negative impacts of tourism" (Appendix 1, question 7). Except for a negligible few, most of the respondents agreed with the premise, with more than half expressing their strong agreement (Table 6.6, figure 6.7). This is probably a reflection of the well-established rural tradition of local governance (panchayat) in the

country, with village courts still arbitrating over local disputes and deciding on local issues. States such as Kerala has already seen the introduction of a more scientific system of 'participatory development planning, which has won recognition from international agencies such as United Nations and World Bank (Kokkranikal and Baum, 2002). The overwhelming support and recognition of the benefits of local community involvement in tourism could be due to the influence of the time-tested tradition of rural self-governance and the success of the 'participatory development planning' in Kerala. However, local community participation in tourism development is yet to be adopted as essential ingredient of tourism development in the country. Usual problems associated with local community participation in development activities in developing countries (Tosun, 2000) are present in India as well. Further research need to be carried out to establish the precise nature of impediments to effective community participation in tourism development and management in the country.

Figure 6.7: Local community involvement can be a strategy for limiting negative impacts of tourism



6.8 HUMAN RESOURCE DEVELOPMENT IS A PREREQUISITE TO EMPOWER AND EQUIP LOCAL COMMUNITIES TO PARTICIPATE IN TOURISM DEVELOPMENT

As discussed in the previous section (6.7) and chapter 3 (section 3.5) members of destination communities do have an important role to play in determining how tourism is developed and what sorts of impacts are engendered. Indeed, community-based tourism has been considered as one of the strategies for developing sustainable tourism (chapter 3, section 3.5). However, there is still a lot of debate surrounding the issue of effectiveness of community participation in tourism development (Tosun, 2000; Kennedy, 1993; Haywood, Painter, 1992; Scheyvens, 1999; Smith, 1984, Hall and McArther, 1998; Simpson, 2008). A number of constraints and impediments to community participation in tourism development have been discussed in the literature (e.g. Kennedy, 1993; Taylor, 1995; Tosun, 2000; Hall, 2007). A commonly cited issue has been community member's lack of knowledge and competencies not only regarding tourism but also of political processes involved.

Table 6.7 Human Resource Development is a pre-requisite to empower and equip the local community to participate in tourism development

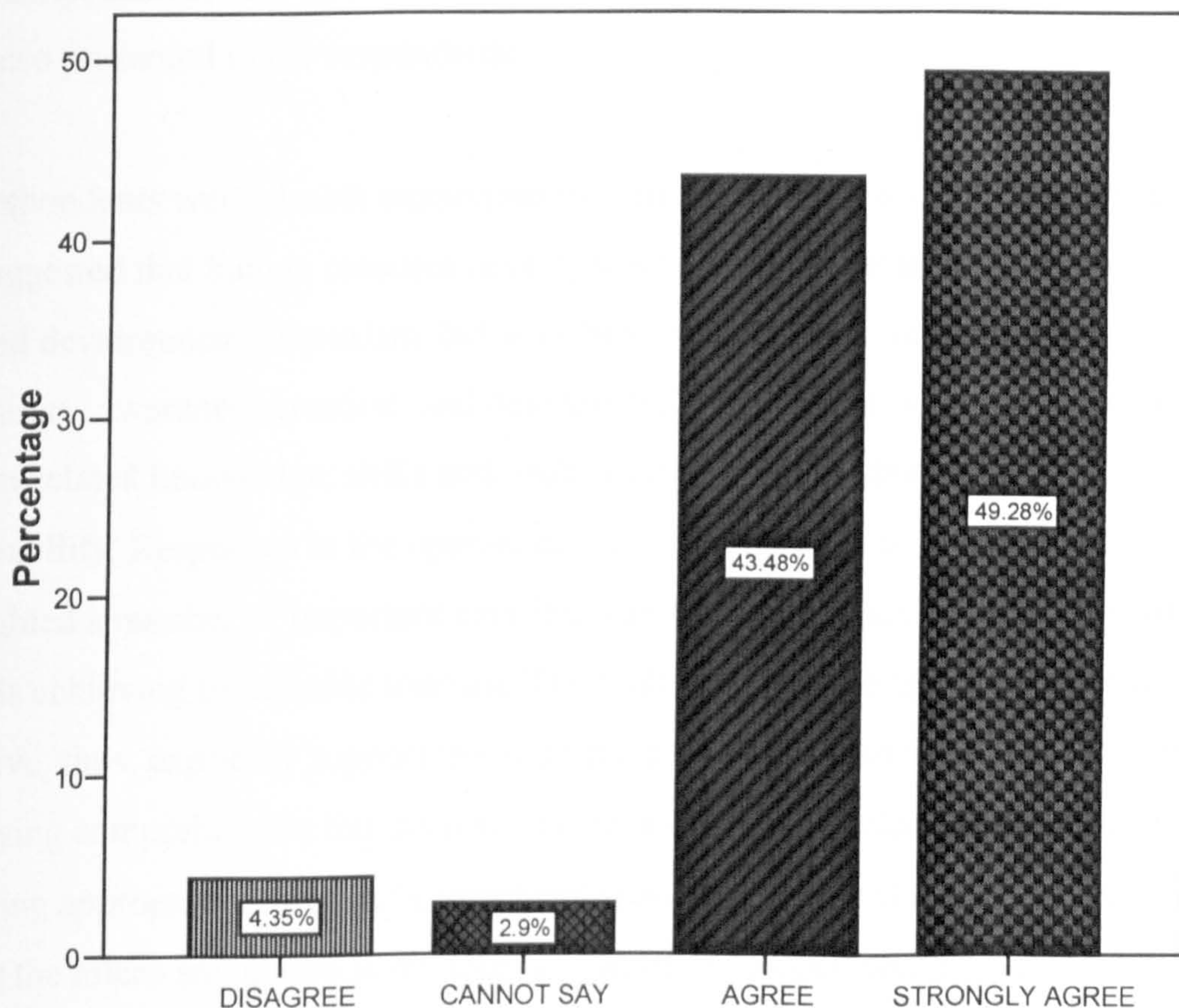
	Frequency	Percent
Disagree	3	4.3
Cannot Say	2	2.9
Agree	30	43.5
Strongly Agree	34	49.3
Total	69	100

With a deficiency in tourism-related and community participatory knowledge and skills, it is very unlikely that the goals and objectives of community participation in tourism development can or will be achieved. If at all any forms of community participation processes were organised, their effectiveness will be questionable. Human resource development, especially targeting local community members will be imperative in order

to empower and equip members of the local community to participate meaningfully in any such exercises.

The respondents' view was sought on the argument that, "Human resources development is a pre-requisite to empower the local communities to involve the, in the development, management, and operation of the tourism industry" (Appendix 1, question 8). As the table (6.7, figure 6.8) indicates an overwhelming majority (92.8%) of respondents agree that human resource development is a prerequisite to empower and equip local communities to participate in the tourism industry, with almost half of the respondents indicating their strong agreement.

Figure 6.8: Human resource development is a pre-requisite to empower and equip local communities to participate in the tourism industry



6.9 CONCLUSION

This chapter discussed the analysis of the findings related to objective number one of the research, which was “To consider the role and importance of human resources development in the sustainable development of tourism.” A number of statements on the importance of human resource development for tourism in sustainable tourism were presented to the respondents seeking the extent of their agreement and disagreement using a five point Likert scale (Appendix 1, questions 2 to 8). An open-ended question sought respondents’ opinions on the specific contributions that human resource development could make towards achieving sustainable tourism. Some of the important attributes of sustainability-oriented human resource development (Kokkranikal, 2004), such as the importance of tourism-related knowledge, skills and attitudes among tourism industry personnel; the value of creating awareness among visitors and the destination community; and the role of destination community in sustainable tourism development were also presented to the respondents.

The respondents were almost unanimous in their agreement not only with the statements that suggested that human resource development has an important role in sustainability-oriented development of tourism, but also those related to the importance of destination community, awareness creation, and development of a tourism workforce with sound tourism-related knowledge, skills and healthy attitudes towards environment and sustainability. Responses to the open-ended question (section 6.3; figure 6.3) highlighted a number of important contributions of human resource development towards achieving sustainable tourism. The findings related to the first research objective, thus, explicitly support the underlying assumption of the study, “that by employing comprehensive human resource development policies and practices aimed at providing appropriate skills and competencies and instilling values of sustainability, both at the micro and macro level, tourism can be developed and managed in an economically, socially and environmentally sustainable manner”. (Chapter 1, section 1.1).

CHAPTER 7: FINDINGS AND ANALYSIS: THE STATE OF HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA

The review of literature related to human resource development for tourism in India (Chapter 3) has helped understand its evolution in the country brought out a number of human resource related challenges and issues that have affected the healthy and sustainable development of tourism in the country. This chapter continues to explore the state of human resource development for tourism in India and discusses the findings related to the second objective of the research, which was to analyse the state of, trends and issues in human resource development for Indian tourism. A series of questions, both closed and open-ended, on the adequacy of tourism human resource development, contributions of various sectors, and other key issues such as quality and availability of human resource, the role of public and private sector in human resource development, skills shortage and tourism trainers in the country were posed to the respondents and their views have been discussed and the chapter specifically deals with the second objective of the study. The findings are presented with the help of tables, charts and mind maps.

7.1 ADEQUACY OF PRESENT STATE OF HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA

Human resource development, as discussed in chapters two and three, is key to the healthy development and competitiveness of all endeavours. A healthy development of tourism also requires that well-trained personnel are available in adequate numbers. The quality, performance standards and competitiveness of tourism at all levels are greatly determined by the competencies, skills and attitudes of human resource, which is directly related to the state of tourism human resource development in the country or community concerned. Availability of well-trained personnel locally is a major variable in ensuring the benefits of tourism stay within the national or local economy, delimiting the extent of tourism-related economic, environmental, cultural and social problems. Therefore, development of human resources for tourism is a pre-requisite for sustainable development of tourism. As far as India is concerned, with her huge population and

rich array of tourism resources, effective human resource development activities can help a lot to enhance the quality, competitiveness and sustainability of Indian tourism and make it an important component of her development strategy.

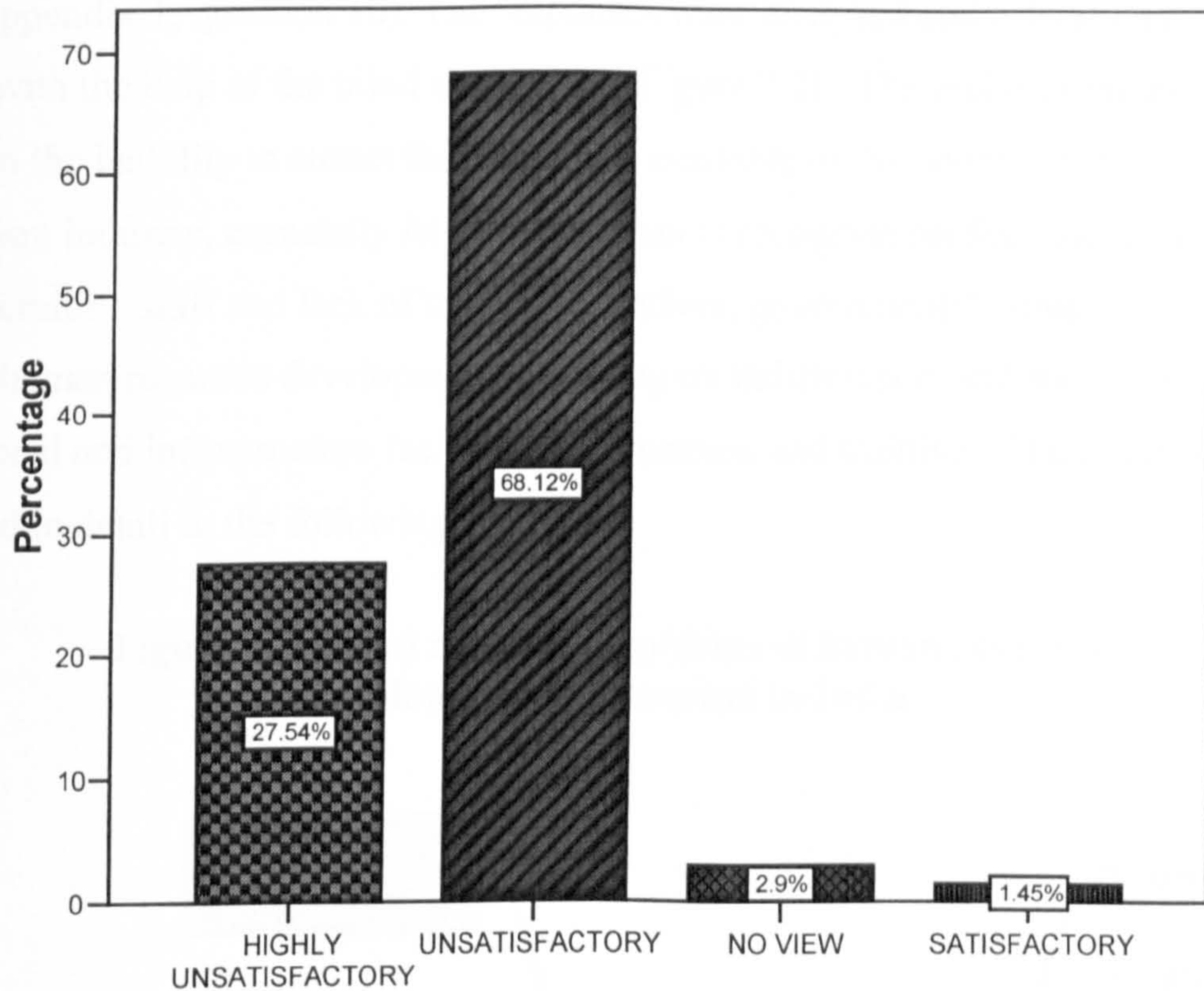
As discussed in chapter four (section 4.7), human resource development for tourism in India had a relatively late beginning. There have also been serious issues regarding the sectoral imbalances, quality and quantity of trainers, appropriateness of curriculum, relevance to the tourism industry requirements, and geographical spread of learning opportunities (Andrews, 1983; Mahesh, 1983; Singh, 1997; Dieke, 2001). Concerns on the dire state of human resource development for tourism in the country and the need to bring it up to international standards are a feature of almost all tourism policy and planning documents and tourism-related declarations in the country (Chapter 4, sections 4.2 and 4.6).

The respondents' opinion was sought on the present state of tourism human resource development in India. As stated in question number nine (Appendix 1), respondents were asked to rate the adequacy of the present state of human resource development for tourism in India. A five point Likert scale was used to measure the levels of satisfaction with the present state of human resource development for tourism in the country. Majority of respondents (68.1%) felt it was unsatisfactory with twenty seven percent thinking it was highly unsatisfactory (Table 7.1, figure 7.1). A negligible few expressed either no view or satisfaction.

Table 7.1: Adequacy of present state of human resource development for tourism in India

	Frequency	Percent
Highly Unsatisfactory	19	27.5
Unsatisfactory	47	68.1
No View	2	2.9
Satisfactory	1	1.4
Total	69	100

Figure 7.1: Adequacy of present state of human resource development for tourism in India



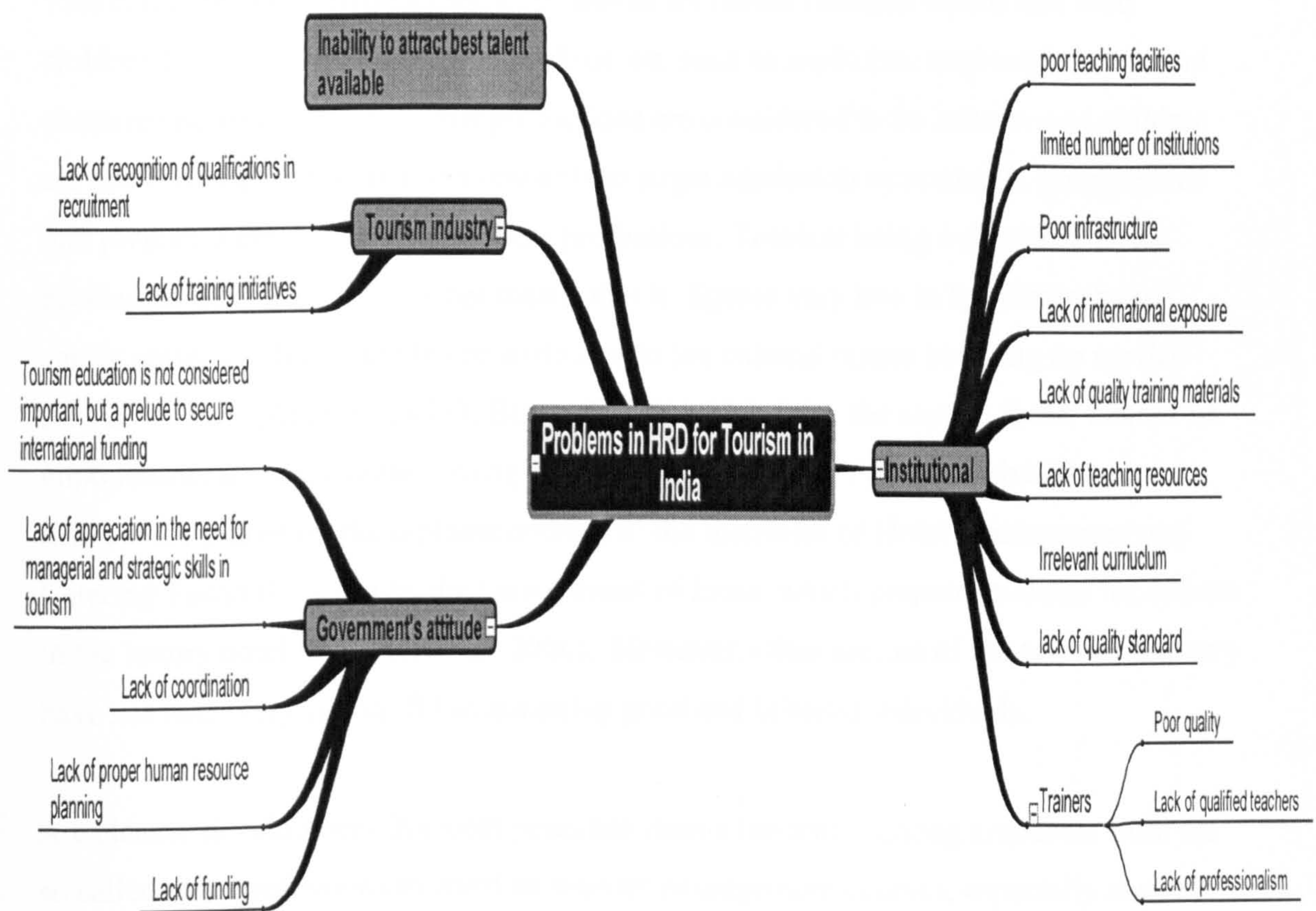
The findings is a fair reflection or rather a reinforcement of concerns expressed by tourism policy makers, academics and writers about the short-comings of tourism human resource development in India, which has hindered Indian tourism from performing reasonably, compared to competitors in the region. The recognition of shortcomings in tourism human resource development is a good sign, that this awareness can hopefully lead to better investment, both of financial and other resources, in this critical area of tourism development.

7.2. PROBLEMS IN HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA

That human resource development for tourism in India is unsatisfactory has been well recognised in the literature (Kumar, 2006; Singh, 1997; Jithendran and Baum, 2000; Mahesh, 1983; Bagri, 1998 and 2006; Andrews, 1983). The overwhelming response to

the previous question also seemed to be in agreement with these views (section 7.1). In order to explore the nature of problems in human resource development for tourism in India, an open-ended question was asked to find out what the respondents' opinions were (Appendix 1, question 10). The responses were analysed and categorized in key themes with the help of the mind map below (Figure 7.2). The major problems are related to the inability to attract the best talent available in the country, issues related to the tourism industry, especially its unwillingness to recognise professional qualifications while recruiting staff and lack of training initiatives, governmental attitude towards tourism human resource development bordering on indifference, and shortcomings in institutional and infrastructure facilities for education and training. The issues are discussed in detail in the following sections.

Figure 7.2: Mind map 2 - Problems in human resource development for tourism in India



7.2.1 Inability to attract the best talent available

A number of respondents felt the difficulty in attracting good talent to work in the tourism industry to be one of the major problems that human resource development for tourism in India faced. A sample of observations made by the respondents are provided below:

“ good students do not join tourism courses.. ” (Academic – 21).

“Tourism does not attract right candidates”(Academic – 3).

“there is a lack of educated youth coming into the tourism profession”(Tourism industry - 19).

“there is a wrong and negative perception of the tourism industry and many smart youngsters keep away from it”(Tourism industry – 8).

This could be due to two factors. One, almost all Indian families would like their children to join some of the elitist professions, such as medicine, engineering, law and chartered accountancy. All other professions are considered to be inferior and children are conditioned from childhood onwards to target admission in academic programmes that prepare them for a career in these professions. Tourism being a relatively new profession with a negative image means that it figures very low in the hierarchy of career options, which can also be attributed to the cultural issues in taking up service jobs in tourism (Andrews, 1983; Burns, 1997), which form the second factor behind its unpopularity among talented youngsters as a career option. There has always been demand for places on the diploma courses of the Institutes of Hotel Management and Catering Technology run by the Government of India, which prepare students for careers in the luxury hotel sector (Kumar, 2006). However, other sectors of the tourism industry have not been very successful in attracting good and talented individuals.

A welcome development in recent years has been a tendency among graduates from the so called elite professions to enrol on tourism management courses, especially at masters

level, which indicates the growing stature of tourism as an career option in India. Indeed, this could also be an indicator of the extent of the lack of opportunities in these elite professions, which is further evidenced by the increasing number of medical, engineering, and legal professionals working in the call centres in India. However, the recent increase in the number of tourism courses at the university and high school level seem to be having a positive effect on the increasing popularity of tourism as a career option.

7.2.2 Attitude of the tourism industry

The respondents were very critical about the tourism industry's attitude towards human resource development for tourism. Tourism industry's reluctance to recognise educational qualifications while recruiting employees is well established (Baum, 1983 ; Andrews, 1983; Singh, 1997 ; Kumar, 2006). As one of the respondents from academia notes,

“There is a lack of adequate recognition of tourism qualifications by the tourism industry”(Academic – 3).

The tourism industry in the country seem to look down upon the tourism educational programmes, criticising them for providing mere theoretical knowledge, which, they claim, to have no practical relevance. The industry thus prefer to recruit employees with no tourism specific qualifications and train them on the job, leaving the tourism graduates with no or limited opportunities in the labour market. Indeed, this situation would only help prevent youngsters aspiring for a career for tourism from joining tourism educational programmes.

Secondly, the tourism industry in the country, according to many respondents, has not been very active or interested in organising or involving themselves in developing or organising tourism training programmes. Respondents observe:

“In the travel and tourism industry the companies do not train their staff and resort to poaching trained staff from other companies by paying higher wages” (Tourism policy-maker -14)

“The tourism industry has myopic view of profit making, they do not want to spend on training or trained people” (Tourism policy-maker – 9)

They are neither known for taking any interest in organising training programmes for their own employees nor for their support for the mainstream tourism education and training programmes. There are international examples of tourism industry organisations (e.g. Association of British Travel Agents) actively involved in providing tourism training, however such examples are not in place in the tourism industry in India.

Another reason for the indifference towards tourism education lies in the dominance of small and medium and family-owned businesses in Indian tourism. Like most business sectors in the country, there are a large number of family-run tourism businesses in India. They have a long tradition of relying on family members and friends for running their businesses.

“The family-owned private businesses do not have a very healthy attitude towards trained people. They always employ their sons and daughters and relatives”, notes one of the respondents (Academic 7).

In such organisations, family connections and recommendations are more important than educational qualifications and professional competence when recruiting staff. Some of the well-established tourism businesses do belong to this category, dampening the career prospects of educated professionals.

7.2.3 Attitude of the Government

A majority of the respondents place the blame for the shortcomings in human resource development for tourism in India squarely on the government. Many of the respondents felt that the government did not consider tourism education important and that the

initiatives in human resource development were made merely as a prelude to secure international funding, mirroring the criticisms of third world countries for the use of tourism initiatives such as community tourism for international funding (Dieke, 2001).

“Government is not serious about tourism and tourism education. None of the plans or policies for tourism and tourism education was implemented. Plans and programmes are to make international donors happy”, notes a respondent from the tourism industry (Tourism industry - 20).

Such attitudes might help secure financial assistance for tourism development, but, will be counter-productive in the longer run, as there will be no understanding of the importance of human resource development, leaving the tourism industry with unprofessional and untrained personnel to develop and manage it.

Many respondents also felt that there was a lack of appreciation of the need for managerial and strategic skills in tourism on the part of the government, which could, probably, be the reason for the lack of any meaningful initiatives for human resource development for tourism in the country, especially in areas related to managerial and strategic competencies. According to one respondent:

“Human resource development is the sole prerogative of the government, and it is focussing on low-end and middle level skills development (ticketing, hotel skills, etc.). Government do not appreciate the need to create high-end tourism skills (e.g. strategy, planning, development, research) ”(Academic - 12).

As a result, majority of governmental initiatives are limited to the development of basic skills as evidenced by the fact that most of the tourism training institutions in the government sector offer only skill-based Certificate and Diploma courses. The situation seems to be improving with a number of universities introducing Bachelor and Master level courses in tourism in recent years (Bagri, 2006). However, recognition of the importance of managerial and strategic competencies for the effective development of tourism and initiatives to develop such capabilities could be a major variable in achieving sustainability and competitiveness of Indian tourism.

India has a number of governmental departments and initiatives for improving the educational attainments of her people. There are universities and government agencies at the central and state levels with the remit to develop literacy and human capital in the country. However, lack of coordination between various organisations and resultant confusion and waste of resources seem to be the hallmark of the Indian education system.

Many of the respondents were of the view that human resource development for tourism also suffers from a lack of coordination between various government institutions responsible for education and the tourism industry, both in the public and private sector. One of the respondents notes,

Government has an indifferent and lackadaisical attitude toward tourism education. There are so many tourism and hospitality institutes and they do not cooperate... waste money" (Academic - 9).

Coordinated efforts from various government departments and the tourism industry could make it relatively easier to introduce tourism education and training programmes through the existing educational infrastructure, minimising the investment requirements. Lack of coordination between the private sector and public sector of Indian tourism is well recognised (NCT, 1988). Recognition of the importance of human resource development and coordinated efforts on the part of the private and public sector tourism organisations would help significantly in developing a tourism education and training system that is industry-relevant and well-resourced (Peacock and Ladkin, 2002).

"Lack of planning" (Tourism industry – 14, 9, 6; Academic – 3, 5, 11) was mentioned repeatedly by a number of respondents in answer to this question.

"There is no strategic man power planning, policy or awareness about human resource development", laments one of the respondents (Tourism industry – 9).

Human resource planning has a very essential part in the development of any business or industrial activity (Mahesh, 1983; Airey, Szivas and Ladkin, 2002). As discussed in chapter two (section 2.4.1), it helps in understanding the human resource requirements both in terms of numbers and the range of skills. Such an exercise will help the country to make projections of the human resource requirements for developing tourism and to develop adequate education and training facilities. Except for some adhoc numbers bandied out by the various government committees such as the National Committee for Tourism, Indian tourism is remarkable for not having any understanding of its human resource requirements, which probably explains the fact the it took almost forty years after independence for the government to set up dedicated training institutions for developing human resources for tourism.

Until the late 1990s human resource development activities for tourism in India was limited to organising training programmes for tourist guides, neglecting the need for developing skills and expertise for other aspects of tourism development and management (Bagri, 2006). The respondents were right in identifying the lack of human resource planning as a major shortcoming in human resource development for tourism in India. Not surprisingly, following on from the lack of human resource planning, a number of respondents point to the *lack of adequate investment* (e.g. Academic 11) as one of the major problems that hold back human resource development for tourism in India from playing an effective role in tourism development in the country. It is only logical that with no planning for human resources there is unlikely to be any resource allocation, especially in the absence of any idea about the requirements of human resource in terms of numbers and skills.

7.2.4 Institutional Issues

Institutions for human resource development have a very important role in ensuring availability of professionally trained manpower in terms of quantity and quality. Any shortcomings in institutional infrastructure for tourism education and training can be catastrophic, and a number of shortcomings were pointed out by the respondents. Some

of the responses about the shortcomings related to the tourism educational institutions are provided below:

“Poor teaching facilities and poor teachers” (Academic - 15)

“Limited number of institutions available in limited pockets”(Tourism industry – 9)

“Tourism schools suffer from a lack of proper faculty, international exposure and best practices”(Tourism policy-maker -4)

“Lack of holistic, comprehensive training package”(Tourism industry – 21)

“Lack of efficient training centres, dearth of qualified trainers, lack of effective and efficient training materials, absence of industry involvement, more of academic qualification and minimal skill development” (Tourism industry – 19)

“Mushroom growth of tourism management institutes, which do not have sufficient facilities and infrastructure.”(Academic, 18)

These observations reflect the some of the concerns regarding human resource development for tourism in India in the literature review (chapter 2 and 4). Any new business or educational area is likely to face these problems in developing countries, and many have been experimenting with the trial and error method, and India is no exception. However, without addressing these issues it is extremely unlikely for the tourism industry in India to be able to compete in the international tourism markets and make any progress towards reaching the goal of sustainability.

The respondents were more or less unanimous about the fact that human resource development for tourism in India suffers from a number of problems and pointed to a number of issues, which needs immediate attention for the healthy development of tourism in the country.

7.3 CONTRIBUTION OF THE PRIVATE SECTOR TO HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA

That the private sector can contribute significantly to tourism development is now universally accepted (Peacock and Ladkin, 2002). This is so even in political systems based on the ideology of state ownership. In an era of neo-liberalism and economic

globalisation, governments are withdrawing from a number of activities traditionally considered as its monopoly (Azarya, 2004). As discussed in chapter four (section 4.2), India has traditionally followed a mixed economic system leaning more towards socialism and emphasis on a dominant public sector. A number of banks and other industries were nationalised in the seventies, twenty years after gaining independence, and some of the major Indian banks and corporations are still owned by government.

Education, especially at tertiary level has always been the traditional bastion of public sector in India, with almost all investment coming from government. Exceptions to this rule have been rare, with many such non-governmental initiatives coming from religious institutions and charitable organisations. However, private sector has been active in certain type of non-traditional vocational training, such as travel management, secretarial practice, and medical laboratory technology. As far as travel management is concerned most of the training centres were in the private sector. As discussed in chapter four (section 4.7), tourism specific training programmes (excluding hotel and travel related) had a relatively late beginning in India, and these were initially offered by government tourism department to train tourist and public sector tourism officials, and the private sector involvement was very hazy, mostly limited to adding 'tourism' to the name of their travel management programmes.

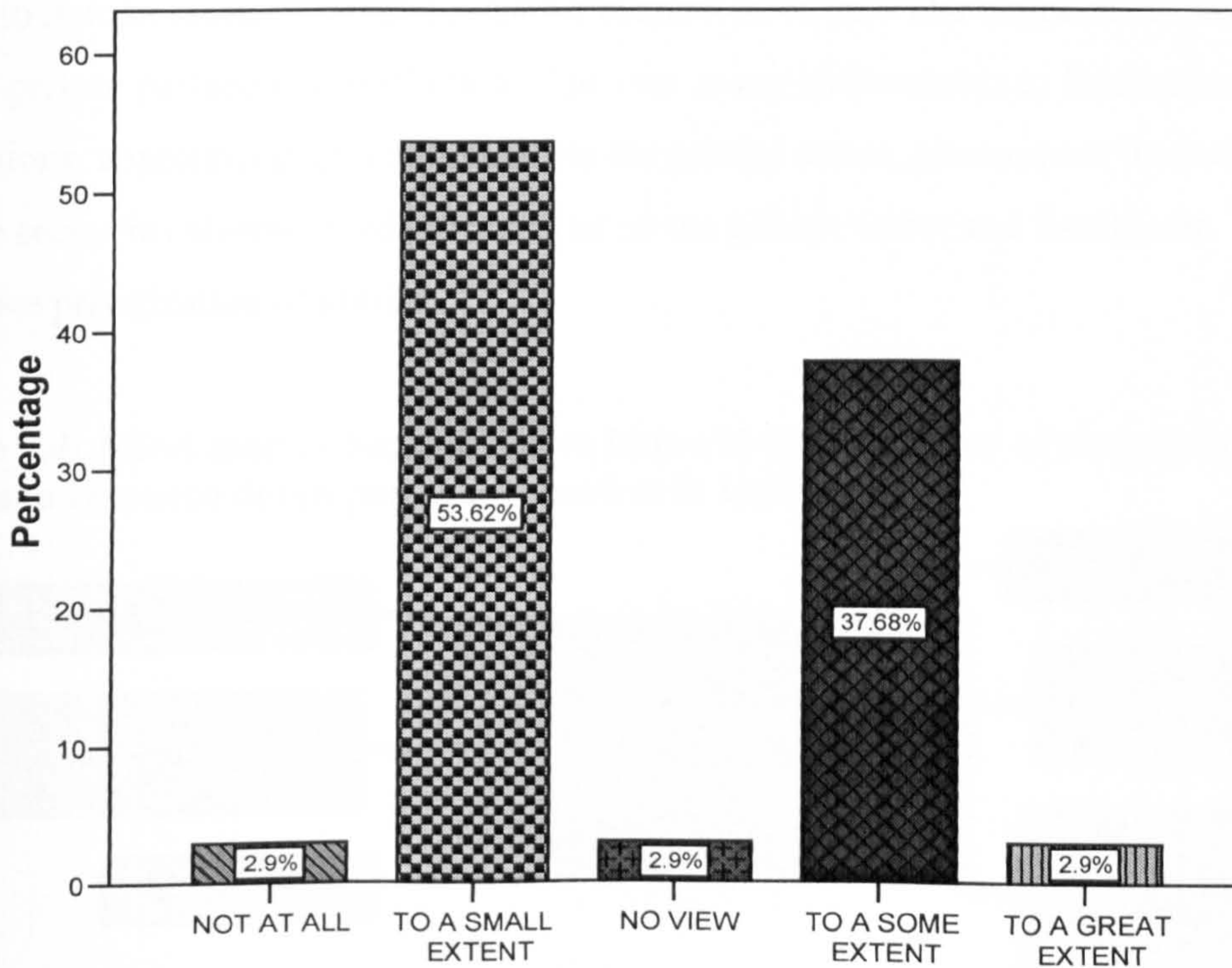
Respondent's opinion was sought on the extent to which the private sector had contributed to human resource development for tourism (Appendix 1, question 11). As the table (7.3) indicates, more than half of the respondents felt that the private sector's contribution has been to a small extent and a quarter considering it to be to some extent. The findings mirror the discussion on the role of private sector in tourism human resource development in India in the previous paragraph and chapter two (section 2.5). Considering the dominant role of government in education, it is noteworthy that the private sector has been able to make at least some contribution to tourism human resource development for tourism in the country. A general sense of private sector indifference to tourism human resource development (chapter 2, section 2.5), which is a legacy of the then prevailing mixed system of economy, could be the main reason for the

limited contribution of the private sector. Perhaps, the results highlight the potential for private sector involvement in tourism education and subsequently to the development of tourism in the country in future. This could be valuable information for tourism policy makers, who can devise strategies to facilitate more private sector involvement in tourism education.

Table 7.2 Contribution of private sector to human resource development for tourism in India

	Frequency	Percent
Not at all	2	2.9
To a small Extent	37	53.6
No view	2	2.9
To a some extent	26	37.7
To a great extent	2	2.9
Total	69	100

Figure 7.3: Contribution of private sector to human resource development for tourism in India



7.4. SUGGESTIONS TO IMPROVE CONTRIBUTIONS OF THE PRIVATE SECTOR TO HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA

The private sector can play a very important and meaningful part to help make the human resource development for tourism more effective and relevant (Shepherd and Cooper, 1994; Jithendran and Baum, 2000). As discussed in chapter two (section 2.5), the private sector can contribute significantly to human resource development for tourism in areas such as recruitment, skills development, course design, work placement, and industry training for educators (Peacock and Ladkin, 2002). A number of authors have suggested areas for the private sector to make significant contributions to human resource development for tourism (e.g. Peacock and Ladkin, 2002; Botteril, 1996; Pizam, 1999; Hjalager and Baum, 1998). Having ascertained their views on the extent of the private sector's contributions to human resource development of tourism in India, the respondents were asked for suggestions on improving the quality and extent of their involvement (Appendix 1, question 11). The mind map below (Figure 7.5) summarises the key suggestions made by the respondents on improving contributions of the private sector to human resource development for tourism in India. The suggestions include public-private partnership, institution of private sector endowments to finance tourism institutions, apprenticeship programmes in the private sector, government incentives for private sector involvement, educational tax on the private sector and finally, the complete privatisation of tourism.

Figure 7.4: Mind map 3- Suggestions to improve contributions of the private sector to human resource development for tourism in India



Cooperation between public and private sector of tourism in tourism education and training has already proven to be an effective strategy in Ireland (Walsh, 1993; Baum and Szivas, 2008). Reflecting best practices such as this, the respondents made the following suggestions:

“A partnership between public sector and private sector in tourism education will improve the quality of tourism training in the country” (Tourism policy-maker – 12)
“Synergy between public and private sector will help a lot”(Tourism industry – 6)

Such partnerships can help bring together a wide range of resources and expertise, which will help prevent wastage of resources and conflicts. Synergy and harmony between the private and public sector in pursuit of improvements in the quality and relevance of human resource development could only be beneficial to all concerned, especially for the overall competitiveness of the tourism industry, which was recognised by a number of respondents.

Another important recommendation was for the private sector to institute endowments to financially support tourism educational institutions.

“Private sector can offer endowments to tourism institutions to finance their operation and development” (Academic- 21), suggests a respondent.

In a developing country such as India, lack of financial resources has always been a major obstacle in making improvements in education and training standards and facilities. Being one of the major beneficiaries of investments in education and training, private sector, probably, has a responsibility to financially support tourism human resource development, and institution of endowment could be an effective and popular strategy. However, such initiatives are voluntary in nature and solely depend upon the goodwill of the private sector tourism businesses. There are many examples of the private sector tourism businesses extending financial support to tourism educational centres in the developed world (e.g. Savoy group funding lectureships in universities in the United Kingdom; Forte foundation setting up funded Ph.D. studentships, etc.).

However, small and medium, owner-operated tourism businesses might find such initiatives beyond their means. As Pizam (1999) suggests, the travel and tourism industry can form their own trade associations to pool resources together to extend financial support to tourism education. Despite its voluntary nature and limitations for the small and medium enterprises, such initiatives have relevance in developing countries such as India, which has a number of powerful tourism businesses in the private sector.

One of the criticisms levelled against the tourism educational institutions and their products is the shortcomings in practical aspects of the tourism industry (Goodenough and Page, 1993, Baum, 1991). Indeed, this lack of practical knowledge has been used as a justification for the private sector's reluctance to consider candidates with tourism qualifications for recruitment. Recognising this lacunae in tourism education system in India, the respondents offer the following suggestions:

"Private sector must offer practical training opportunities to tourism students as to improve their practical skills" (Academic – 12)

"Tourism businesses should open up their facilities for on-the-job-training" (Academic-8)

"Make practical training mandatory, extend the national apprenticeship act straight into tourism businesses" (Tourism policy-maker – 11)

Apprenticeship programmes and practical industry trainings for tourism students, probably, offer two of the best strategies to overcome the lack of practical knowledge in tourism graduates. Such practices are, in fact mutually beneficial to the educators, students and the tourism industry. Educators have the benefit of being able to make their curriculum as practical as possible without any major investment in practical training facilities such as training hotels, travel agencies, tour operation agencies, and visitor attractions. The students have the unique advantage of not only learning in the real world situations, but also in supplementing their theoretical learning with cutting edge industry practices. The tourism businesses also benefit from the inexpensive labour that the apprentices and trainees offer.

The private sector often tends to lack the motivation to make any material or non-material contributions to the education sector, especially when no tangible and immediate benefits are forthcoming. These hurdles could be tackled by governments through introducing a series of incentives and legislations. Governments in many countries have been employing incentives as an important strategy to encourage and direct private sector investment in tourism to suit the national tourism policy objectives. Examples of such measure include, financial and fiscal incentives for investing in rural tourism, and employment of women and local residents. The respondents have suggested a similar strategy of incentives and government legislations that make support to human resource development mandatory for licensing and approvals. This would encourage the private sector to support and involve in tourism human resource development. Some of the suggestions include the following:

“There should be substantial tax incentives for any major contribution tourism human resource development by tourism businesses” (Tourism industry – 21)

“Introduce laws making it mandatory for the private sector to support tourism education... make it a condition of licensing” (Academic – 3)

“Introduce incentives and legislations” (Tourism policy-maker – 7)

“Offer tax rebate to private businesses that spend considerably on human resource development” (Tourism industry -10)

A somewhat similar recommendation relates to levying of an educational tax on the private sector:

“Levy a tourism education tax on all tourism businesses and invest it in developing tourism education institutions”, suggests a respondent (Tourism policy-maker -7).

Being the principal beneficiaries of tourism human resource development, it is only natural that the respondents felt that the private sector businesses should make a contribution to tourism education in the form of an education tax.

Another interesting suggestion related to the privatisation of all tourism, leaving it to the private sector to deal with the human resource development needs of tourism.

“Privatise tourism, and leave everything including tourism education for the private sector to deal with” recommends a respondent (Tourism industry -26).

However, such measures have their inherent risks as the private sector, when left alone, is unlikely to be very responsible, self-regulating and willing to make sacrifices for the common good.

7.5 CONTRIBUTIONS OF THE PUBLIC SECTOR TO HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA.

As is the case with most newly independent countries, government had to play an active role in introducing and developing most of the development activities during the early decades of an independent India. As a result, the government was solely responsible for developing educational institutions in the country and had invested heavily in all types of educational infrastructure for both general as well as specialised/professional education. Some of the internationally known centres of excellence such as the ‘Indian Institute of Technology’; ‘Indian Institute of Management’, and a number of medical colleges bear testimony to some of the successful initiatives by the Indian government.

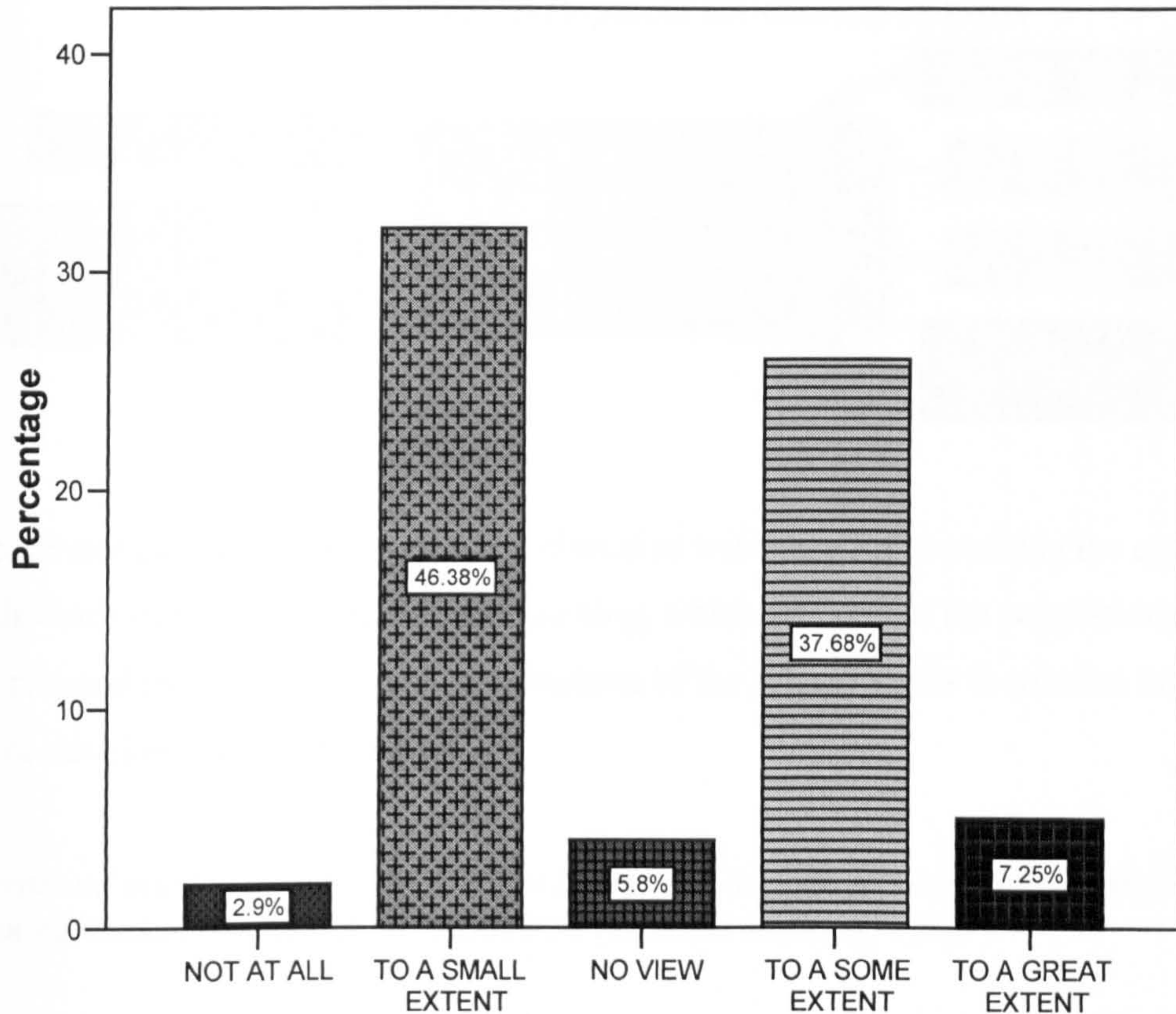
As discussed in chapter four (section 4.7), initial investments in hotel management education and tourism was made by the government and it was not until a few decades later that the private sector started evincing any interest setting up educational institutions for hospitality and tourism. However, tourism education in India is affected by a number of issues (chapter 4, section 4.7), which continue to affect the competitiveness and sustainability of Indian tourism. This raises serious questions on the value of governmental initiatives in human resource development for tourism. An inappropriately devised tourism education system is often blamed for the lack of professionalism and competitiveness of the Indian tourism industry (Agarwal, 2008; Jithendran and Baum, 2000).

Table 7.3 Contribution of public sector to human resource development for tourism in India

	Frequency	Percent
Not at all	2	2.9
To a small extent	32	46.4
No view	4	5.8
To some extent	26	37.7
To a great extent	5	7.2
Total	69	100

Opinions of the respondents were sought on “To what extent has the public sector contributed to human resources development for tourism in India?” (Appendix 1, question 12). As the table 7.6 and figure 7.7 show, respondents are divided in their opinion, with almost half (46%) expressing the view that the public sector have contributed a small extent to human resource development for tourism. An even smaller proportion (37.6%) was of the opinion that the public sector’s contribution to human resource development for tourism was only to a small extent. However, it is also important to note that a very small percentage take the extreme view, both positive and negative. This suggests acknowledgement of contributions of the public sector and also of concerns regarding the outcome of public sector investment in human resource development for tourism.

Figure 7.5: Contributions of public sector to human resource development for tourism in India



7.6. SUGGESTIONS TO IMPROVE CONTRIBUTIONS OF PUBLIC SECTOR TO HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA

A follow up question was posed to seek suggestions on improving the contributions of the public sector to human resource development for tourism in India (Appendix 1, question 13). The following mind map (Figure. 7.7) summarises the suggestions made by the respondents. Major suggestions include better manpower planning, public-private partnership, removal bureaucracy, international benchmarking, ensuring continuity and commitment of administrators, and collaborations with international organisations such

as World Tourism Organisation, World Travel and Tourism Council, World-wide Fund for Nature, and United Nations Environment Programme.

Figure 7.6: Mind map 4 - Suggestions to improve contributions of the public sector to human resource development for tourism in India



Public-private partnership was again mentioned as a strategy for improving the quality and relevance of tourism education and training, which was one of the suggestions made by the respondents to improve the contributions of the private sector to tourism human resource development (section 7.5).

“Government must work with the tourism businesses to form a partnership to improve tourism education”, suggests on respondent (Tourism industry – 20).

The iteration of this suggestion, probably, highlights the strong support for an organisational set up such as the CERT in Ireland, which was very successful bringing together public and private sector in Ireland (Walsh, 1993).

India, like many developing countries, is notorious for its bureaucracy and red-tapism (George, 1997). Indeed, its bureaucracy has been blamed for almost all ills of the country and tourism is no exception (Gantzer and Gantzer, 1983; Ahmed, 1991). A respondent articulated the view in the following words:

“Remove the ‘babus’ (bureaucrats) from all positions of power” (Tourism industry – 14).

Tourism educational institutions in the public sector such as the Indian Institute of Tourism and Travel Management and Kerala Institute of Tourism and Travel Studies are still managed by career civil servants, who have no knowledge or experience in developing or managing an educational institution, let alone a tourism education institution.

“Employees at the leadership level must be selected on the basis of merit in an open manner, the practice of deputation from government departments (IAS) etc. particularly at higher levels should be given up. Tourism educational institutions should not be run as government departments.. senior faculty members from know tourism educational institutions should be given due representation in apex bodies of tourism education” states a respondent (Academic – 15).

The suggestion has a lot of merit. Experts in tourism education will certainly be able to do a more effective job in developing human resource than the career bureaucrats, many of whom lobby for such positions in order to avoid transfers to distant places or unpopular departments.

A major malady affecting the effective functioning of the civil service in the country is the lack of continuity in personnel in important leadership positions.

“Avoid the system of appointing IAS officers to senior leadership positions for short periods. Either create an Indian Tourism Service (ITS) similar to Indian Administrative Service (IAS) or ensure a minimum tenure of 10 years for civil servants in the tourism ministry”, states a respondent (Tourism policy-maker – 2).

The main drawback in the lack of continuity stems from the fact that by the time a civil servant begins to learn about a department and its activities, which can take some time, he or she will be transferred out to some other department, and the new appointee will have to go through a steep learning curve, leading to a foolish game of musical chairs, with disastrous implications for the effective functioning of the respective departments. The civil servants, who are aware of the temporary nature of their appointment, are likely to be interested in projects of short-term nature, which will help them bolster their

curriculum vitae and personnel records. The long-term interest of the tourism industry is the victim of this syndrome. This 'musical chair' syndrome has, probably, been one of the reasons for the tardy development of tourism and tourism education in India. The respondents were alluding to this serious problem by suggesting continuity and commitment of tourism administrators, which will help advance the long term interests of the tourism industry, which will be enhanced by a professional and high quality human resource development system that is relevant to the requirements of the tourism industry.

There are many examples of tourism human resource development institutions internationally that are known for excellence in tourism education provision (examples include institutions such as Lusanne, Cornell, Hong Kong PolyU) and in tourism education policy and planning (e.g. CERT in Ireland). A developing country such as India can learn and implement many good practices from such examples. Many respondents were of the view that the public sector, which has set up some of the earliest tourism education institutions in India, should benchmark tourism education institutions in the country against some of the global leaders in tourism education, so that tourism educational institutions in the country could adopt the international best practices.

According to one respondent:

“government institutions should carry out benchmarking studies to compare with the leading tourism education schools in the world and establish guidelines and policies for improvement” (Tourism industry – 17).

The policy makers for tourism education in the country should also try to benchmark their policies and organisational arrangements against some of the best practices elsewhere. The recommendation has a lot of merit, as there are many very good tourism educational institutions worldwide that can offer very good examples for tourism institutes in India to follow.

There are a number of international organisations that provide a wide range of assistance to tourism and tourism education such as the United Nations World Tourism Organisation, World Tourism and Travel Council, World Wide Fund for Nature and UNESCO, UNESCAP, UNEP, World Bank, ILO, etc. These organisations provide assistance in terms of financial resources, curriculum development, training of trainers, and development of learning materials. In fact many of these institutions have been set with the remit of supporting tourism development, including human resource development internationally. Close collaboration with these institutions will help the country to benefit from the resources and development programmes that these organisations offer.

“Tourism educators and educational institutions must collaborate with international organisation such as WTO, WTTC, American Express, WWF, and UNEP for financial and intellectual support”, recommends one respondent (Tourism policy-maker – 10).

India is a beneficiary of the International Labour Organisation’s assistance, with which the first four hotel management institutes were set up in the 1950s and 1960s. The respondents were alerting the tourism leadership of these opportunities by highlighting them.

The importance of manpower planning as a prerequisite to effective human resource development has already been discussed (Chapter 2, section 2.4) and the respondents reiterated its significance by recommending it as a strategy to improve its efficiency.

“There should be need-based manpower planning... manpower assessment should undertaken, close monitoring and feedback of all activities undertaken... there should be accountability to tourism industry, policy makers and academics..... Manpower training should be objective-oriented ”, recommends a respondent (Tourism industry – 21).

Considering the fact that the public sector is responsible for manpower planning at both macro and micro level, the recommendation assumes far-reaching consequence. To sum up the respondents have made some very relevant recommendations for the public sector

to help improve the quality and relevance of human resource development for tourism in the country. If implemented, they are likely to have a positive effect on the tourism education and training in the country.

7.7 WHAT SHOULD BE THE LEVEL OF PUBLIC SECTOR INVOLVEMENT IN HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA?

While public sector's role in introducing tourism education in the country is well recognised, it has also received criticism for the human resource problems related to tourism in India. Rightly or wrongly, many tend to lay the entire blame for the qualitative and quantitative problems of tourism manpower in the country on the public sector (Singh, 1997; Andrews, 1993). Public sector in general is often considered inefficient and the root cause of most of the problems associated with tourism development (Jenkins and Henry, 1982). Shortcomings of public sector are more acutely seen in developing countries (Todaro and Smith, 2008). At the same time, private sector is either non-existent or too weak in developing countries to be of any relevance in taking development initiatives, especially in relatively new areas such as tourism (Jenkins and Henry, 1982). Even in literature favourable to public sector involvement in tourism, the suggestions have been that it plays a catalytic role, initiating tourism development to a level at which the private sector will feel encouraged to invest in tourism. A catalytic role will thus allow public sector to recoup its investments through taxes in the long term and to turn its attention to new areas and projects.

Further, in an era neo-liberalism and free market fundamentalism, government's role in most fields is shrinking. Many countries are selling state assets to the private sector or multinational companies in the name of economic liberalisation. Even the global financial institutions and their supporters in the West actively encourage governments to not only open up domestic markets, but to follow a policy of disinvestments, which forms a precondition for aid.

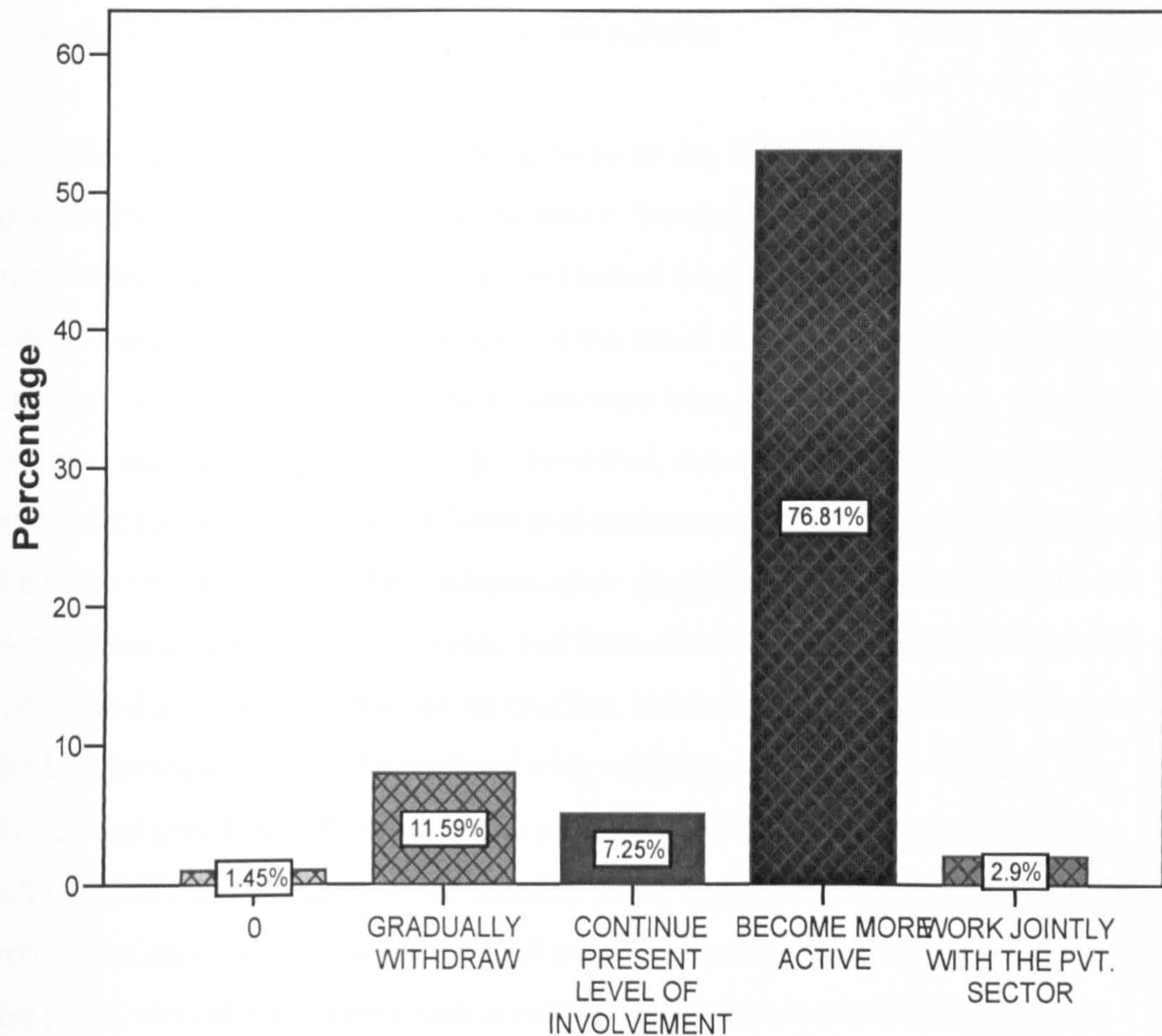
Indian society is also witnessing a gradual shift from a socialist system to a neo-liberal way of development. The debates surrounding the role of public sector is very much alive in the country, with the government pursuing an active policy of disinvestments. Many of the government-owned hotels have already been disinvested, often following questionable methods (Indian Express, 1999). The associations representing private sector have been at the forefront in lobbying government to make further disinvestments. The previous sections (7.6 and 7.7) discussed respondents' views about the role played by public and private sector in human resource development for tourism in India. Given these debates and changing attitudes towards public sector and its involvement in tourism development, respondents' views were sought as to what should be the level of government involvement in human resource development for tourism in India (Appendix 1, question 14).

Table 7.4. What should be the level of public sector involvement in human resource development for tourism in India

	Frequency	Percent
Gradually withdraw	8	11.6
Continue present level of involvement	5	7.2
Become more active	53	76.8
Work jointly with the private sector	2	2.9
Total	69	100

As the table 7.5 and figure 7.8 show, a significant majority (76%) of respondents feel that the public sector should become more active in tourism human resource development, with only 11% suggesting a gradual withdrawal by the public sector. Given the fact that respondents included representatives of the private sector, this is rather surprising. Probably, this represents recognition of the pioneering role played by public sector in developing educational institutions and systems in the country, and also a lack of trust in private sector's ability or interest in investing adequately in endeavours that return relatively moderate reward.

Figure 7.7: What should be the level of public sector involvement in human resource development for tourism in India



7.8 CULTURAL PREJUDICES/BARRIERS TO WORKING IN THE TOURISM INDUSTRY EXIST IN INDIA.

Andrews (1993) and Jithendran and Baum (2000) have noted the prevalence of cultural barriers and prejudices to youngsters working in the tourism industry in India, especially in service situations necessitating interactions with strangers. This is more so when it comes to women’s employment in the tourism industry. Being a conservative society, inter-gender interactions outside family contexts are still a taboo in India. In most conservative societies tourism has a low image as a profession, with bright and talented

youngsters encouraged by parents and society to join attractive professions such as medicine and engineering. The typical image of tourists as westerners sunbathing half-naked and leading a rather licentious lifestyle, has contributed significantly to making communities look at tourism with scepticism, and it is therefore only natural for them to be apprehensive about a career in the tourism industry.

The service encounters with strangers, as a day-to-day feature of the profession, is a major barrier to attracting women to the sector. Serving in a hospitality environment is also considered as a form of servitude, best suited for people of lower origin. In a society, where cast and religion still dictate the social status, any job that involves traces of servility is an imponderable to those who were born in the higher casts. The lower casts, who are increasingly becoming empowered, also tend to resent situations that involve hints of servility. A third factor that creates resentment to working in the sector is the legacy of colonialism. The independence struggle, which was a model of non-violent uprising against colonial rulers, had been characterised by anger towards the colonials and an immense sense of nationalism and cultural pride. And the western white holidaymakers are still associated with colonialism by average Indians. The folklores and anecdotes of independence struggle are littered with instances of the cruelty, trickery and savagery of the colonial rulers and history text books in schools do devote significant sections to the colonial era and liberation struggle, which leaves the entire population of the country with mixed feelings towards the Westerners. An average Indian, thus, feels a little uncomfortable in servile environments involving former colonial rulers.

Given the importance of this issue, respondents' views on the existence of cultural barriers and prejudices to working in the tourism industry were sought (Appendix 1, question 15). As the table (7.6) below shows the respondents were divided in their opinion on this issue, with 40% disagreeing and 39% in agreeing with the statement, and 20% had no view at all. Reasons for this mixed verdict seem quite hazy. The measure of central tendency (table 7.6.1) produced a mean and median score of three, which shows

neutral or an unsure view on the question, reinforcing the confusion on this issue. The cross tabulation examining sector-wise views on the issue helped clarify some of the potential reasons for the results. As indicated by table (7.6.2), respondents belonging to different sectors were varied in their views, which could be explained by their professional standpoint and experience.

Table 7.5: There are cultural prejudices and barriers to working in the tourism industry in India

	Frequency	Percent
Strongly disagree	3	4.3
Disagree	25	36.2
Cannot Say	14	20.3
Agree	22	31.9
Strongly Agree	5	7.2
Total	69	100

Table 7.5.0 Statistics

N	Valid	69
	Missing	0
Mean		3.01
Median		3.00

Table 7.5.1 Responses by sector regarding cultural prejudices and barriers to working in tourism - Cross tabulation Count

Cultural prejudices/barriers against working in tourism						Total
Sectors	Strongly disagree	Disagree	Cannot Say	Agree	Strongly Agree	
Tourism Industry	0	12	5	7	2	26
Academics	1	4	2	11	2	20
Policy Makers	2	9	3	2	1	17
Environmentalists/Activists	0	0	4	2	0	6
Total	3	25	14	22	5	69

For example, a significant number of respondents from the tourism industry and a majority of policy makers tend to disagree with the statement. However, the significant number (12) from the tourism industry in disagreement with the statement need to be balanced with the majority (14) who are not in disagreement with the statement and are either neutral or in agreement. The data related to respondents from the tourism industry that is in disagreement with the statement could be explained as a confirmation of the notion that those who work in and benefit from the tourism industry tend to have positive attitude towards tourism in general (Faulkner and Tideswell, 1997). And the responses not in disagreement with the statement probably reinforce the anecdotal evidence and views of Andrews (1993) and Jithendran and Baum (2000) on this issue.

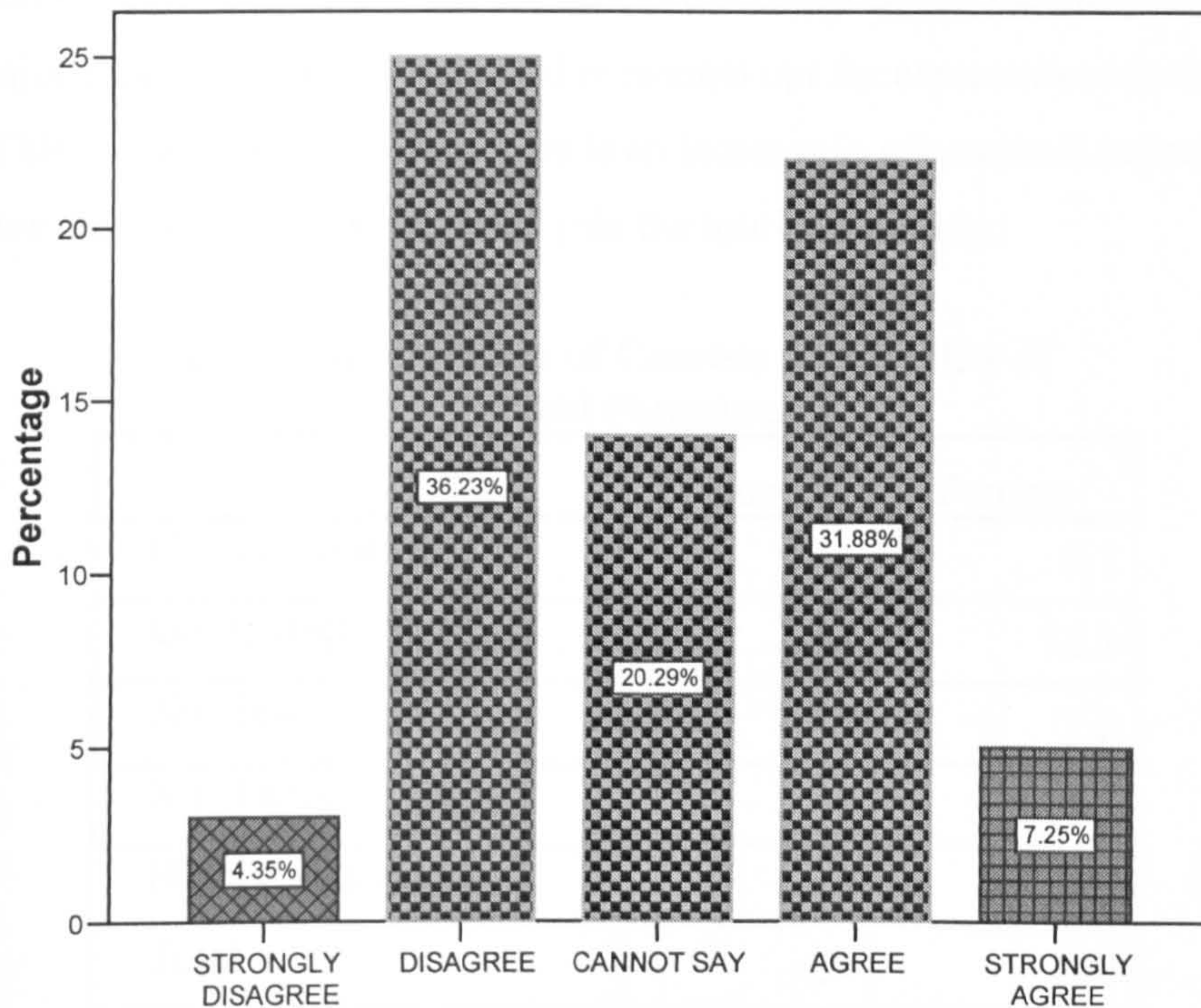
The majority of tourism policy makers do not think there are prejudices and cultural barriers to working in the tourism industry in India. Tourism policy makers in developing countries, especially those are government bureaucrats, are credited with having very limited understanding of the ground realities of tourism, and tourism policies in most developing countries were developed by tourism consultants from the developed world, again with questionable knowledge of the country and its specific developmental issues (Din, 1997). The opinions of tourism policy makers probably reflect a wishful thinking or aspirations that most tourism policies tend to be.

A majority of academics agree with the statement and their views could be based on interactions with tourism students and their experiences in trying to recruit highly talented students. As discussed earlier in section 7.2.1, medicine and engineering are the preferred choices when it comes to selecting options for higher education, which are closely followed by chartered accountancy and business degrees. Tourism and hospitality degrees are chosen as a second or third option and in many cases as a last resort. Academics' views probably are a true reflection of the reality as experienced first hand in the classrooms and tourism educational institutions.

Majority of environmentalists have a neutral position, which is natural as their awareness, interest and involvement in human resource related issues of tourism could

be quite limited. However, marked differences in the opinions of respondents from different sectors regarding a key human resource issue probably explain the plight of human resource development for tourism in the country. Suffice to say, it is a grey area and further research needs to be carried out to develop more clarity and adopt necessary policy initiatives.

Figure 7.8: There are cultural prejudices and barriers to working in the tourism industry in India



7.9 ADEQUACY OF CURRENT AVAILABILITY OF TRAINED PERSONNEL TO THE INDIAN TOURISM INDUSTRY.

The primary function of human resource development policies and programmes for any field of activity is to ensure that there are adequate personnel are available to manage and operate it professionally. The human resource problems of the tourism industry all over the world are well documented (Baum, 1993; Tribe, 1997; Kokkranikal, 2004; Ryan, 1995), and Indian tourism is no exception (Singh, 1997; Andrews, 1993 ; Mahesh, 1993 ; Jithendran and Baum, 2000; Bagri, 2008). An abiding feature of Indian tourism

has been the scarcity of trained manpower. Though India has comparative advantage in terms of quantity of manpower, the country is not unlike other developing countries when it comes to quality and competence of its manpower (Todaro and Smith, 2008).

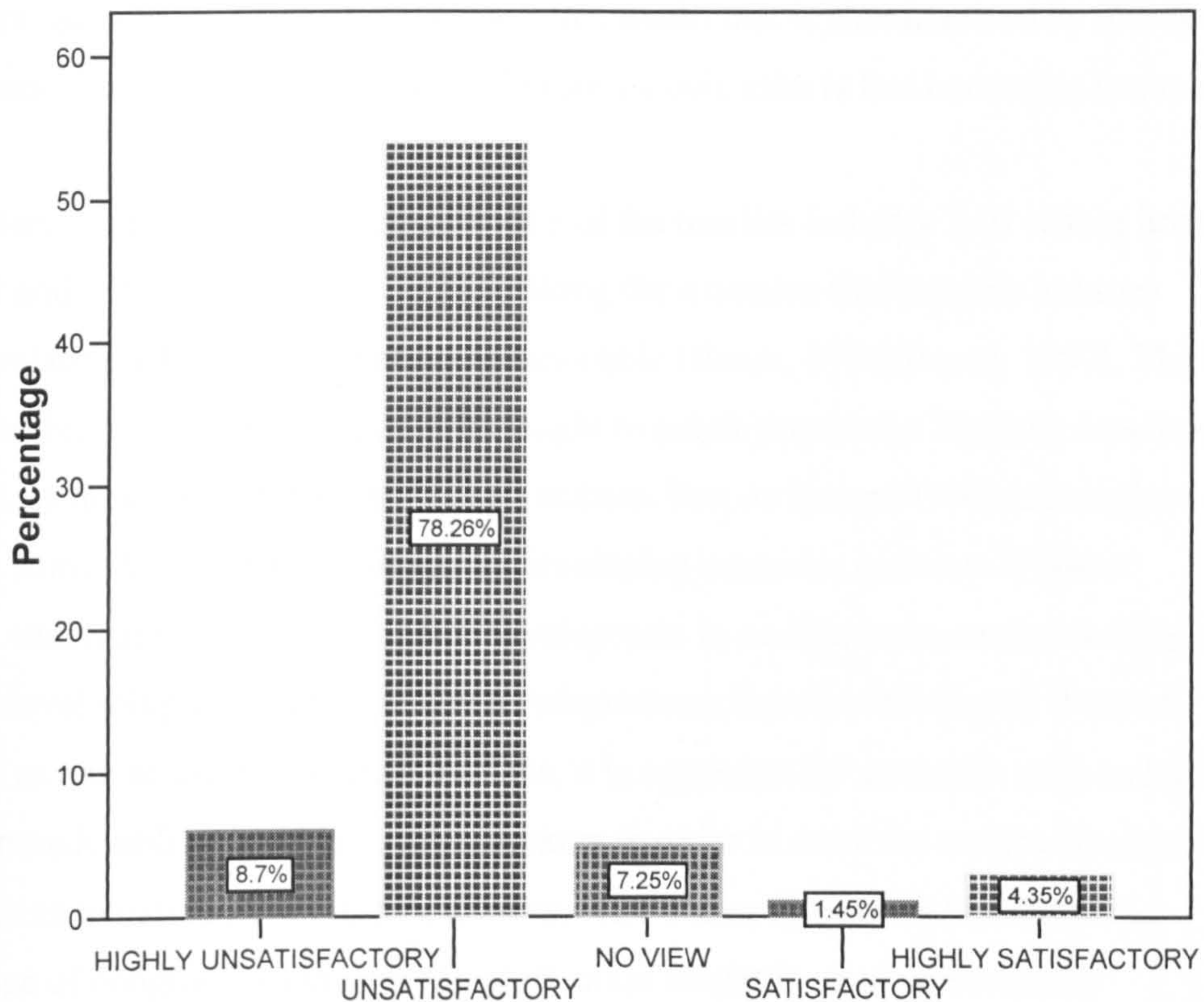
It is highly improbable for a service industry such as tourism to be anywhere near international standards without adequate supply of trained personnel, which probably explain the tardy development of Indian tourism. Mahesh (1993) has documented the issues in manpower planning for tourism in India. The poor image of the tourism industry and the cultural barriers and prejudices discussed earlier (section 7.9) poses another major problem, as many qualified personnel opt for careers outside the tourism industry. This means that even when there is an increase in educational capacity, there is no guarantee that the qualified personnel join the tourism industry.

Table 7.6 Adequacy of Current Availability of Trained Personnel

	Frequency	Percent
Highly unsatisfactory	6	8.7
Unsatisfactory	54	78.3
No view	5	7.2
Satisfactory	1	1.4
Highly satisfactory	3	4.3
Total	69	100

The respondents were asked about the adequacy of current availability of trained personnel to the Indian tourism industry (Appendix 1, question 16). As table 7.7 and figure 7.10 explain, a huge majority are of the opinion that the current availability of trained personnel to the Indian tourism industry is unsatisfactory, which confirm key points discussed in the previous paragraph and in chapter 4 about the quality and availability of human resources in Indian tourism. The findings re-emphasises the urgent need of policy and programme initiatives to redress this major lacuna in Indian tourism, which continue to retard its development.

Figure 7.9: Adequacy of current availability of trained personnel



7.10 TO WHAT EXTENT DO THE SKILLS ACQUIRED BY STUDENTS, THROUGH VARIOUS TOURISM EDUCATION AND TRAINING PROGRAMMES MATCH THE SKILLS REQUIREMENT OF THE INDIAN TOURISM INDUSTRY.

A common criticism levelled against tourism education provision all over the world is about the relevance of curriculum (Agarwal, 2006). Often it is argued that tourism educators develop curriculum according to their own subject specialisation and interest, and not according to the requirements of the employers or the tourism industry (Brogan, 1994). The ongoing debate about whether tourism should be located in business faculty or social science faculty is a good example of the confusion surrounding tourism

curriculum. Tourism academics are still unsure about the nature of the subject matter of tourism, some arguing it is a business and others contenting that it is a social phenomenon. Both these standpoints appear acceptable. However, what is important is to ensure that the customers of tourism education provision, both students and employers, get what is relevant and useful. In a world that is characterised by increasing specialisation in all walks of life, education for its own sake is fast becoming irrelevant.

Being a service industry, skills requirements of the tourism industry falls within both technical and soft or transferable skills, making the assertion that tourism industry requires relatively low levels of skills questionable (Baum, 1996; Burns, 1997). The soft or transferable skills may not have to be taught to employees in the Western developed countries, as these skills form part of their culture. But, as Baum (1996) argues these skills are somewhat alien to personnel in developing countries and non-Western cultures, which makes human resource development in such contexts more challenging. As most developing countries consider holidaymakers from the developed Western countries as one of the major target markets, it is important for countries such as India to develop transferable soft skills in their workers in order to meet the service standards requirements to cater to the Western tourists. The above discussion highlights the importance of congruence between the curriculum taught in tourism education programmes and the expectations and requirements of the tourism industry, which ultimately utilise the recipients of such education provision.

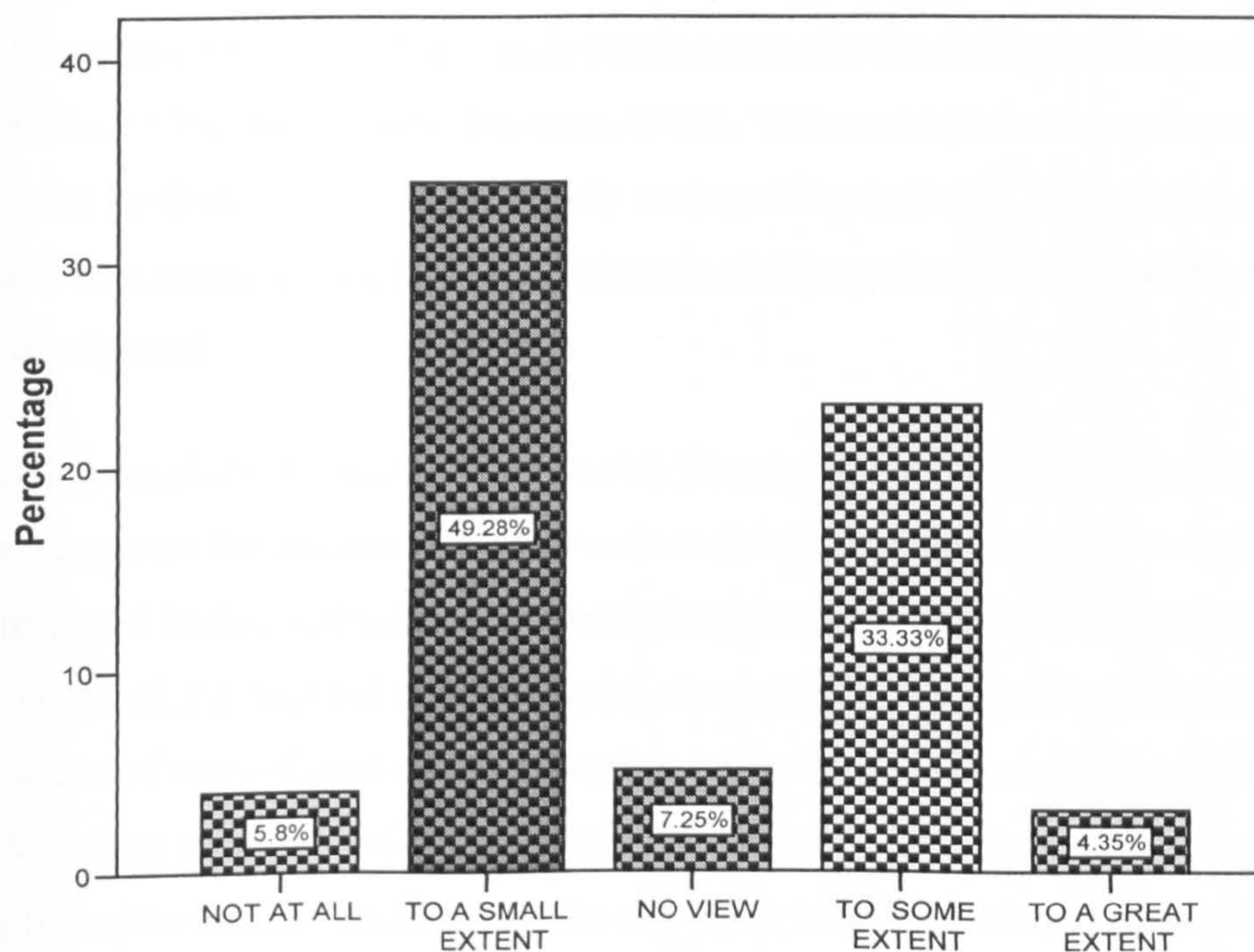
Respondents' views were sought on the match between the skills and knowledge acquired by tourism students and the requirements of the tourism industry in India (Appendix 1, question 17). As table 7.9 indicates, about half of the recipients (49.3%) are of the view that they match to a small extent and a significant proportion (33%) expressed the view that they match to some extent. Only a small percentage felt that there is greater match. The findings indicate significant problems in what is imparted in tourism education and training in the country. The urgent need to revamp tourism syllabi in the country has already been considered in section 7.3.2. As discussed in chapter 4

(section 4.7) a thorough reappraisal, therefore, of the curriculum of tourism education programmes at all levels is in order for Indian tourism in its quest for competitiveness and sustainability.

Table 7.7: Matching of skills acquired and skills requirements of the tourism industry

	Frequency	Percent
Not at all	4	5.8
To a small extent	34	49.3
No view	5	7.2
To some extent	23	33.3
To a great extent	3	4.3
Total	69	100

Figure 7.10: Matching of skilled acquired and skills requirement of the tourism industry



7.11. SKILLS SHORTAGE IN INDIAN TOURISM

Tourism employees, especially at the operational level, need a range of skills in order to provide quality visitor experiences. For a service industry such as tourism, technical skills alone cannot be sufficient for its workforce that have to interact with a diverse range of customers from different social and cultural backgrounds. This makes understanding and developing appropriate skills for tourism employment a complex challenge. As discussed in the previous section (7.11), skills development needs could be more acute in the non-Western developing countries that target visitors from culturally different developed Western countries. Given the higher levels of competition and increasing customer expectations of quality holiday experiences, the skills of frontline service personnel can be a key variable in achieving competitiveness and sustainability of individual tourism destinations and businesses. With the increasing importance of the 'moments of truth' (Carlzon, 1981; Sharpley, 2005), tourism employees are required to be skilled in operations, communication, interpersonal interaction, cultural and social exchanges, negotiation, crisis management, multiple foreign languages, new technology, and more importantly the ability to learn and innovate (Go, 1998; Baum, 2007; Beirman, 2003). With most of the human resource development institutions focusing primarily on imparting technical, operational and managerial competencies, the soft or transferable skills requirement of tourism students is often overlooked.

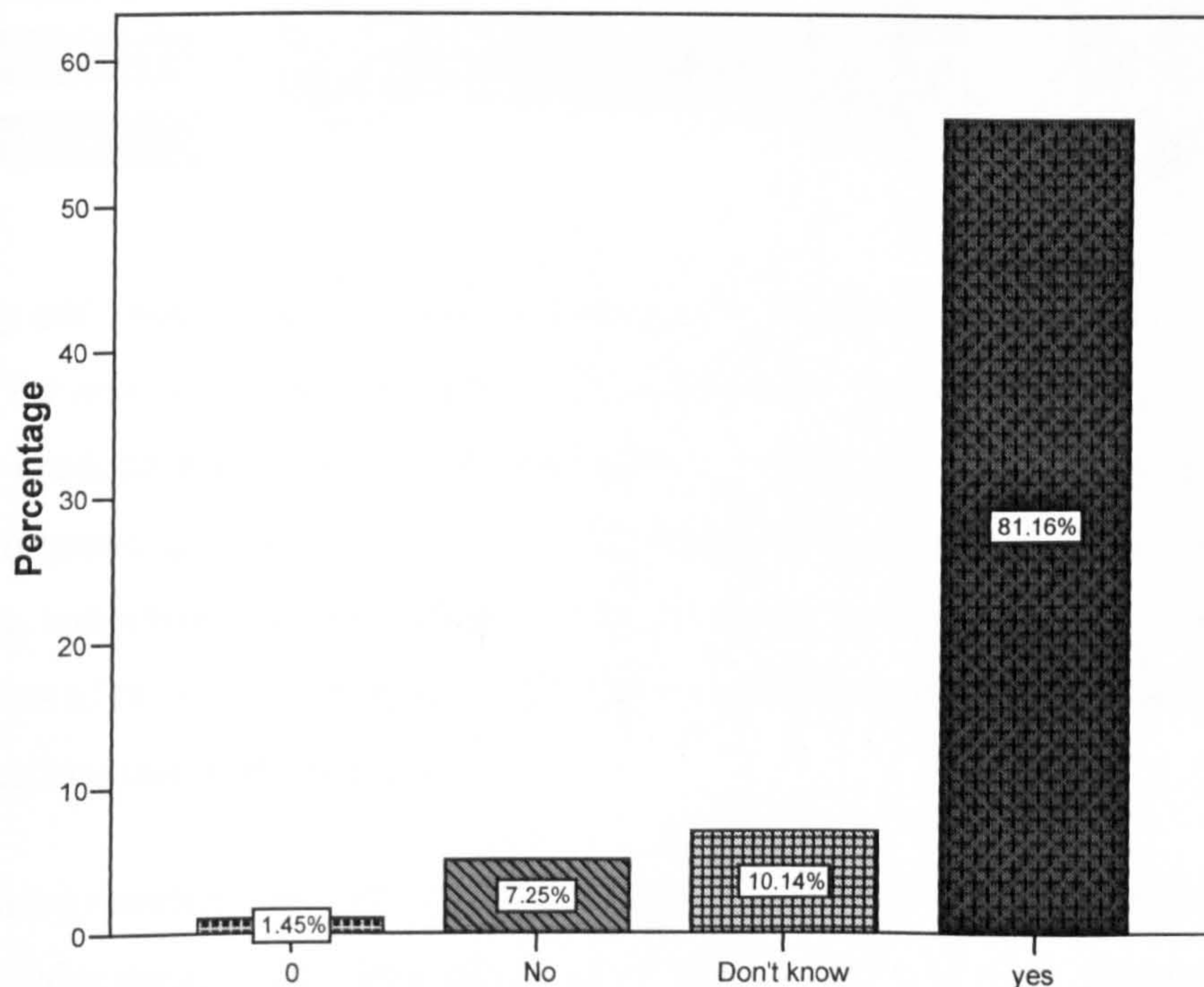
India being a developing country, with its own literacy and human capital problems, the skills development for tourism had either not received adequate support or where these were introduced had deficiencies in understanding the range of skills required (Agarwal, 2006). Technical, operational and managerial competencies were and continue to be the primary focus of most of the tourism education institutions in the country, which leaves the employees to pick up most of the transferable and soft skills on the job. Given the inability of Indian tourism businesses to be anywhere near international standards, the transferable skills thus acquired on the job could be patchy at the most.

The respondents' views were sought about the skills scenario in Indian tourism (Appendix 1, question 18). An overwhelming majority was of the opinion that there was skill shortage in the Indian tourism industry. Given the points discussed in previous paragraph, the results are not surprising, but it confirms the human resource development challenges confronting Indian tourism industry. Further research has to be carried out the exact nature of skills shortage in Indian tourism in order to introduce policy and programmes initiatives to address this debilitating problem.

Table 7.8: There is skills shortage in Indian tourism.

	Frequency	Percent
No	5	7.2
Don't know	7	10.1
Yes	56	81.2
Total	69	100

Figure 7.11: There is skills shortage in Indian tourism



7.12 SPECIFIC SKILLS LACKING IN PERSONNEL WORKING IN INDIAN TOURISM

The set of skills and attributes that Go (1998:463) suggested, and discussed in chapter 2 (section 2.3), are important for developing a workforce that can help the tourism industry to be professional and competitive. Respondents were asked to list the skills lacking in personnel working in Indian tourism (Appendix 1, question 19). The open-ended question generated a range of responses on the skills deficiencies in tourism employees in India, which are categorised into themes and presented in the mind map below (figure 7.13), and include management skills, communication skills, cultural sensitivity, interpersonal, marketing, and language skills. Absence of these skills can deter any business that involves guest-host encounters from providing quality and professional customer experiences.

Figure 7.12: Mind map 5 - Specific skills lacking in Indian tourism



Familiarity and knowledge of modern marketing and promotional practices are very important for any businesses, and especially for tourism, which is about selling intangible products internationally and nationally. Management skills are related to planning, organising, problem solving, coordinating, decision-making, leadership and controlling, and absence of these skills can be disastrous for the efficiency and effectiveness of the tourism industry, especially considering the competition among the tourism destinations in the region.

An interesting aspect of the responses is that apart from marketing and management skills, the major areas of skill shortage in Indian tourism are related to interpersonal skills. Even if a destination has unique tourism products, absence of interpersonal skills

in tourism employees can really damage the quality of holiday experience (Conlin and Baum, 2003). Probably, the absence of such skills explain the failure of Indian tourism in achieving its true potential despite having an array of very attractive and unique tourism resources. The responses, especially those related to the interpersonal skills, also points to problems with the perception in international tourism that the provision of them need not form part of tourism education (Baum, 1996). Considering the fact that the majority of international tourists belong to the Western societies, where social skills are integral to the day-to-day life, it is an essential attribute to be developed in tourism employees. Providers of tourism education and training in the country need to pay special attention to the development of these skills.

Language skills, especially in languages spoken by major market segments, are an essential requirements for tourism professionals. Ability to communicate in the tourists' own language can help instil a sense of security and affinity in the visitors, which can help enhance the quality of their holiday experience. So is the understanding of the culture of the visitors, which would help the employees avoid potential for behaviour that can be culturally unacceptable and unpleasant to the visitors. As a respondent comments:

“we need go-getters with excellent communication, interpersonal and management skills. Unfortunately, it is often the disillusioned lot who were unsuccessful in getting any other jobs that come to tourism as a last resort... it is difficult to train and develop them ” (Tourism industry – 18).

7.13 TOURISM TRAINERS IN INDIA ARE ADEQUATELY QUALIFIED AND EXPERIENCED

Availability of qualified and experienced training personnel is a major prerequisite for developing human resource for tourism in countries that are new to tourism. The knowledge and competencies of trainers will go a long way in delivering quality education and training programmes which will inevitably produce competent tourism professionals, who can contribute significantly to the competitiveness sustainability of the tourism industry. Developed countries have a better track record in human resource

development in general and tourism has been a beneficiary of this. Academics in developed countries, especially those with an advanced tourism industry have been pioneers in shaping the subject matter of tourism and can take credit for a relatively well-developed system for tourism human resource development. Though the debate on what should be the subject matter of tourism and its location within academia is still unresolved (Tribe, 1997; Jaffari and Ritchie, 1981), the tourism education system in the developed countries have contributed significantly to the rapid advancement of their tourism industry.

However, the same cannot be said about developing countries. A large majority of them are relatively new to tourism as a business. Even the few 'honey pots' in the third world are dependent on the multinational corporations in the developed world, which form their major markets. The tourism businesses in those countries invariably employ expatriates in senior positions requiring specialist skills and competencies, with the locals doing the low-skill jobs. Given the complexities of tourism jobs and their poor image (Baum, 1993), opinion leaders had never taken tourism as a serious profession, worthy of investment in its education and training, including that of educators and trainers.

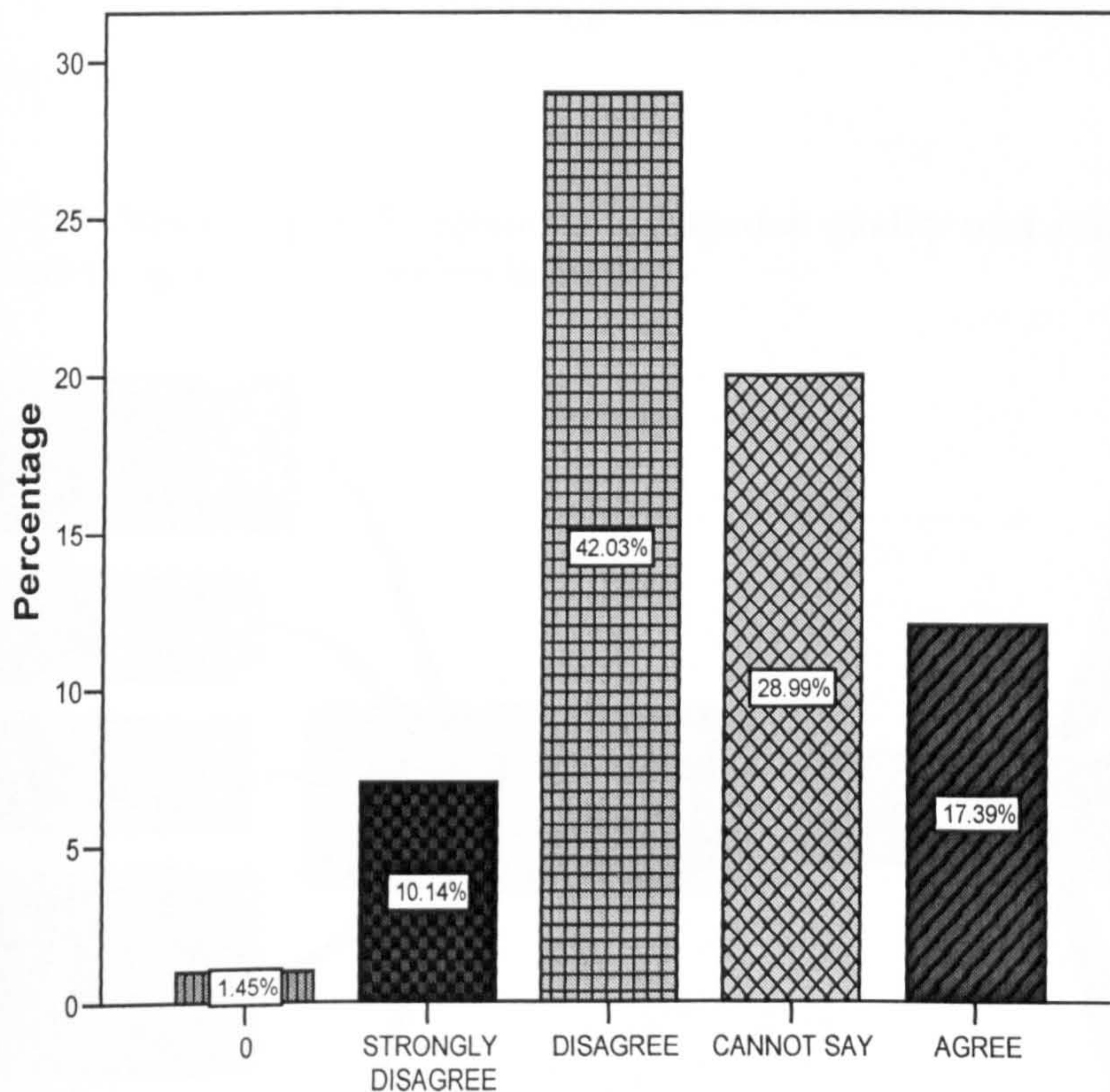
Table 7.9 Tourism trainers in India are adequately qualified and experienced

	Frequency	Percent
	1	1.4
Strongly disagree	7	10.1
Disagree	29	42.0
Cannot say	20	29.0
Agree	12	17.4
Total	69	100

The scenario could best be described as murky. In order to gain an insight into what the respondent's thought about the tourism trainers in India, the question was asked on the adequacy of qualifications and experience of tourism trainers in the country (Appendix 1, question 20). As the table 7.11 and figure 7.14 indicate, majority (53.6%) of

respondents disagreed with the statement that ‘ tourism trainers in India are adequately qualified and experienced’. Almost one third (29%) were unsure (‘Cannot Say’), which could suggest a negative response, reinforcing the view of the majority. Only 17% of the respondents (a minority) felt that the qualifications and experience of tourism trainers in India were adequate. An interesting feature of this finding is the fact that even tourism academics (who represent 29% of the respondents) were sceptical about their own competence to be tourism educators. This probably, points to an alarming situation for the Indian tourism industry, especially with regard to the competence of tourism trainers who play a very important role in developing not only the future tourism professionals, but also in updating the skills of the existing tourism employees.

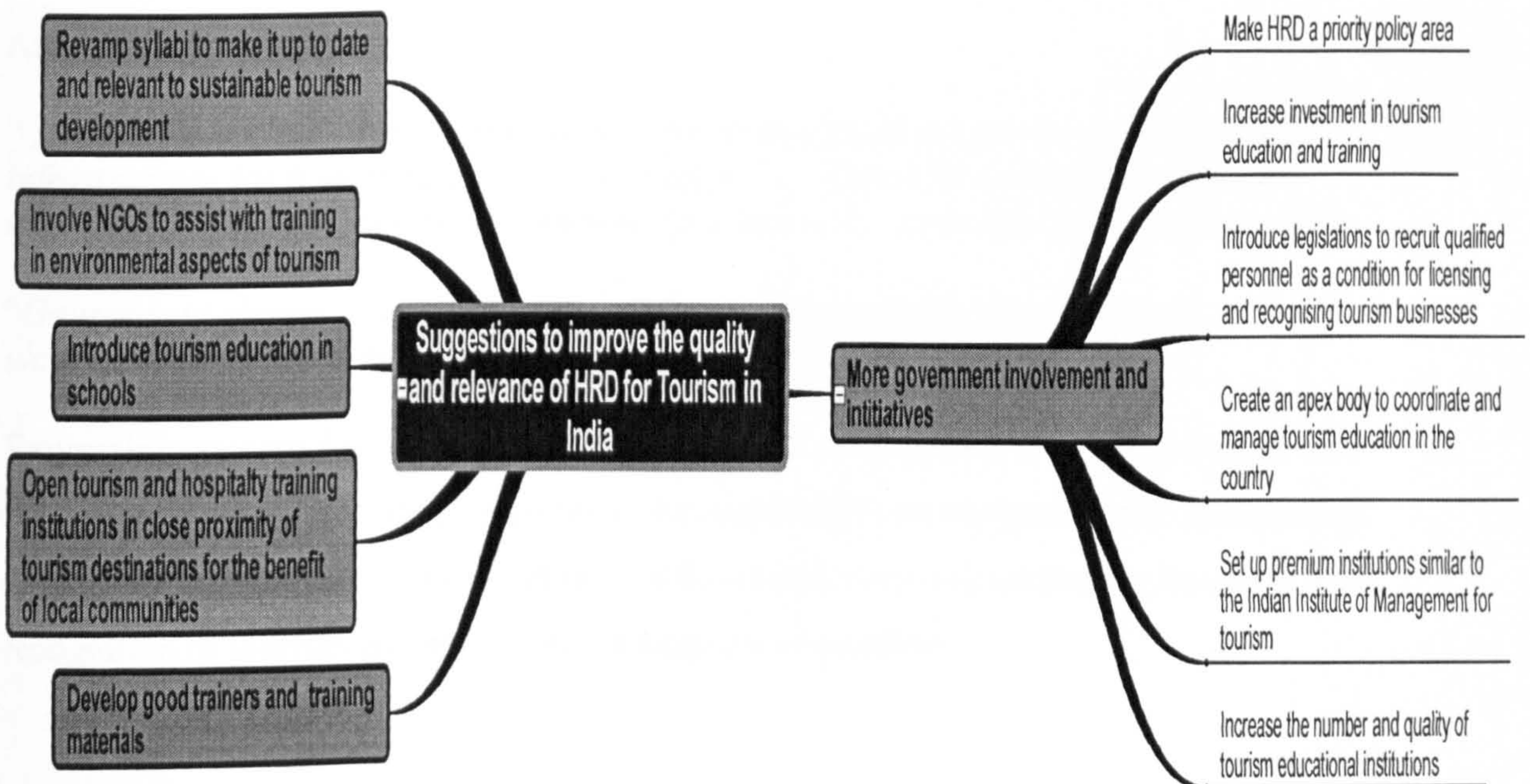
Figure 7.13: Tourism trainers in India are adequately qualified and experienced



7.14 SUGGESTIONS TO IMPROVE QUALITY AND RELEVANCE OF HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA.

Having discussed the problem areas of human resource development for Indian tourism in the previous section (7.2), the respondents were posed an open-ended question for suggestions on how to improve quality and relevance (Appendix 1, question 21). The question generated a number of suggestions to adopt specific measures for improving the quality of human resource development as well as for governmental involvement. The analysis of the responses has been summarised and categorised into key themes in the form of a mind map in figure 7.3. The suggestions made by the respondents related to increased involvement and initiatives by the government; revamping of the syllabi; involvement of non-governmental organisations in tourism human resource development; introduction of tourism education in schools; opening of tourism and hospitality training institutions near tourism destinations; and development of good trainers and training materials. These suggestions are discussed in details in the following sections.

Figure 7.14: Mind map 6- Suggestions to improve quality and relevance of human resource development for tourism in India



7.14.1 More Involvement and Initiatives by the Government

The case for governmental involvement in human resource development for tourism has already been made by a number of authors (Esichaikul and Baum, 1998; Amos and Baum, 1987; Jenkins, 1980; Jayavardane, 2001). Indeed, one of the key functions of the government in tourism is the provision of educational and training facilities (Esichaikul and Baum, 1998; Jenkins and Henry, 1982), especially in the developing countries, where governments tend to be the sole investor in non-profit making developmental activities (Lickorish and Jenkins, 1997). With regard to increased involvement of government in human resource development for tourism, the respondents have made a number of important suggestions. It has already been argued that human resource development should be the starting point of any tourism development planning and policy-making (Jithendran and Baum, 2000). Echoing this view, many respondents suggested that human resource development should be made a priority area in tourism policy and in investment decisions, encouraging increased spending on tourism education and training (Figure 7.3). To quote one respondent,

“Government must treat tourism education as a priority area by redrawing tourism policy and start well-equipped tourism institutes all over the country”(Academic -12).

Another respondent states,

“Active involvement of the government in tourism education and developing suitable infrastructure for human resource development,financial assistance to human resource development centres are required immediately” (Tourism policy-maker -12).

“Government should invest in more tourism training institutes that are world class”,(Tourism industry – 18), suggests another respondent.

Expressing concern for the reluctance of the tourism industry in recognising educational qualification while recruiting employees, the respondents recommended the introduction of legislation that make recruitment of qualified employees a condition for licensing and recognition of tourism businesses. According to a respondent:

“Tourism undertakings should be encouraged to recruit trained people. Make it a condition for licensing and recognition” (Academic – 8).

Another respondent suggests:

“Disassociate and derecognise travel agents and tour operators not appointing trained tourism graduates”(Academic – 13).

This is a recommendation that will help encourage the tourism industry to follow a similar system that already exist in the airline industry, where one of the conditions for the International Air Travel Association (IATA) to recognise travel agents is the employment personnel holding IATA’s educational qualifications. Such measures to professionalize the travel agency sector have been very effective and are worth emulating in the tourism industry. Indian management education sector has some of the best internationally renowned institutions such as the Indian Institutes of Management (IIM), graduates of which are sought after by leading businesses worldwide. These institutes have received substantial investment from the government and have been very successful in becoming centres of excellence in management education in the world. The respondents have suggested adopting a similar strategy of setting up a premium tourism educational institution dedicated to tourism management education. As one respondent observes:

“Government should set up IIM-like tourism education institutions, incorporating latest developments in syllabus and teaching and offer international quality MBAs in tourism”(Tourism industry – 12) .

Lack of coordination has been cited as one of the major problems of human resource development for tourism in India. The respondents were of the view that an apex body with the principal objective of overseeing tourism education in the country would be able to coordinate tourism educational activities in the country. A respondent from the tourism industry states:

“The institutes providing human resource training should be controlled by government through an apex body consisting of trade people and as per the needs of the tourism industry... there should be strict guidelines and criteria for setting up tourism institutes” (Tourism industry – 24).

Such an apex body can make sure that duplication of resources and efforts do not happen and contribute to streamlining and modernising tourism curriculum in the country.

Assessment and management of quality standards of tourism educational institutions could be another important activity of this apex body. One of the respondents seem to summarise the gist of all the observations in the following words:

“The government is in charge of the tourism sector in India, so the political and administrative heads must be exposed to international tourism and the new innovations, legislation and experiments being carried out world-wide; offer international tourism schools and make tourism a lucrative field”(Tourism policy-maker – 3).

Respondents also made some general suggestions to improve the quality and relevance of human resource development for tourism, which included the development of good training materials and trainers, and revamping the syllabi to make it up to date and relevant to sustainable tourism development.

7.14.2 Revamping Syllabi to Make it up to date and Relevant to Sustainable Tourism Development

If the knowledge imparted through tourism education programmes is not up to date and relevant to sustainability, the very purpose of employing human resource development as a strategy for creating a competitive and sustainable tourism industry will be defeated. The shortcomings in the relevance and currency tourism syllabi have already been discussed in chapter four (section 4.7.1). A number of respondents acknowledge failings related to tourism syllabi in India and suggested updating of tourism syllabi to make it up to date and relevant to sustainability. Some of the suggestions include the following:

“Revamp syllabi of tourism education and make it up to date” (Tourism industry -10);

“Modify tourism syllabi to include knowledge of sustainable tourism” (Academic – 17)

“Root and branch changes in tourism curriculum and syllabus” (Tourism industry – 19)

The above responses reflect the concerns about the tourism and hospitality curriculum discussed in chapter 4 (section 4.7.1) . A number of authors also have expressed their

concerns about the curriculum issues in Indian tourism education (Jithendran and Baum, 2000 ; Kumar, 2006).

7.14.3 Develop Good Trainers and Training Materials

The importance of competent tourism trainers and good quality training materials in developing professional employees need not be overemphasised. Human resource development for tourism in India is handicapped by the lack of good tourism educators and trainers, and training materials (chapter 4, section 4.7). These serious issues related to the quality and competence of tourism educators and tourism-training materials have received the attention of the respondents:

“There should be stricter legislation to recruit qualified and competent tourism educators” (Tourism policy-maker – 4), suggests a respondent.

Another extreme view goes as follows, *“Put teachers of tourism schools in prison if they don’t know what is going on out there”* (Tourism industry – 23).

“No institutes should be allowed to initiate a programme without properly qualified and competent teachers”(Tourism industry – 15) suggest another one.

“Standardise training and training materials” (Tourism industry – 19);

“Make available good training materials at reasonable cost”(Academic – 13).

These views points to the pressing issue of the paucity of trained tourism trainers in India (Kumar, 2006; Jithendran and Baum, 2000). However, the initiatives by the World Tourism Organisation, European Union through its South Asia Integrated Tourism Human Resource Development Programme (SAITHRD) and a number of government initiatives to support tourism education at the university level seem to have effected a change to this situation, as evidenced by the number tourism research graduates produced and tourism research journals coming out of the country. This is seen in the increase in the number of announcements on tourism journals and tourism conferences that emanate from India on research and academic discussion forums such as TRINET, ATLAS, etc.

7.14.4 Setting up of Tourism and Hospitality Training Institutions in Close Proximity of Tourism Destinations for the Benefit of the Local Communities

Recognising the problems in attracting trained personnel to work in tourism destinations located in remote marginal regions and the absence of employment opportunities for the local community, respondents suggested setting up of tourism and hospitality training institutions in close proximity of tourism destinations, which would help local communities find employment in tourism and also make trained personnel available for the tourism industry in remote destinations. According to one respondent:

“Opening up multi-course training institutes for hospitality and tourism industry in the close proximity of all tourist destinations for the benefit of local communities and industry is very important”(Academic – 22).

Such views represent an acknowledgement of the serious issue of the inability of the tourism industry to offer employment opportunities to the destination communities and, also, to attract trained professionals to remote destinations.

7.14.5 Introducing Tourism Education in Schools

Lack of awareness about tourism and career opportunities it offers have been, probably, one of the reasons for the failure of the tourism industry to attract talented youngsters. In order to overcome this issue, the respondents suggest the introduction of tourism education at the school level, which is likely to be effective in creating a more positive attitude towards tourism as an industry as well as a career option. A respondent from the industry commented:

“to catch them young, tourism need to be taught in schools... so when they grow up, they would want to work in tourism” (Tourism industry –7)

Also including tourism education in schools will create better awareness tourism and how it can impact upon a range of stakeholders.

“To impress upon all about the importance of tourism and how it concerns all... start tourism education from school onwards”(Tourism academic – 16), suggests a respondent.

7.14.6 Involving Non-Governmental Organisations in Imparting Training in Environmental Aspects of Tourism

An important recommendation within the context of the environmental impacts and sustainability of tourism related to the involvement of Non-Governmental Organisations (NGO) to assist with imparting training in environmental aspects of tourism. One of the respondents suggests:

“Involve NGOs involved in conservation and such as Equations and Kerala Sasthra Sahithya Parishad in tourism education. They can help in improving tourism curriculum about environmental problems (Environmental activist – 4)”.

NGOs, especially those active in environment-related fields, possess substantial information and resources on dealing with environmental problems of tourism and are probably better informed than the academics in environmental aspects of tourism and hence their involvement could make a real difference. International examples of NGOs supporting tourism education include Tourism Concern in the United Kingdom and the World Wide Fund for Nature.

The respondents made a number of important suggestions that could make a real contribution to improving the quality and relevance of tourism education and training in India, and the suggestions do seek to address some of the serious problem areas of human resource development for tourism in India.

7.15 CONCLUSION

This chapter analysed and discussed the findings related to the second research objectives, which was about the state of human resource development for tourism in India. A number of important issues related to human resource development for Indian tourism was considered by the respondents. The findings indicate the presence a wide

range of problems that could have disastrous impacts on the quality of tourism professionals in the country with serious implications for the quality, competitiveness and sustainability of Indian tourism. The major problems include:

1. An overall inadequacy of human resource development for tourism (section 7.1)
2. Inability to attract the best talent (section 7.2.1)
3. Indifference of the tourism industry (section 7.2.2)
4. Lack of seriousness on the part of government towards tourism education and training (section 7.2.3)
5. Cultural prejudices to working in the tourism industry (section 7. 8)
6. Non-availability of trained personnel in adequate numbers (section 7.9)
7. Mismatch between skills acquired by tourism students and the skills requirements of the tourism industry (section 7.10)
8. Skills shortage (section 7.11)
9. Lack of qualified and experienced tourism trainers (section 7.13)

The analysis of the findings also generated a number of suggestions to improve the quality and relevance of human resource development for tourism in India. These included (section, 7.14):

1. Revamping of tourism syllabi to make it up to date and relevant to sustainable tourism development
2. Involvement of Non-Government Organisation in training in environmental aspects of tourism
3. Introduction of tourism education in schools
4. Setting up of tourism and hospitality training institutions in close proximity of tourism destinations
5. Development of competent tourism trainers and good quality training materials
6. More governmental involvement and initiatives in human resource development by:

- a. making human resource development a priority policy area;
- b. increasing investment in tourism education and training;
- c. introducing legislation to recruit qualified personnel as a requirement for licensing and approving tourism businesses;
- d. creating a national level apex body to coordinate and manage tourism education in the country;
- e. setting up premium tourism educational institutions similar to the Indian Institutes of Management; and
- f. increasing the number and quality of tourism educational institutions.

These findings are of immense value to tourism policy-makers and planners in India to understand the seriousness of the shortcomings in human resource development for tourism in India and to incorporate the suggestions to improve the quality and relevance of tourism education and training in the tourism policies, plans and management initiatives in the country.

CHAPTER 8: FINDINGS AND ANALYSIS: SUSTAINABILITY-ORIENTED HUMAN RESOURCE DEVELOPMENT FOR INDIAN TOURISM – ISSUES AND GUIDELINES

Sustainability-oriented human resource development for Indian tourism form one of the main themes of this study, and this section will consider respondents' views on sustainable tourism and sustainability-orientation of human resource development for tourism in India. Starting with an analysis of the findings related to sustainability-oriented tourism in general and with special reference to India, the chapter presents suggestions and guidelines made by the respondents for the sustainability-oriented human resource development for Indian tourism. The chapter deals specifically with the third objective of the study, which was to develop guidelines for human resource development policies and programmes facilitating sustainable development and practice of tourism with reference to India.

Literature and various debates surrounding sustainability-oriented tourism have already been discussed in chapter three (sections 3.1 to 3.6). Based on literature analysis, sustainability-oriented tourism has been broadly defined as about developing and managing tourism that is economically viable, environmentally sensitive and culturally appropriate, which creates optimum benefits to the host communities, causes minimum damage tot the environment and provides enriching experience to the visitors. This definition had been included in the introductory section of the questionnaire to provide an indication to the respondents on the reasoning behind the concept of sustainability-oriented tourism development. The following section analyses the findings related to respondents' views on sustainability-oriented tourism development.

8.1 RESPONDENTS BY ATTITUDE TO SUSTAINABILITY-ORIENTED TOURISM DEVELOPMENT

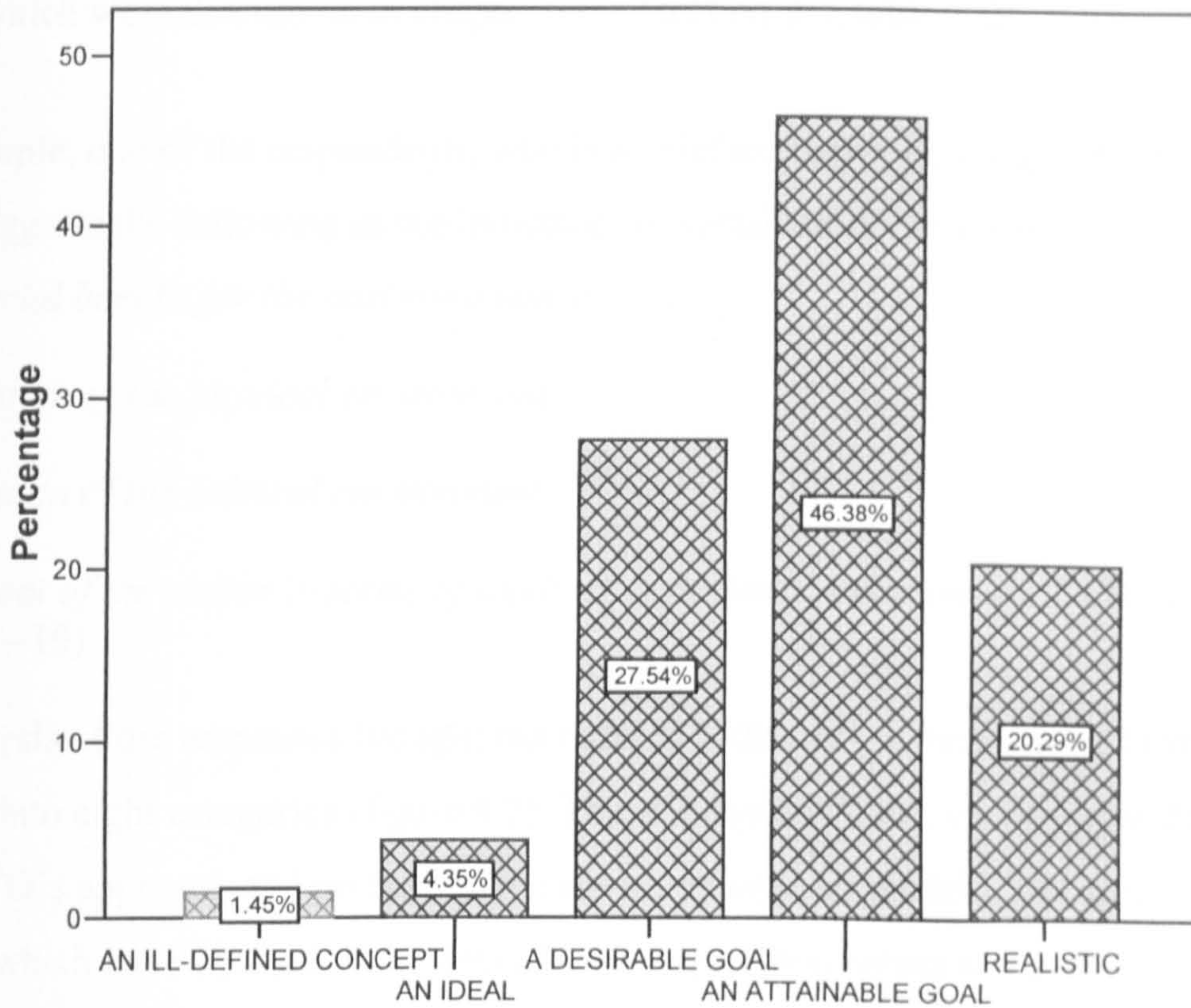
As the overall aim of the study was to consider the role and importance of human resource development in sustainability-oriented development of tourism, a key issue explored was the respondents' attitudes to sustainability-oriented tourism development. Given the cynicism and confusion surrounding sustainable tourism (chapter 3, section

3.7), respondents were asked to explain what they considered its real nature as a tourism development strategy (Appendix 1, question 23). The closed ended question had given a range of options that varied from consideration of sustainable tourism as a 'realistic' goal to 'something dangerous to fragile environments'. An option was also given to state views outside the choice of responses provided. As table 8.1 and figure 8.1 show, a huge majority (46.4% - an attainable goal + 20.3% - realistic = 66.7%) of respondents have a positive view on sustainable tourism, with almost half of them considering it as an attainable goal. About a quarter of respondents felt that sustainability-oriented tourism development was a realistic goal. This reflects a healthy trend within the Indian tourism sector with regard to sustainability-oriented tourism development. The fact that experienced and senior level personnel in the tourism industry felt that sustainability-oriented tourism development is attainable, realistic and desirable is important to the Indian tourism industry, as there could be a significant potential for their policies, practices and business ethics to be sustainability-oriented. At least, they accept sustainability as achievable, which makes it relatively less difficult to sell the idea of sustainability-oriented tourism development and management practices to the Indian tourism industry. A positive attitude towards sustainability could also be indicative of attempts already taken or contemplated by them to adopt sustainability-oriented practices (Scheyvens, 2002).

Table 8.1 Respondents by attitude to sustainability-oriented tourism development

	Frequency	Percent
Ill-defined concept	1	1.4
An ideal	3	4.3
A desirable goal	19	27.5
An attainable goal	32	46.4
Realistic	14	20.3
Total	69	100

Figure 8.1: Respondents by attitude to sustainability-oriented tourism development



Given the amount of cynicism surrounding sustainability movement, especially by a tourism industry that is naturally profit-driven and also with similar sentiments emerging in the academia (Wheeler, 2005; MacLellan, 1997), a positive attitude to sustainability among key stakeholders is important and welcome, for the future of Indian tourism.

8.2 INDICATORS OF SUSTAINABILITY IN TOURISM

The importance of indicators of sustainability in tourism and some of the approaches towards its development has already been discussed (Chapter 3, section 3.3) The respondents were asked an open-ended question to state what they thought were the indicators of sustainable tourism (Appendix 1, question 24). The responses were

analysed and categorised into key themes, which are presented in the following mind map (figure 8.2), which are discussed in the subsections that follow.

The responses received were broadly in agreement with the ones proposed by the WTO (1997), which were discussed in chapter three (section 3.3, table 3.2).

For example, one of the respondents, who is a chief executive of a major hotel chain in India, suggests the following as the indicators of sustainability in tourism:

Commercial benefit for the host community

Preservation of the physical environment

Preservation of the cultural environment

Enrichment of the visitor in terms of intellect, experience, emotion, etc." (Tourism industry – 19)

The analysis of the responses brought out number indicators, which can be broadly grouped into eight categories (figure 8.2). These indicators mark a significant departure from WTO's approach and go beyond the environmental, economic, and socio-cultural aspects, which have limitations in terms their comprehensiveness and preciseness. The indicators identified by the respondents have practical implications and are more realistic in terms of their relevance and application.

Figure- 8.2. Mind Map 7: Respondents' Opinion Regarding Indicators of Sustainability in Tourism



8.2.1 Community-based tourism

Among the indicators, the impact of tourism on the local community was the most extensively mentioned one by the respondents. References were made to the effects on the local community as an important variable in measuring sustainability of tourism. Localisation of economic benefits of tourism within the local community and poverty reduction were also mentioned as important issues. Indeed, environmental aspects do form an important indicator, which will be discussed in the following section (8.2.2).

The responses did include other aspects of community as an indicator of sustainability as well, which include support from local people towards tourism development, involvement of the local community in tourism, awareness within the local community about the sustainability-implications of tourism, and tourism businesses recognition and support of the aspirations of the local community. The importance that the respondents attach to community-based tourism as an important indicator of sustainability-oriented tourism, perhaps, reflects an agreement with the views of a number of authors (e.g. Murphy, 1985; Haywood, 1988; Jamal and Getz, 1995; Inskip, 1994; Scheyvens, 1999; Taylor 1995; Hall and MacArthur, 1998, Brohman, 1996) who have argued strongly in its favour as one of the strategies to achieve sustainability.

A sample of responses related to the destination community is given below:

“Regular inflow of tourists without much seasonal problems, without a major change in the percentage of arrivals plus a prosperous local community ... absolute lack of poverty must be visible in the destination..... plus a not overcrowded destination”.(Environmental activist – 3)

“sustainable tourism will happen when there is acceptance of tourism by the host community – empowerment of the local community to participate in and benefit from tourism”(Environmental activist – 1).

‘ecological, social and cultural well-being of the destination communities’ (Academic – 12)

8.2.2 Impact of tourism on the environment, society and culture

Sustainability concepts and concerns have their origin in the environmental problems of the twentieth century. Indeed, the steady growth of tourism in the post-war era has contributed significantly to the environmental degradation and socio-cultural problems in many parts of the world (Wall and Mathieson, 2006; Ryan, 1991). An important dimension of sustainability is closely connected to the environmental degradation and most of the sustainability strategies places environmental sensitivity and cultural appropriateness as the central theme (e.g. UNEP, 2005; DoE UK, 1994; UNESCAP, 2001; WWF, 2008; WTO, 1999).

Given the centrality of the environment in sustainability, it is only logical that the respondents consider sustainability-oriented tourism to be, that which creates

'minimum damage to environment and cultural heritage' (Environmental activist – 4).

Common concepts expressed by the respondents in this context include:

'preservation of the environment and culture' (Academic 14);

'a well-balanced and protected environment' (Tourism policy maker 9); and

'sensitivity towards environment and culture' (Tourism industry – 21).

Reinforcing the importance of the environmental aspects, one of the respondents, who belongs to a Non-Governmental Organisation, observes:

"There should be no negative impact on the culture; while there is improvements in the environment in terms of improvements in infrastructure, public utility facilities and services, which should be improved in a controlled manner without any unnecessary depletion of green cover under the garb of progress, development or modernisation" (Environmental activist – 2)

For another respondent, the indicators of sustainability in tourism are limited to just two points:

“1. Pollution free zone

2. No disturbance to the local ecosystems” (Academic – 7)

The identification of environmental conservation as a key indicator of sustainability would suggest a recognition about the importance of the environmental preservation and cultural sensitivity in achieving sustainability on the part of the respondents.

8.2.3 Tourism policy, planning, management and regulations

Richter (1989) argues that ultimately the success or failure of tourism is largely a function of political and administrative action, and not strictly of economic or business enterprise. Accordingly, the governments at all levels have a key role in introducing measures that could ensure sustainability of tourism. Governments thus can use its involvement in tourism policy-making, planning, management, marketing and regulatory activities to prevent or minimize the unsustainable tourism practices. Besides tourism policy and planning, governments normally employ a range of regulatory instruments, such as building permits and licenses, or fiscal and financial instruments such as taxes and subsidies to regulate the tourism industry. Most countries now have their own tourism policies, tourism master plans, tourism administration and regulatory systems.

Tourism policy and master plans provide a set of guidelines or framework for the development and management of tourism in a country or a destination (Ritchie and Crouch, 2003). The tourism policy objectives, thus, would remain the guiding light for all tourism activities, and most tourism policy statements do have sustainability as one of their principal objectives (Crojne and Kokkranikal, 2008). The importance of tourism policy in the sustainability context is referred to by one of the respondents from the academia as follows:

“Indicators of sustainability in tourism must include tourism policy which would take serious note of the ultimate impact; with emphasis on Environment, Economic, Social-cultural factors” (Academic – 23)

Besides prescribing the fundamental steps for tourism development process, tourism planning can embrace long-term environmental planning and integrate social and cultural sensitivities (Burns and Holden, 1995). Tourism planning could also seek to overcome and regulate the problems associated with tourism development (Ryan, 1991) and hence its role in anticipating and regulating the course of tourism development, essential in the sustainability context, in a community need not be re-emphasised (Murphy, 1982). In fact, one of the tourism planning paradigms is closely aligned to achieving sustainability objectives (Hall, 2007). Well-planned tourism destinations are, thus, more likely to achieve the goal of sustainability (Inskeep, 1991; Gunn, 1994), and the following quotation from one of the respondents, who is a tourism policy-maker, support this view:

Indicators of sustainability in tourism include *“strong, wise and long-standing planning, delegation, implementation through proper, honest and innovative strategies”*. (Tourism policy-maker – 14)

Tourism marketing is yet another management practice that can be used to promote sustainable tourism (Beeton, 2001; Middleton and Hawkins, 1998). Inskeep (1991), for example, uses the term selective marketing, which can be used to attract environmentally oriented tourists who respect the environment and are conservation-minded. The aim of selective marketing is to attract only those tourists who behave in an environmentally friendly manner to the destination. Beeton (2001) and Benfield (2001) introduced the concept of de-marketing as a management tool in the tourism context. De-marketing is “that aspect of marketing that deal with discouraging customers in general or a certain class of customers in particular on a temporary or permanent basis” (Kotler and Levy, 1971: 75; cited in Seeton and Benfield, 2002). Intelligent use of marketing, thus, can be an effective strategy to achieve sustainable forms of tourism.

Indicators of sustainability in tourism, according to one respondent, can be seen in the *"structured development together with regulated development of a destination"* (Academic – 18). Many countries have developed their own tourism-specific rules and regulations. However, in practice it is difficult to enforce controls, particularly if the activity is commercially profitable and there is a growing and unsatisfied demand for the tourism product.

Efficient management would also help ensure quality of tourism. Given the importance given to competitiveness as an integral part of sustainability (Kokkranikal, 2004), quality, which is one of the means of achieving competitiveness, has to be an important variable in achieving sustainability. Quality is also important in minimizing wastage, ensuring zero defects (Sweeney and Wanhill, 1996) and more importantly in meeting or exceeding the customer expectations. Thus, ensuring the quality of visitor experiences is an important factor in attracting repeat visitors and ensuring the economic viability of tourism (Muller, 1994). Responses related to quality as an indicator include the following:

'sustainable tourism can be achieved through improvements in service quality' (Tourism industry –7);

'better service and quality of the tourism industry' (Academic - 23);

'provision of higher quality service' (Tourism industry -16)

By suggesting tourism policy, planning, management, marketing and regulations as indicators of sustainability, the respondents are in agreement with the conventional wisdom about the important roles of these tourism development and management tools in the pursuit of sustainability in tourism (Hall, 2007; Beeton and Benfield, 2002; Middleton and Hawkins, 1998; Bramwell and Lane, 2000). The respondents also mentioned tourism legislation, responsible tourism policies, long term planning, and better upkeep of destinations, strategic marketing as important contributing factors for the efficient tourism policy, planning, management, marketing and regulations.

One of the respondents, who is a very senior leader of the tourism industry in the country, alludes to one of the major problems of tourism development in most developing countries by pointing out that:

“whatever is proposed should be easy to be followed, practised and without too much of rules and regulations that require monitoring, and defaulters should be dealt with firmly”(Tourism industry – 18).

The complexities of tourism policies, planning, regulation and their implementation are summarised in this very apt statement, which reflects the confusion and failure in translating a range of well-meaning measures to facilitate sustainable tourism development into a reality.

8.2.4 Commitment of the government and private sector to sustainability-oriented development of tourism

Reflecting the role of the above policy and management measures in ensuring sustainability of tourism development, commitment of the government and the tourism industry to sustainability-oriented tourism was one of indicators identified as important by the respondents. The important roles and functions that governments play in developing tourism at all levels have been well established (Hall, 2007; Jenkins and Henry, 1982; Elliot, 1997; Pearce, 1992, WTO, 1998), especially in developing countries, in which the government involvement is imperative for a number of reasons (Jenkins and Henry, 1982; Telfer and Sharpley, 2008). Tourism policy statements, plans, regulations, incentive schemes, and tourism administration are all avenues available to the government to engage meaningfully in ensuring sustainability in tourism.

Government commitment to sustainability thus will be manifested in a pronounced manner by adopting sustainability as the primary framework within which all the governmental roles in tourism are performed. Also important are governments subscribing to some of the international sustainability initiatives. The respondents thus acknowledge the ability of the government and its various organs in promoting

sustainability in tourism by suggesting the A very apt observation by one of the respondents from the academia goes as follows:

“A highly committed government, local bodies and industry are a key indicator of sustainable tourism” (Academic – 16).

The private sector too has a very important role in contributing to sustainable development of tourism. As major provider of tourism services, it is their business philosophy and operational practices that determine that the tourism industry remain sustainable or not. Frequently blamed for being commercially driven, they also have the responsibility to protect and preserve the resources on which their businesses are based. There have been a number of sustainability initiatives on the part of the private sector tourism businesses in recent years such as International Tourism Partnership (formerly, International Hoteliers Environmental Initiative) and Tour Operators Initiatives for Sustainability. The fact remains that it is very unlikely for any economic activity to contribute to sustainability without the commitment of its most important interest group, and, thus, the importance of the private sector’s commitment to sustainability as an indicator of sustainable tourism cannot be over-emphasised. It is quite appropriate and judicious that the respondents consider governmental commitment to sustainability as a key indicator of sustainable tourism.

As one of the respondents from the observes:

“A highly committed government, local bodies and industry are a key indicator of sustainable tourism” (Academic – 16).

Given the central role of the private and public sector, one of the respondents suggests *“co-ordination among private sector and public sector in all aspects of tourism, including environmental conservations”*(Tourism industry – 1) as the indicator of sustainability in tourism. This is an indicator that would see synergies between public and private sector activities in tourism as an efficient way of using the resources of both the sectors for the maximum effectiveness.

8.2.5 Quality of visitor experience

As discussed in chapter 3 (section 3.2) quality of visitor experience is an important variable in sustainability of tourism destinations. Quality is also important for the overall competitiveness of tourism destinations (Ritchie and Crouch, 2003). Many respondents have indicated the quality of visitor experience as a key sign of sustainability in tourism. For example, one respondent from the tourism industry states,

“For sustainability oriented tourism development holiday experiences should be of a very high quality...should lead to enrichment of visitor as a person”(Tourism industry - 14)

Commercial success is one of the fundamental tenets of sustainable tourism, and the beneficiaries of any positive commercial outcomes could be the key stakeholders, including the local community members as employees and entrepreneurs. Commercial success of any business activity depends solely on its ability to provide high quality products and services, which in the case of tourism is about providing high quality of visitor experiences. The extent to which tourist expectations of quality of holiday experiences are met will eventually determine the level of tourist satisfaction. If the visitor experience falls below these expectations the visitors are likely to leave dissatisfied creating a negative image for the destination, which will affect future visitations. Moreover, tourists express their dissatisfaction through many ways such as negative word of mouth publicity. At the same time, visitor satisfaction helps in strengthening the relationship between the tourist and the tourist destination. Quality of tourism products and services, thus, are crucial in ensuring visitor satisfaction, which can result in loyalty and goodwill from the tourists and the long term economic success and sustainability of tourism destinations (Lane, 1994).

Reflecting the importance of visitor experience in ensuring the commercial success and sustenance of the tourism industry, a number of respondents were of the opinion that quality visitor experience is a major indicator of sustainable tourism One of the

responses that highlighted the importance of the quality of visitor experiences in sustainability includes the following:

“higher quality visitor experiences and visitor satisfaction are crucial for the success and sustainability of the tourism industry” (Tourism policy-maker – 9)

The view that the quality of visitor experience can be a major indicator of sustainable tourism is legitimate within the context of economic sustainability of tourism and literature related to the role of customer satisfaction in business success (Baum and Kokkranikal 2003).

8.2.6 Increase in tourist numbers

A steady increase in tourist numbers is a clear indication of a healthy tourism industry, especially in the context of economic viability of the sector, which is one of the main pillars of sustainability. To quote one of the respondents belonging to the tourism industry,

“For tourism to be sustainable there needs to be a steady increase in tourism arrivals, expenditures and the duration of stay. This will make tourism profitable and sustainable”(Tourism industry -15).

However, it is questionable if the numbers represent a real value to the destination. The numbers may not mean higher revenues and can be a major source of pressure on the environment and society. Increase in the number of tourists is what has led to be known as the modern day mass tourism, which has been considered unsustainable and insatiable in its development and impacts (Middleton and Hawkins, 1998). The continued growth of tourism and tourist numbers have been welcomed by the tourism industry, however, questions could be raised about the nature and speed of such a growth and its benefits. Moreover, the increasing number of visitors (mass tourism) also could be the result of mainstream trans-national tour operators’ ability to sell high volume of packages at lower prices, which would generate low margins but could be profitable due to the economies of scale (Telfer and Sharpley, 2008).

A major question that arises in such forms of tourism is the level of economic benefits for the local economy and the extent of pressure exerted by the large numbers on the destination environment and carrying capacities (McCool and Moisey, 2001). Though an increase in visitor number might indicate possible improvements in economic returns, such growth patterns are likely to make tourism unmanageable for many destinations, and hence may not be strictly an indicator of sustainability in the real sense, especially for the destination environments and communities.

8.2.7 Smaller scale of tourism

That the size and scale of tourism development do have an impact on the sustainability of tourism in a destination has been well -recognised (Rodenberg, 1980; Wilson, 1997; Scheyvens, 2002). Smaller scale is likely to create less impact on the destinations and offer better entrepreneurial and employment opportunities (Wilson, 1997). There have also been arguments in favour of large-scale tourism, especially for countries that are relatively new to the business of international tourism (Jenkins, 1982). There seem to be a general agreement on the fact that smaller scale of tourism can be less hazardous from a sustainability point of view, and many respondents highlighted this fact. Smaller groups of tourists are likely to create less pressure on the environment and smaller tourism businesses would offer more opportunities for the local communities to participate in and benefit from the economic potential offered by tourism. A number of responses do recognise these advantages of small-scale tourism in recommending it as an indicator of sustainable tourism.

According to one of the respondents from academia:

“sustainable tourism is small-scale in terms of numbers, infrastructure and businesses”(Academic – 18)

For another respondent from a Non-Governmental Organisation:

“absence of multinational corporations and small and medium businesses by local people” (Environmental activist -4) is a key indicator of sustainability.

To summarise the opinions of the respondents regarding the indicators of sustainable tourism, they do reflect a recognition of the some of major sustainability issues in tourism and with the possible exception of 'Increase in the visitor numbers', all the indicators recommended by the respondents are in broad agreement with major commentators (Miller, 2001; Roberts and Tribe, 2008; Swarbrooke, 1999)

8.3 IMPORTANCE OF VARIOUS MANAGEMENT MEASURES AND STAKEHOLDERS TO SUSTAINABILITY-ORIENTED TOURISM DEVELOPMENT

The literature on sustainable tourism offers a number of strategies to achieve sustainability-oriented tourism development. Tourism planning, tourism policy, human resource development, regulation, and tourism marketing have been cited as measures that could help facilitate a sustainable development and management of tourism (Inskeep, 1991; Hall, 2007; Beeton and Benfield, 2002; Middleton and Hawkins, 1998; Bramwell and Lane, 2000).). Important contributions could also be made by key stakeholders such as the local community, government, private sector, tourism industry, non-governmental organizations and visitors. The respondents were asked to rank the importance of various management measures and stakeholders in determining the sustainability of tourism development (Appendix 1, question 25). The following table (8.3) and figure (8.3) analyses the importance respondents attach to major management measures and stakeholders in facilitating a sustainability-oriented tourism development. Mean scores of the ranking assigned by respondents to management measures and stakeholders in order of their importance have been calculated and listed in their order of ranking. As there were twelve variables, the highest rank assigned was twelve and the lowest one.

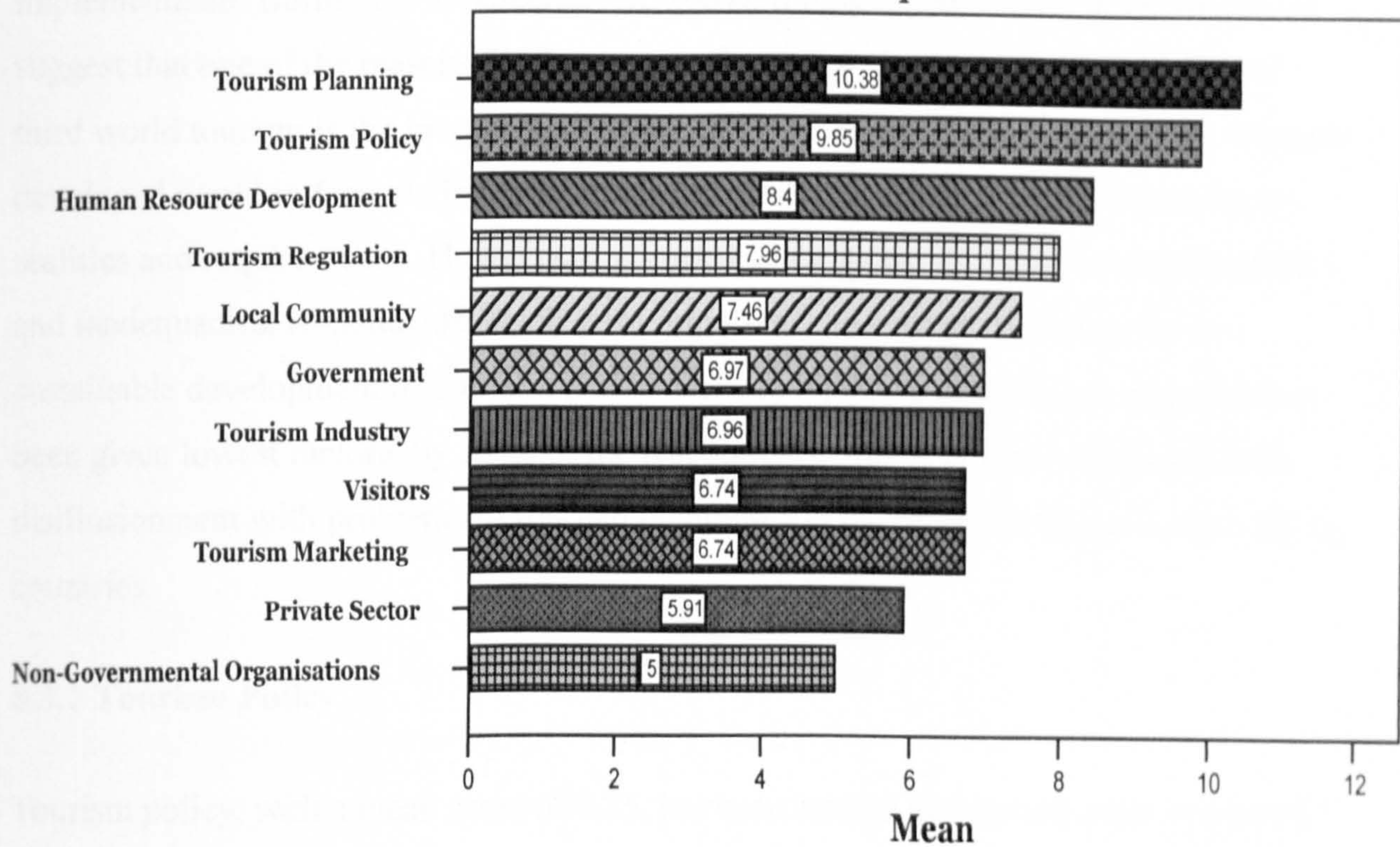
Table 8.2: Ranking of management measures and stakeholders by importance to sustainability-oriented tourism development

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Tourism Planning	69	1	12	10.28	.324	2.895
Tourism Policy	69	2	12	9.75	.290	2.410
Human Resource Development	69	2	12	8.33	.302	2.507
Tourism Regulation	69	1	12	7.91	.367	3.052
Local Community	68	2	11	7.46	.345	2.846
Government	69	1	12	7.03	.361	2.995
Tourism Industry	69	1	11	6.99	.329	2.731
Visitors	69	1	12	6.74	.380	3.156
Tourism Marketing	69	2	12	6.72	.381	3.162
Private Sector	69	1	12	5.97	.379	3.148
Non-Governmental Organisations	69	1	11	5.04	.355	2.948
Valid N (listwise)	68					

8.3.1 Tourism Planning

The table indicates that respondents consider tourism planning, which has a mean score of 10.28, as the most important variable in achieving a sustainability-oriented tourism development, with non-governmental organizations, with a mean score of 5.04 being the least important. A well-planned approach to tourism development has been considered as a key precondition for sustainability in tourism (Wight, 1993; Inskeep, 1991). Often, unsustainable development of tourism is often cited as a direct consequence of unplanned tourism development (Bramwell and Lane, 2000). Centralisation of decision-making and control by government is purported to be drawbacks of planning in tourism. This probably is a symptom of a time when neo-liberal free market forces are on the ascendance. Globalisation and collapse of East European centrally planned states has probably strengthened this attitude. However, there is still adequate evidence to suggest that a planned approach to tourism development is less dangerous than a laissez-faire approach (Gunn, 1994).

Figure 8.3: Ranking of management measures and stakeholders by importance to sustainability-oriented tourism development



The findings point to an overwhelming support to tourism planning as an essential requirement for sustainability-oriented tourism development. All stakeholders are in agreement on the importance of tourism planning for sustainability in tourism. Given the fact that developing countries are known for using tourism planning as a ritual to satisfy international donors and fill in bureaucratic annual logbooks, without anything to show for their implementation, a phenomena rightly described ‘shelf-filling syndrome’ (Jenkins, 1982), the recognition of the importance of tourism planning by the respondents is encouraging.

The literature on tourism in developing countries also cites problems associated with the involvement of international consultants in preparing tourism development plans, with no bearing on local conditions of the countries concerned (Din, 1997; Burns, 1999). It has been felt that international tourism planners tend to use a WTO- template for all developing countries, with no real efforts to prepare a plan that is relevant and implementable (Burns, 1999; Kokkranikal, 2004). It may not be totally unreasonable to suggest that one of the reasons for the poor performance and lack of sustainability of third world tourism is the involvement of international tourism consultants from Western developed world in formulating tourism master plans that are far removed from local realities and requirements. However, it is encouraging to see that despite the problems and inadequacies, respondents attach great importance to tourism planning for the sustainable development of tourism. It also needs to be noted that tourism planning has been given lowest ranking by some of the respondents, which probably indicates their disillusionment with problems of tourism planning and its implementation in developing countries.

8.3.2 Tourism Policy

Tourism policy, with a mean score of 9.75, has been ranked the second most important variable. As discussed in chapter four (section 4.5 and 4.6), Indian tourism has a long record of formulating tourism policy, starting with the Sargent Committee Report of 1944 (Bhatia, 1981). These policy guidelines had influenced tourism development in the country, especially those initiatives started by government. A good example of tourism policy influencing tourism in India was the importance attached by policy makers to foreign exchange earning through tourism, which spawned a number of fiscal and financial measures from government to direct investment and marketing activities to attract international tourism, to the extent of ignoring development of domestic tourism completely (Rao and Suresh, 2001). Indian tourism policy makers may not have included achieving sustainability as a key policy objective, at least until the 1990s. However, tourism development in India had been within a national tourism policy framework set out by the government. Probably, the importance attached to tourism

policy in facilitating sustainability is indicative of its role in directing development of Indian tourism since 1940s. It is indeed encouraging to note that respondents agree with the general agreement among tourism scholars about the pivotal role that tourism policy plays in attaining the goal of sustainable tourism development (Bramwell and Lane, 2000). There are sceptics among respondents who have assigned second lowest rank to tourism policy, probably reflecting the inadequacies of the direction of Indian tourism policy and its implementation.

8.3.3 Human Resource Development

Human resource development has been ranked third with a mean score of 8.33, which is significant given the important role of education and training in developing personnel with appropriate competencies and attitudes, which are crucial in shaping the way tourism is developed and managed. There is an emerging consensus regarding the ability of human resource development in promoting sustainability (Jurowski, 2003; Kokkranikal, 2004). Environmental education and education for sustainability has been emerging as a new strand of sustainability literature, appreciating the potential of education and training to develop awareness and attitudes supportive of sustainability principles and practices. Indian tourism industry do experience problems associated with taking tourism education and training seriously only relatively recently (Singh, 1997; Kokkranikal, 2004). In fact, absence of appropriate tourism education and training infrastructure and poor quality of trained personnel had been pointed out as a major constraint to effective development and the overall poor performance of Indian tourism (Mahesh, 1993; Andrews, 1993; Singh, 1997; Kokkranikal, 2004; Agarwal, 2006). Given the quality and competitiveness dimensions of sustainability, well-trained professionals with appropriate skills and competencies can contribute significantly to improving the performance of Indian tourism and its sustainability. The findings represent an encouraging attitude on the part of respondents as to the role of education and training in the sustainability-oriented development of Indian tourism.

8.3.4 Tourism Legislation

Tourism legislation seeks to ensure that there are checks and balances to limit stakeholder activities that could pose a threat to the healthy existence of the tourism industry. Presence and enforcement of relevant tourism legislation has an important role in assuring visitors and trade intermediaries about safety and security aspects as well. It is not uncommon to see tourist destinations publicizing tourism legislations as part of promotional strategy (e.g. Kerala Tourism in India). A healthy legislative environment is a prerequisite for healthy development of tourism (Inskeep, 1991; Gunn, 1994). It sends out a positive message to the tourism investors, trade intermediaries, potential visitors and, most importantly, to the local communities. In a sense, tourism legislation clarifies the rules of the game for all concerned, removing the possibility of inadvertently committing activities contradicting sustainability objectives. As prevention is better than cure, tourism legislation has a major preventive role in notifying key players of the 'dos and don'ts'. Respondents consider it as the fourth most important variable in developing sustainability-oriented tourism. However, there are sections of the tourism industry, which consider legislation as counter-productive for the tourism industry, which is all about freedom and leisure. Legislation and regulation contradicts the foundation of an industry that is based on 'lack of control' and 'liberating experiences', which probably, explains the lowest ranking assigned by some respondents.

8.3.5 Local Community

The local community of tourism destinations are increasingly gaining in importance as a key stakeholder in tourism development (Murphy, 1985; Haywood, 1988; Hall and MacArthur, 1998; Tosun, 2000). Members of the local community are always at the receiving end of all sustainability problems. The investors, intermediaries and consumers are invariably non-locals in most tourism destinations. Being consumers and profit-seekers, they tend to have plenty of newer destinations to move on to, when a destination begin to experience negative impacts. It is the members of the local community, who remain to suffer the consequences of insensitive tourism development,

long after the destination has ceased to be associated with tourism. Experiences of numerous tourism destinations seemed to have alerted these key stakeholders to the ramifications of developing tourism in their community. Given the potential for harmful consequences of insensitive tourism development, local community has a selfish motive in being vigilant about developing and managing tourism on sustainable lines. The importance attached to local community as the fifth in ranking by respondents represent recognition of this fact. There are also critics who feel that the local community involvement in tourism development and management is a misnomer, given the power dynamics that govern decision-making in most communities, which often favours local elites and commercial interests, making the ordinary members of the local community mere bystanders (Haywood, 1988; Taylor, 1995). The second lowest ranking assigned to the local community by some respondents is indicative of this factor.

8.3.6 Government

Government plays a major role in developing and managing tourism in less developed countries. In the absence of a healthy private sector and their unwillingness to invest in an industry which is yet to establish its credential as competitive and durable, governments in developing countries are forced to take on the responsibilities of developing and operating tourism industry, including those sectors normally associated with commercial private sector (Henry and Jenkins, 1982). A number of important functions ranging from policy formulation to tour operation are performed by governments in many countries (Jeffries, 2001). Being the custodians of nations and responsible for everything that happens in a country, governments have the ability to regulate and determine how tourism is developed in a country.

As the main decision-making body, governments can indeed determine aspects such as size, scale, ownership, markets, supply provision and roles of various stakeholders in tourism development. Ensuring sustainability-orientation of tourism development, thus, cannot be realistic without a deliberate intent on the part of the governments. However, the lack of sustainability and negative impacts of tourism experienced by numerous third

world countries are also indicative of government's failure in recognizing and carrying out its role in developing sustainable tourism, which is a reflection of some of the basic problems such as inefficiency, bureaucracy, short-termism and corruption associated with third world governments. The ranking assigned to government as the sixth most important variable with a mean score of 7.03, is probably indicative of the ambiguities related to government's potential in promoting sustainability and its failure in doing so. Even though the record of third world governments in promoting sustainability is questionable, the fact remains that they do have the ability and a key role, probably the most important one, in facilitating sustainability-oriented tourism development.

8.3.7 Tourism Industry

The tourism industry's direct involvement in the day-to-day management and operations highlights its potential in making tourism sensitive to the environment and local community. Sustainability-orientation of the various sectors of the tourism industry is essential in the long-term survival of tourism destinations. It is often insensitive and short-term profit-oriented approach by the tourism industry that leads to environmental and social problems of tourism. The counter-productive nature of this approach is slowly dawning on the tourism industry and has resulted in numerous industry initiatives (e.g. Green Globe, Blue Flag, Travel Foundation, Responsible Tourism; International Tourism Partnership; Tour Operator's Initiative for Sustainable Tourism Development, etc.) to promote sustainability practices across the industry (Harris, Griffith and Williams, 2002). However, tourism industry cannot escape responsibility for what has already happened in tourism destinations across the world.

The tourism industry had been and continues to be primarily concerned about profit at the cost of environment and society. Even today, there is a lot of cynicism attached to sustainability initiatives by the tourism industry, with many authors branding them as marketing gimmicks (Wheeler, 2005; MacLellan, 1997; Wight, 1993). The increasing presence of sustainability as a major theme of discussion and debate in both academia and industry forums, and the many sustainability initiatives by the tourism industry is

probably indicative of the late realisation that being sensitive to sustainability needs is important for industry's own survival. Given the not very commendable track record of the tourism industry in India and elsewhere in safeguarding sustainability aspects (Singh, 1998), it is not surprising that respondents rank it as the seventh most important variable in facilitating sustainability-oriented development of tourism. Despite the scepticism and cynicism, the important role that the tourism industry can play in promoting sustainable tourism cannot be discounted. Because, it is their day to day activities and attitudes that have an immediate bearing on the sustainability of tourism destinations, where the real process of tourism take place and consequently end up with most of the problems associated with tourism development.

8.3.8 Visitors

The important role of visitors in determining the type and extent of negative and positive impacts on the environment and society of tourism destinations has already been recognised (Butler, 1991). The type of visitors, their holiday activities, spending patterns, familiarity and attitude to local culture, and most importantly their sensitivity to environment and sustainability issues are key variables in shaping the sustainable future of tourism destinations. But, tourists are not anthropologists, but hedonists who are on holidays, with the primary motive of having a good time away from problems of their mundane life (McKercher, 1997). However, it has been seen in recent years the emergence of more environmentally conscious visitors, who have been showing a real concern for the health of destination environments. Development of new forms of tourism such as ecotourism, soft and alternative tourism could be directly attributed to the keen interest evinced by these new high-skilled tourists in tourism products and holiday activities that are environment-friendly. Evidence do suggest initiatives and interest in sustainability on the part of visitors can lead to supply side initiatives to satisfy them, leading to a win-win situation for both the visitors and destinations. Given the commercial motives of the tourism industry, any changes in demand, i.e. customer behaviour, will invariably result in responses to meet them, which probably gives visitors immense power in influencing the supply side development and operational

practices. However, it is still early days for consumer power in tourism to be of any impact. Majority of tourists tend to resemble flocks led by the mass-market tour operators to their own honey pots. Respondents have ranked visitors ninth in importance to a sustainability-oriented development of tourism. However, it has to be noted that there are few respondents who rate visitors highly, probably cognisant of welcome changes being effected by the new trend towards environmentally responsible holidays.

8.3.9 Tourism Marketing

Tourism marketing is a key management activity normally associated with the commercial side of business, and is directly responsible for attracting consumers. But marketing in its true sense starts with product development and is followed by market segmentation and communication strategy development (Seaton and Bennet, 1996), which provides it with a more powerful role in shaping the overall nature of tourism development. Tourism industry somehow tends to focus more on the marketing communication, promotional aspects of marketing, especially in developing countries (Kokkranikal, 2004). As is the case with all businesses, tourism promotion is often characterised by exaggerated and distorted projection of destinations and experiences offered, leading to customer disillusionment (Etchener and Prasad, 2003). A positive chain of influence in tourism marketing (Cronje and Kokkranikal, 2008) can ensure efficient development of tourism that is in synergy with the overall tourism development objectives identified in tourism policies. Marketing, e.g. demarketing (Beeton, 2001), can also be used as an effective strategy to influence visitor behaviour and to attract visitors appropriate to the destination environment's carrying capacity in terms of visitor number and type. The potential of marketing in determining the type of visitors and their behaviour underlines the fact that marketing could be one of the strategies for developing sustainable tourism. When sustainability is viewed from a commercial point of view, marketing is probably one of the most important management tools that ensure a healthy flow of consumers, and respondents recognize this fact, ranking tourism marketing highly in its importance to sustainable tourism.

8.3.10. Private Sector

The private sector in tourism, like any business, is often associated with profit motive, with very little concern for society or environment. Private sector dominates tourism businesses all over the world, and there cannot be tourism development without a healthy private sector. As mentioned in the preceding paragraphs (section 8.3.7), private sector tourism businesses are beginning to show more sensitivity and concern towards sustainability issues, and have the potential to be very effective in helping the cause of sustainable tourism. However, private sector is still viewed with a lot of suspicion, especially the multi-national corporations that control global tourism. Disloyalty and irresponsibility on the part of multi-national corporations towards destination communities and environment is well documented (Britton, 1982) and it is reflected well in the low ranking accorded to it by the respondents, the second least important with a mean score of 5.91.

8.3.11 Non-Governmental Organisations

Non-governmental organizations (NGO) are considered to be the watchdogs of society, helping to protect its interests, especially in situations where both government and private sector pursue growth and development without considering the negative consequences. There are numerous examples of NGOs that have successfully campaigned against development projects that threaten environment and indigenous communities (e.g.. Tourism Concern in UK; Sasthra Sahithya Parishath in India). There are also those who are critical towards NGOs for their missionary activism that borders on extremism. In many societies NGOs are also criticized for elitism and snobbery, especially in the developing world. Problem seem to be that most members of many an NGO are from urban centres and developed countries, who gets attracted to voluntarism by its apparent popularity and glamour. Despite the cynicism, NGOs do play a major role in environmental conservation and some of the internationally reputed organizations have done commendable work in protecting fragile environment. Given the significance attached to NGOs in emerging literature on globalization, which argue that one of the

major players in a globalised world is likely to be international NGOs, it is surprising that they have been ranked lowest in importance to sustainability-oriented tourism development. It probably reflects the fact that there are not many well-established and effective NGOs involved in Indian tourism. This is surprising considering the fact that 8.7% of respondents were environmental activists themselves. It could also be due to the recognition on the part of the respondents that NGOs role is limited to armchair criticism and they have no power over the tourism administrators or the industry.

8.4 INDIAN TOURISM HAS BEEN ADVERSELY AFFECTED BY ENVIRONMENTAL PROBLEMS.

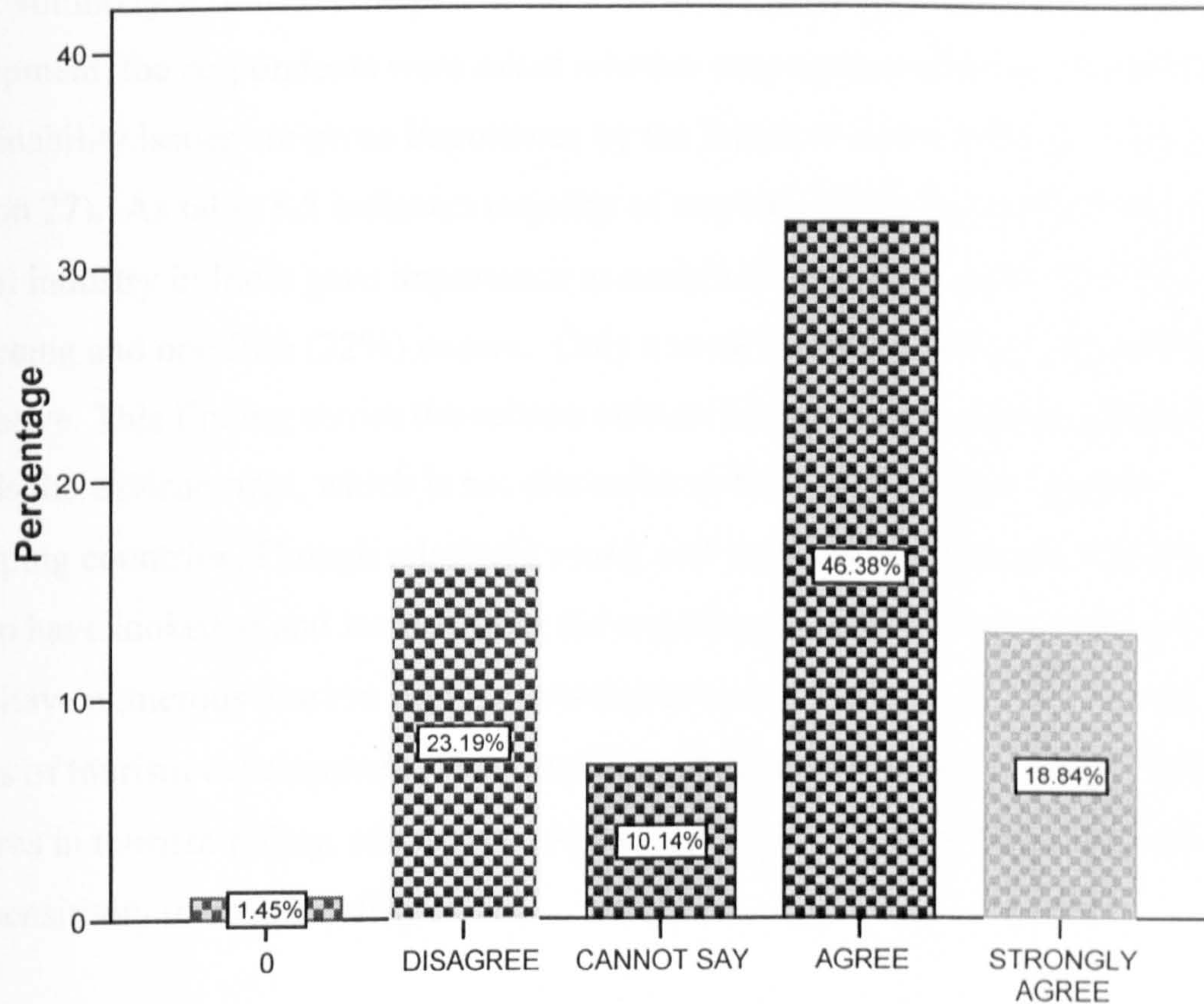
Environmental problems in all its dimensions are evident in all forms of tourism (Wall and Matheson, 2006; Hunter and Green, 1989). Tourist destination development models (Butler, 1981; Doxey, 1975, Prideaux, 2000, Young, 1983) suggest that environmental impacts of tourism can vary according to the life cycle stages of a tourist destination, consensus being that as tourist destinations grow in terms of visitor numbers and facilities, the extent of environmental impacts also increases. Any correlation between the exact extent of negative impact and destination growth that is measurable has yet to be established. However, global experience indicates that growth of tourist destinations is invariably accompanied by an increase in negative impacts. An overview of Indian tourism show presence of a wide range of destinations located in different regions, each one facing its own problems. Some destinations, such as Goa are synonymous with mass tourism (Wilson, 1997), while others, for example Lakshadweep, are models of well-managed tourism (Kokkranikal, Baum and MacLellan, 2003). However, with an abundance of tourist destinations which are monuments to haphazard and unplanned tourism development (Kokkranikal, 2004), serious questions are raised about the predicament of their environment, which has received relatively little attention from researchers, writers and policy makers.

The respondents were asked to state their agreement to the statement that ‘Indian tourism has been adversely affected by environmental problems’ (Appendix 1, question 26). Majority of respondents (65%) agreed with the statement, and more than one fifth (23%) thought otherwise (Table. 8.4). The findings are in line with the earlier discussions and concerns expressed by many environmental and social activists in India (section 4.3). Being a developing country, environmental degradation and poor environmental management is a main feature of most centres of industrial or economic activities in India. The same pattern is continued with by the Indian tourism industry. Interestingly, one fifth of the respondents disagreed with the statement, which could probably explain by the presence of tourism industry professionals among the respondents. The tourism industry representatives and public sector decision makers often tend to paint a rosy picture of tourism development. The reasons for this attitude could be explained as efforts to protect their businesses from public wrath and also to win the public relations battle with the environmental activists. However, the findings are in conformity with the views expressed by many non-governmental organisation and writers.

Table 8.3: Indian tourism has been adversely affected by environmental problems

	Frequency	Percent
	1	1.4
Disagree	16	23.2
Cannot say	7	10.1
Agree	32	46.4
Strongly agree	13	18.8
Total	69	100

Figure 8.4: Indian tourism has been adversely affected by environmental problems



8.5 SUSTAINABILITY ISSUES ARE GIVEN DUE IMPORTANCE BY THE INDIAN TOURISM INDUSTRY

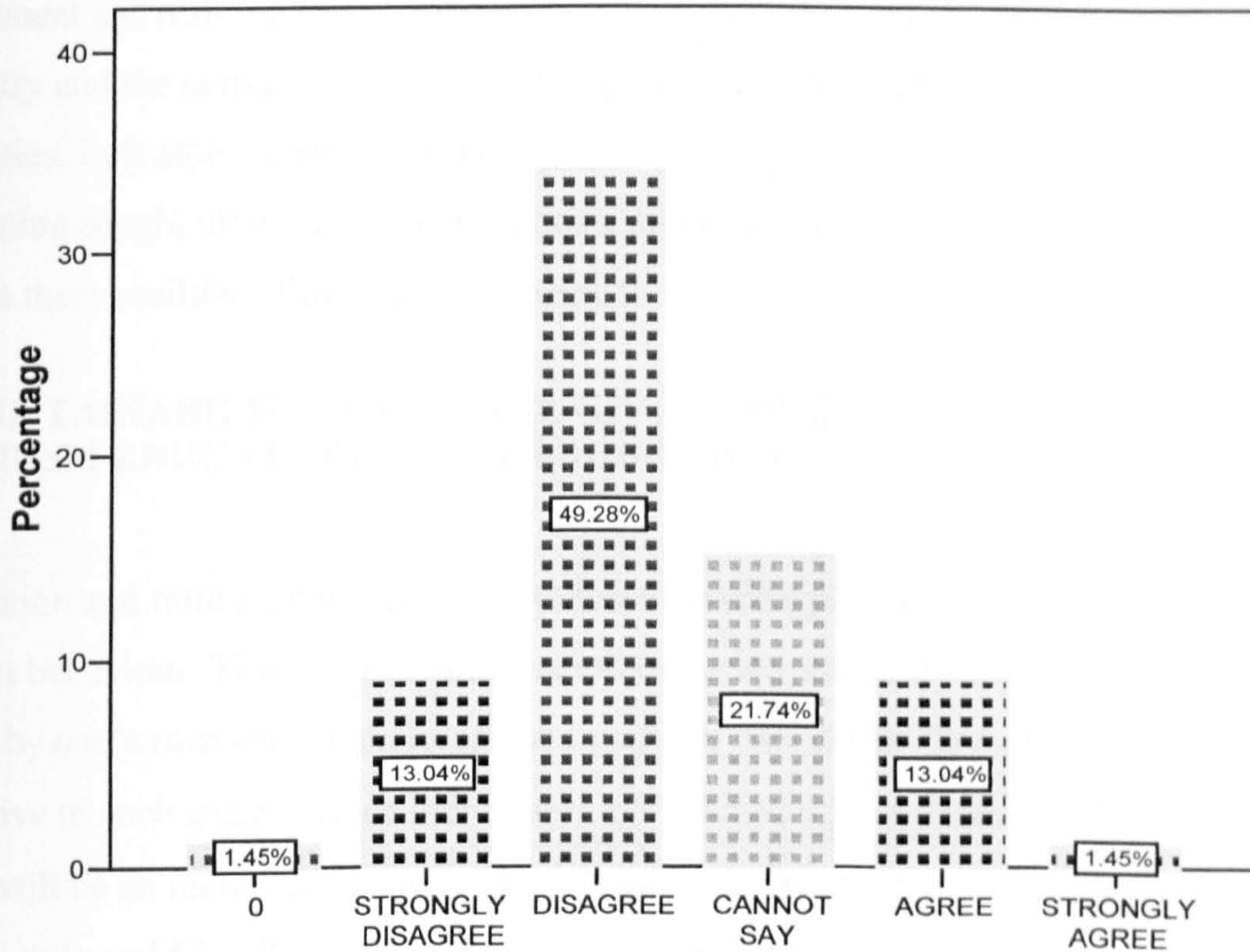
That there are sustainability issues in Indian tourism has already been discussed in chapter four (section 4.3). In most cases this is exacerbated by a deliberate reluctance to acknowledge them by the tourism industry and decision makers. Recognition of sustainability issues by key stakeholders (Selin and Chavez, 1995) could go a long way in dealing with the impacts. An understanding of the fundamental truths about tourism (McKercher, 1997) could help make tourism development policies and programmes firmly rooted in reality, rather than the fantastical aspirations bandied around by tourism promoters both in the public and private sector.

A sincere and serious attempt on the part of the tourism industry to understand and deal with sustainability issues is essential for the sustainability of tourism, especially in developing countries, where rule can be circumvented with ease. Given the important role of voluntary actions on the part of the tourism industry to ensure sustainable tourism development, the respondents were asked whether they agreed with the statement, 'Sustainability issues are given importance by the Indian tourism industry' (Appendix 1, question 27). As table 8.5 indicates majority of respondents (64%) did not think that the tourism industry in India gave importance to sustainability issues, with 13% strongly disagreeing and one fifth (22%) unsure. Only a small minority (14%) answered in the affirmative. This finding shows the callous attitude of the Indian tourism industry towards the environment, which is not dissimilar to their counterparts in other developing countries. Though relatively young and small, Indian tourism industry do not seem to have looked at and learned from the experiences of other developing countries, which have numerous tourism destinations that are case studies of environmental ravages of tourism development. This, probably, indicate the need for incorporating measures in tourism policy, and tourism regulation to encourage the tourism industry to show sensitivity to sustainability issues.

Table 8.4: Sustainability issues are given importance by the Indian tourism industry.

	Frequency	Percent
	1	1.4
Strongly Disagree	9	13.0
Disagree	34	49.3
Cannot Say	15	21.7
Agree	9	13.0
Strongly Agree	1	1.4
Total	69	100

Figure 8.5: Sustainability issues are given importance by the Indian tourism industry.



The tourism industry is often criticised for not considering sustainability issues seriously, and trying to exploit the recent enthusiasm for environmental protection for commercial benefits (Wight, 1993; MacLellan, 1997). For example, ecotourism has emerged as an environmentally less harmful form of tourism. Many feel that if properly developed and implemented, ecotourism can facilitate a symbiotic relationship between tourism and the environment (Page and Dowling, 2002). Major tour operators were quick to adopt it as a new product and to publicise it as a mark of their green credentials. Though started as a form of alternative tourism, ecotourism has now become part of mainstream tourism. Almost all tour operators now offer ecotourism packages; some have even gone to the extent of setting up new companies exclusively to sell it as a niche product. In reality, the tour operators have managed to take advantage of the interest shown in environment by consumers to increase their product range and profit. Many

use the ecotourism products as a marketing gimmick for commercial reasons (MacLellan, 1997). It has been argued that ecotourism as it is packaged and sold today does more harm to the environment than any good (Wight, 1993). The ecotourism movement has resulted in exposing numerous ecologically fragile areas to the tourism industry and the consequences of becoming an ecotourism destination with visitor activities. Left alone, chances of their survival could have been better than them becoming sought after tourism destinations, albeit with eco-tag. Responses, probably, reflect these realities of tourism development.

8.6 SUSTAINABILITY ISSUES ARE GIVEN ADEQUATE COVERAGE IN TOURISM EDUCATION AND TRAINING PROGRAMMES IN INDIA.

Education and training are considered to have the ability to bring about changes in human behaviour. Through education and training ideas and knowledge about the threats faced by one's own surroundings can be imparted, potentially making the students more sensitive to such issues. Once individuals are instilled with environmental sensitivity, there will be an increased chance of their behaviour and attitudes becoming more responsible and friendly towards environment. The vast literature available on environmental education emphasise the power of education and training in promoting environmental interests (van den Bor, Holen and Wals, 2000; Brennan, 1995; UNESCO, 1997).

Tourism education and training also has the potential to influence how tourism is developed and operated (Pizam, 1999). To begin with, education and training programmes that seek to create awareness about the serious threat posed by tourism to a large number of destination environments will help tourism students realise that tourism has the potential to be harmful. At another level, tourism curriculum that provide competencies in tourism policy, planning and management will then build upon this awareness, which could ensure that the future practitioners have sensitivity towards impacts affecting the environment. However, for a variety of reasons, tourism education and training programmes in many countries tend to consider environmental aspects as a

peripheral area of the curriculum, limiting such inputs to shallow, awareness creating level, which in itself could be beneficial to some extent. However, a more serious attitude towards sustainability could result in it becoming the focus or the central thread of all tourism education and training programmes, which could engender a professional culture and ethics moored in sustainability (Tribe, 1997; Kokkranikal, 2004). Such education and training programmes could have the potential to develop a tourism industry run by employees, who are sensitive towards environmental impacts, and knowledgeable about sustainability-oriented tourism development, management and operational practices (Pizam, 1999).

Given the potential of tourism education and training to inculcate a culture of sustainability in the tourism employees, respondents were asked to comment on the statement, 'Sustainability issues are covered adequately in tourism education and training programmes in India' (Appendix 1, question 28). As the table 8.6 shows, more than half of the respondents (52%) expressed disagreement with the statement and one third was unsure. Only a minority of them felt that sustainability issues were covered adequately in tourism education and training programmes in India.

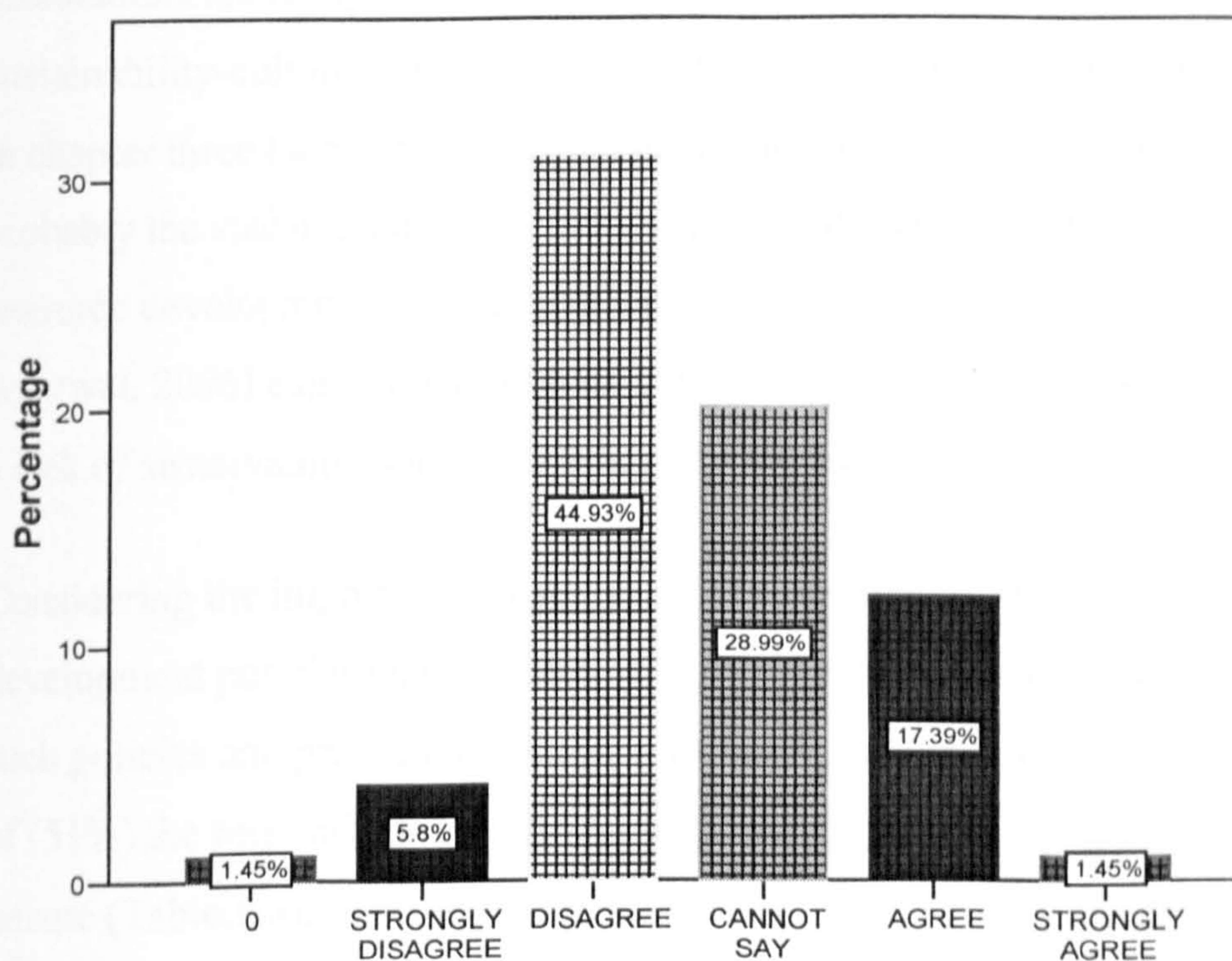
Earlier sections have indicated the skill deficiencies and skills mismatch pointing to serious flaws in tourism education and training in India (Chapter 4, section 4.7). Possible reasons for this predicament could be its relatively recent origin in the country and an unhealthy tendency to blindly adopt the curriculum followed by tourism education institution in the developed Western countries. Added to this are the poorly trained tourism educators who have questionable competencies in curriculum development and adapting curriculum to local requirements. Moreover, limited research on Indian tourism makes it even more difficult to develop and use learning materials that deal with sustainability and other issues experienced by the Indian tourism.

Table 8.5: Sustainability issues are covered adequately in Tourism education and training programmes in India

	Frequency	Percent
Strongly disagree	4	5.8
Disagree	31	44.9
Cannot say	20	29.0
Agree	12	17.4
Strongly agree	1	1.4
Total	69	100

These findings point to an alarming situation for the future and sustainability of Indian tourism, that future employees are being deprived of knowledge and competencies in one of the core areas of tourism development and management. The importance and urgency of a review of tourism curriculum in the country to incorporate sustainability issues as its core cannot be overemphasised.

Figure 8.6: Sustainability issues are covered adequately in Tourism education and training programmes in India



8.7 SUSTAINABILITY-ORIENTED HUMAN RESOURCE DEVELOPMENT POLICIES AND PROGRAMMES CURRENTLY EXIST IN INDIA

The role of sustainability-oriented human resource development policies and programmes in developing a tourism industry that is sustainable and competitive is now increasingly being recognised (Kokkranikal, 2004; Liburd and Jurowsky, 2002 ; Pizam, 1999). Initiatives such as Business Enterprises for Sustainable Travel (BEST) devote considerable resources to develop a tourism curriculum that is sustainability-oriented. Such human resource development programmes will focus on environmental and quality aspects of tourism and rely heavily on learning activities that give students a firm footing in how to develop and manage a sustainable and competitive tourism industry. With the goal of sustainability firmly embedded in the curriculum, a professional culture and ethics that are driven by sustainability and quality concerns could become the overriding characteristic of the tourism industry.

Sustainability-oriented human resource development will also see the introduction of tourism human resource development programmes at tourism policy formulation stage itself, and not as an operational consideration (Baum, 1994), so that by the time tourism destinations are ready to receive visitors, a well-trained and competent work force with a sustainability-culture will readily be available to run the tourism industry. As discussed in chapter three (section 3.8), a tourism curriculum that is based on sustainability is probably the starting point of developing a sustainability-oriented tourism human resource development. The general consensus both in the literature (Kokkranikal, 2004; Agarwal, 2006) suggest that tourism curriculum in India has serious shortcomings, and a lack of sustainability-orientation is probably the most serious one.

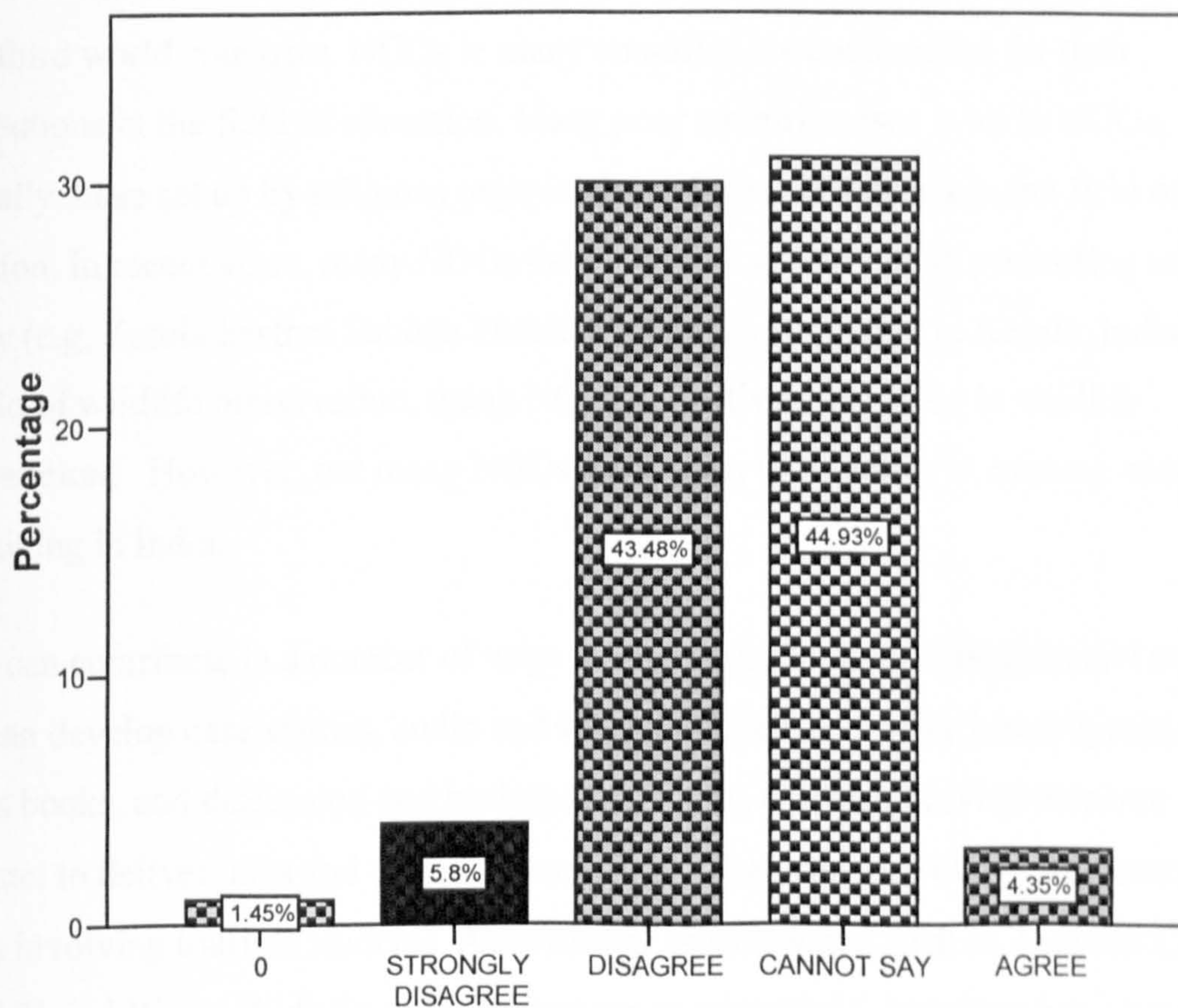
Considering the importance of sustainability-oriented tourism human resource development policies and programmes, the respondents were asked to comment whether such policies and programmes exist in India (Appendix 1, question 29). More than half of (51%) the respondents thought these did not exist in India and 44% (almost half) were unsure (Table.8.8). A positive response came from a small minority of 4% of the respondents. These findings point to an appalling situation in one of the key areas of

tourism development in India. A big majority of respondents, which include academics and tourism policy makers, expressed a negative view regarding the sustainability-orientation of tourism human resource development in the country.

Table 8.6: Sustainability-oriented tourism human resource development policies and programme currently exist in India

	Frequency	Percent
Strongly disagree	4	5.8
Disagree	30	43.5
Cannot say	31	44.9
Agree	3	4.3
Total	69	100

Figure 8.7: Sustainability-oriented tourism human resource development policies and programme currently exist in India



8.8. NON-GOVERNMENTAL ORGANISATIONS (NGOs) CAN CONTRIBUTE TO SUSTAINABILITY-ORIENTED HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA

Non-governmental organisations (NGO) could perform the role of watchdog in their fields of interest. They consist of dedicated and committed volunteers who are primarily concerned with ensuring the healthy sustenance of (in most cases) our heritage. As Elliot comments (1997:243), 'These agencies have specific objectives, adequate resources, specialised staff and dedicated chief executives committed to achieving organisational objectives.' Moreover, they can respond more quickly to operational situations, take initiatives and coordinate public opinion, which could lead to better policy formulation (Elliot, 1997).

NGOs do play an active role in tourism, especially in the developed world.

Organisations such as 'Tourism Concern' in the United Kingdom are well-known functioning as an effective pressure group, bringing sustainability issues to the public consciousness and leading campaigns for a less exploitative form of tourism, especially in the third world countries. NGOs in many countries are commented for their contributions in the field of education. Many poor countries owe a lot to NGOs, especially those set up by religious organisations, for achievements in the field of education. In recent years, many NGOs have played a stellar role in promoting adult literacy (e.g. Kerala Sasthra Sahitya Parishad's literacy campaign in Kerala, India). In the field of wildlife preservation, many NGOs are actively involved in wildlife interpretation. However, not many NGOs are known to be active in tourism education and training in India.

NGOs can contribute in a number of ways to improving tourism education and training. They can develop case studies, audio and video materials and other learning resources such as books, and discussion and background papers, and also provide resource personnel to deliver talks and organise workshops. They can also carry out research studies involving tourism students. Activities of organisations such as Tourism Concern in the UK and World Wide Fund for Nature are good models. India too has a number of

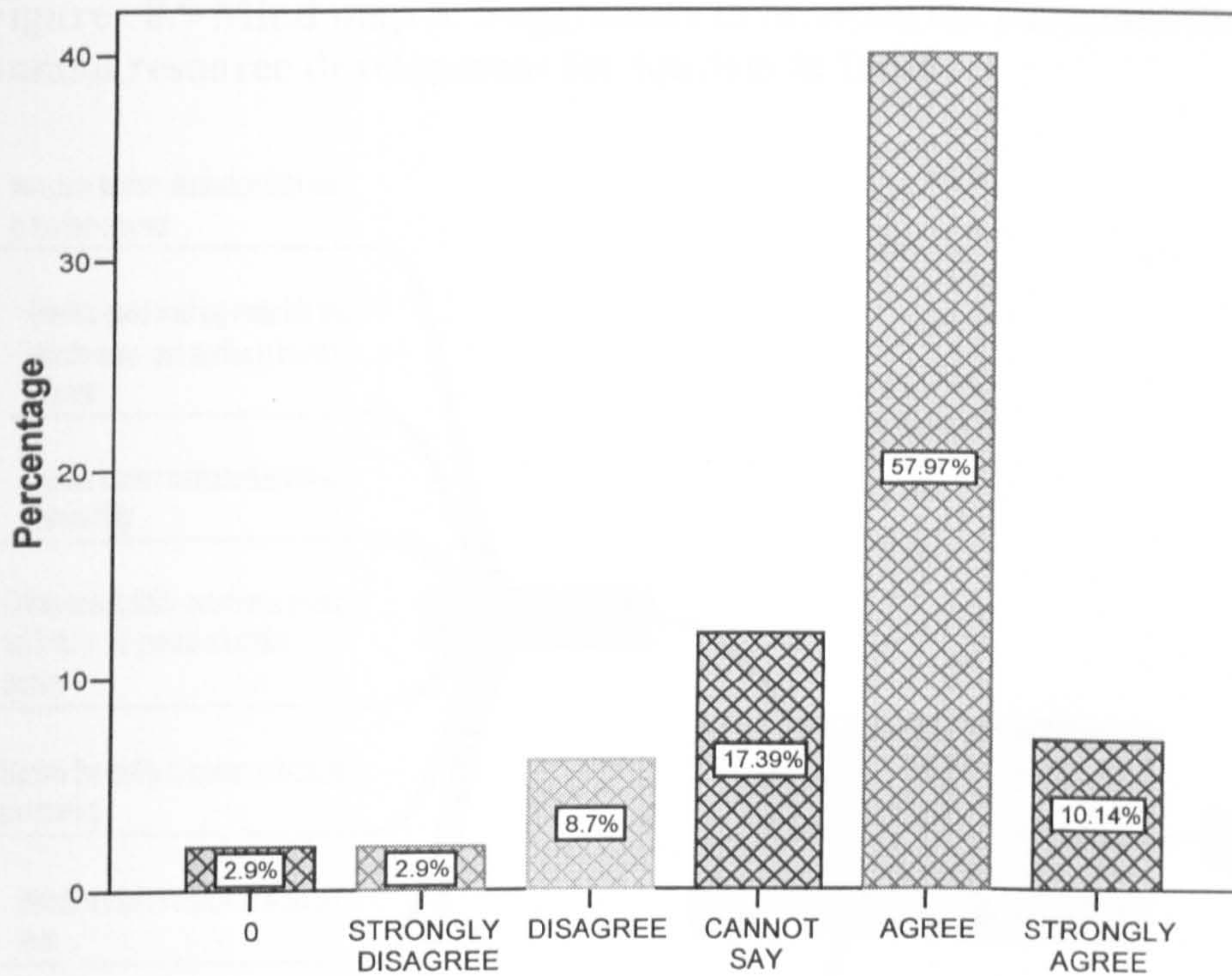
NGOs with an interest in tourism and its effect on the environment and society (E.g. Equations, Kerala Sasthra Sahitya Parishad, Indian National Trust for Art, and Cultural Heritage). None of these organisations seems to have considered it important or worthwhile to be involved education and training for tourism.

Given the tremendous potential of NGOs to contribute to tourism education and training, respondents were asked whether NGOs can contribute to sustainability-oriented human resource development (Appendix 1, question 30). As the table 8.7 shows, majority (68%) of respondents thought that NGOs can contribute to sustainability-oriented human resource development for tourism. Only a minority (18%) expressed disagreement, with 17% being unsure. The finding is significant, in that it acknowledges the important role of NGOs in tourism human resource development, especially given the fact that NGOs are rarely given any major role in tourism development by the tourism policy makers and decision makers. Some even consider them as a nuisance, creating hurdles and questioning the activities of the government and the private sector. Probably, it is time that the Indian tourism industry makes use of the untapped resources and potential of NGOs for the sustainable development of Indian tourism.

Table 8.7: NGOs can contribute to sustainability-oriented human resource development

	Frequency	Percent
	2	2.9
Strongly disagree	2	2.9
Disagree	6	8.7
Cannot say	12	17.4
Agree	40	58.0
Strongly agree	7	10.1
Total	69	100

Figure 8.8: NGOs can contribute to sustainability-oriented human resource development

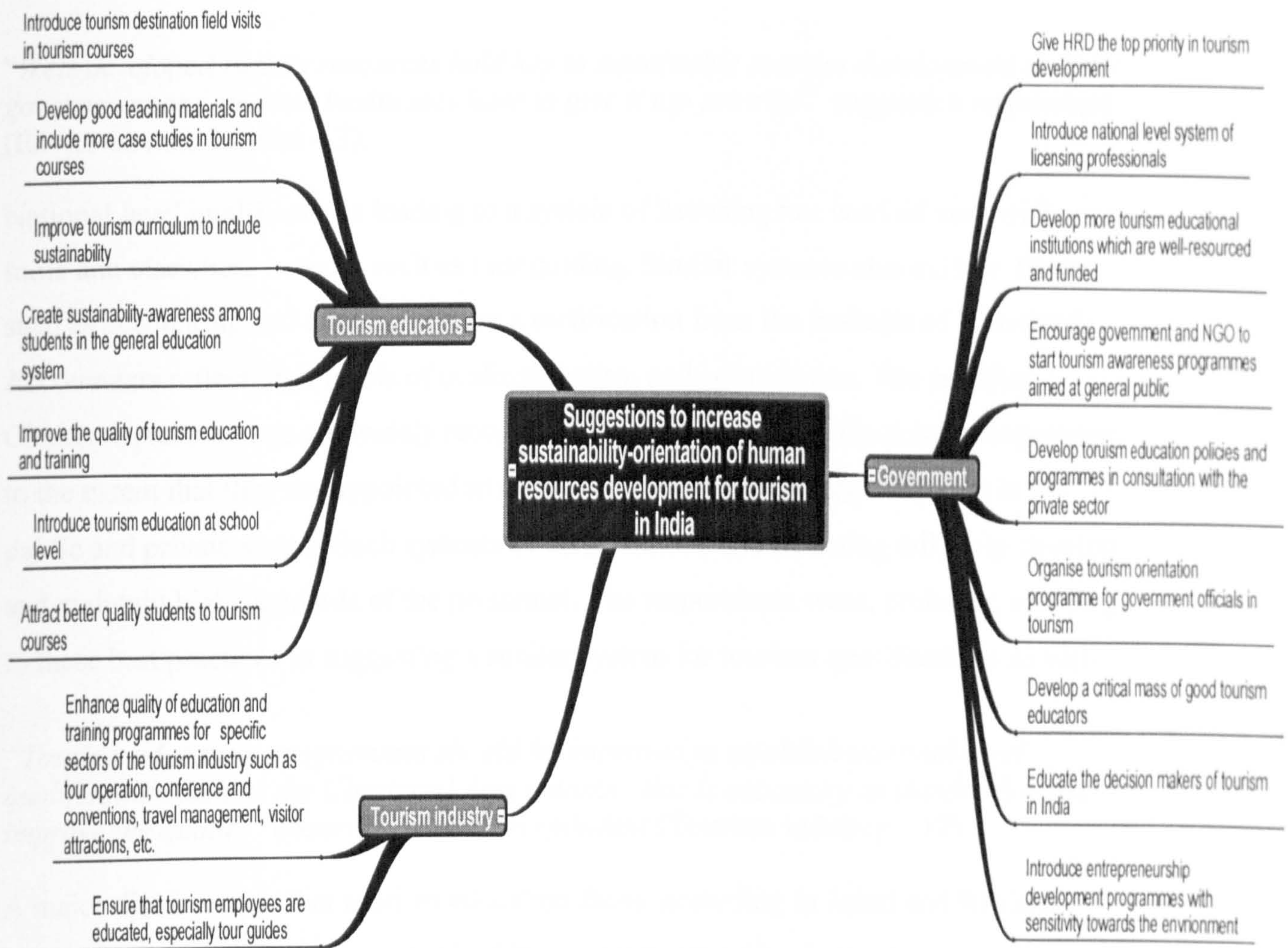


8.9 SUGGESTIONS TO INCREASE SUSTAINABILITY-ORIENTATION OF HUMAN RESOURCE DEVELOPMENT FOR TOURISM IN INDIA

Sustainability-oriented human resource development programmes will have sustainability as its overarching framework (Baum and Kokkranikal, 2003) and will be very closely aligned to what Burns calls a ‘development first approach’ to tourism, in which tourism ‘s role is to contribute to the overall development of the communities (Burns, 2004). The findings of the research so far equivocally suggest that human resource development for tourism in India do suffer from a number of shortcomings, especially in its ability to promote a sustainability-oriented professional culture. The respondents were asked for their own suggestions on how to make human resource development for tourism can be oriented to towards sustainability (Appendix 1, question 31). The open-ended question generated a wide range of suggestions. Main themes gleaned from the suggestions are presented in the mind map below (Figure. 6.35).

Suggestions have implications for the government, tourism industry and tourism educators. The following sections will discuss these suggestions in detail.

Figure 8.9 Mind map 8: Suggestions to increase the sustainability-orientation of human resource development for tourism in India



8.9.1 Government:

In most developing countries, the governments play a very important role in the development of tourism. Given the absence of a well-resourced and innovative private sector, it is only natural that the public sector organisations are involved in almost all aspects of tourism development in the developing countries (Jenkins and Henry, 1982), and human resource development for tourism is no exception. As Esichaikul and Baum

(1998) argue the government has a particularly important role as the major financier and producer to tourism related skills. Reflecting the views of many writers (e.g. Baum, 1994; Burns, 1998; Liu and Wall, 2005; Tribe, 1997), the respondents have suggested that the human resource development have to be given top priority in tourism development.

“Well-developed human resources hold key to sustainable tourism development and the government and tourism businesses have to give it top priority” suggests a respondent (Environmental activist – 3).

National level qualifications leading to a system of licensing has worked very well in India and elsewhere in areas such as tour guiding. Similar systems also exist in fields such as accounting and auditing, where a certification from the Institute of Chartered Accountants reflect high levels of professionalism and competence. The certified Chartered Accountants are widely recognised for their professionalism and competence to the extent that they are appointed to audit the performance of organisations in the public and private sector. Such systems of certifications and licensing will help develop and maintain high standards of the personnel. The respondents were, probably, alluding to these best practices in suggesting a similar system for tourism qualifications as well.

“Tourism education programmes should be improved to establish national level qualification such as the Chartered Accountants.. this is necessary to standardise and improve the quality” observes another respondent (Tourism industry – 17).

A major disadvantage that tourism education faces, according to Jafari and Ritchie (1981), is that it is often not recognized by governments and universities as an important, legitimate field of study which merits the level of investment resources made available to other fields. Not surprisingly, tourism education policies and programmes in most developing countries are characterised by short-termism and in most cases are prepared in order to meet the requirements of international donors.

Human resource development is covered in tourism policies and master plans as a section that ought to be included as a structural requirement and not from any serious

intention or understanding of the importance of human resource as an essential part of tourism development. Often, policies and programmes are restricted by the extent of understanding that the bureaucrats and professional consultants have about issues in tourism and tourism education in the country. As Jenkins (1980) observes, tourism policies and programmes remain testimonies to the expertise of the tourism consultants and bureaucrats. In most countries the private sector businesses, being major employers, are more likely to be aware of the pressing human resource issues. Their inputs, whether related to quantity, skills or professionalism, can be extremely useful in making the human resource development policies and programmes relevant in addressing the human resource problems in the sector (Holder, 1992; Esichaikul and Baum, 1998). A number of respondents did state consultation with the private sector while developing tourism policies and programmes as one of the key suggestions.

“Develop effective and long-term tourism education policies and programmes in consultation with the private sector”, suggests a respondent (Tourism industry – 14).

Such consultations will certainly help enhance the relevance of tourism education and ensure the human resource developed, thus are fit for purpose.

Non-Governmental Organisations (NGO) that are active in areas related to tourism have the ability and resources to educate and make aware the general public about tourism and its prospects and problems through a range of innovative campaigns. More importantly, such campaigns would also help facilitate involvement of local communities in tourism development. Some of the best examples include the Tourism Concern and the World Wide Fund for Nature, which organise international campaigns internationally. Closer home, there are many NGOs such as the Kerala Sasthra Sahithya Parishad, Equations, and Indian National Trust for Art, Culture and Heritage (INTACH) that have been actively involved in public campaigns related to environment and heritage. These NGOs have dedicated volunteers and resources to carry out effective public awareness campaigns about tourism. Some of the good practices in the country include the literacy campaign and people’s planning programme that were successfully organised by voluntary association in the state of Kerala. In both these cases, the

government took the initiative and various political and voluntary organisations extended invaluable support in implementing the campaigns. These are examples worth emulating in the tourism sector and they offer, probably, the most effective mechanism to educate general public about tourism, which can help create a more realistic understanding of tourism and its impacts.

A host community that is realistic about the prospects and problems of tourism can be an invaluable ally to the tourism industry by being constructive in attitudes towards tourism. Moreover, a host community that has a sense of ownership of tourism as a community industry will enhance the uniqueness of the destination experience with its friendly and hospitable attitudes. Recognising these factors, many respondents have suggested the involvement of the NGOs to education the general public as a strategy to enhance the sustainability-orientation of tourism education.

“Tourism awareness campaigns targeted at common people should be organised by the NGOs and government.... Government should involve and encourage the volunteer sector”, observes a respondent (Environmental activist – 5).

It is widely established that the tourism businesses, as the actual providers of tourism services, are in an enviable position of being blamed for most of the negative impacts of tourism (Wight, 1993; Beeton, 2001; Wheeler, 1997). They are indeed, considered to exploit some of the environmentally friendly forms of tourism such as ecotourism for commercial objectives. It is undeniable that the primary concern of any business is to satisfy its commercial objectives, and that sustainability aspects are of secondary importance. It is also a truism that an industry such as tourism cannot continue to pursue its commercial objective at the expense of the environment, which provides it with the basic resources. Striking a balance between the commercial and environmental demands continue to be one of the major challenges of the tourism businesses. Further, it is most unlikely to find an entrepreneur who invests in a business solely with the intention of safeguarding the interests of the environment. However, it is possible for an entrepreneur to be sensitive towards the environment while pursuing his business objectives, which some authors call responsible business practices (Kalisch, and

Cleverdon, 2000). One of the strategies to sensitise tourism businesses about the environmental ramifications of their industry is to organise entrepreneurship development programmes with explicit purpose of developing environmental responsibility along with business skills.

“Entrepreneurship development courses need to be organised for tourism and the syllabi must have inputs to teach knowledge and sensitivity about the problems of tourism on the environment and sustainable development”, states a respondent (Tourism policy-maker – 3).

Such a strategy would create a new breed of entrepreneurs with environmental and social responsibility. The respondents highlight its importance recommending such an approach.

The issue of the adhoc nature of tenure of the civil servants and its ramifications to the long-term developmental interests of tourism has already been discussed. Career civil servants heading the tourism development are likely to have limited understanding of a specialised industry such as tourism. In fact the National Committee's Report (NCT, 1988) on tourism has recommended the creation of special service for tourism on lines of the Indian Administrative Service (IAS), Indian Police Service (IPS), Indian Forest Service (IFS), etc. Such a measure would make a special group of civil servants with expertise in tourism and will serve the long-term interests of tourism development more effectively.

Presently, it is not uncommon to find officials from the Indian Forest Service running the commercial tourism development corporations (e.g. Kerala Tourism Development Corporation) and officials from Indian Railway Service managing tourism (e.g. Kerala Institute of Tourism and Travel Studies). The ubiquitous IAS officials are found in almost all areas of public sector tourism, from running international airlines to heading destination development corporations. The short-term nature of their tenure (normally three years) in tourism leads to adhocism with disastrous implications for the sustainability and long-term development of tourism. Reflecting the grave situation in

the tourism administration in the country, the respondents have recommended that tourism orientation programmes should be organised for the government officials involved in tourism to educate and develop their knowledge of tourism.

“Organise tourism awareness programmes for government officers at all levels. Most of them do not have a clue about tourism and will destroy the industry with their lack of knowledge”, comments a respondent (Tourism industry – 6).

“make it compulsory for all government officials to study tourism as part of their training”, states another respondent (Tourism industry – 8).

Educating all career civil servants about tourism may not be realistic. However, including tourism as one of the subject areas in the curriculum in the training academies (e.g. Lal Bahadur Sastri Civil Service Academy) for the civil servants will be useful. Such orientation and awareness will ensure that the civil servants have the ability to support tourism as a significant economic activity through out their career. The fractured nature of tourism in terms of its resources and location, especially considering the number of government departments and organisations that can influence its development, a civil service that is knowledgeable about tourism will be able to make positive contributions to the development of tourism. As the civil servants literally run the country, lack of awareness about tourism in this powerful group of people can affect its efficient development in the country. The recommendation has a great deal of merit and may be worth including in training programmes for all levels of the Indian civil service.

That the infrastructure for human resource development for tourism in India is affected by a number of shortcomings has already been well established (Singh, 1997; Kumar, 2006). Lack of adequate facilities, well-trained educators, out-dated and irrelevant curriculum and an overall lack of investment have been the bane of tourism education in India. The respondents make two recommendations for the government to act in this context:

“a) develop more tourism educational institutions which are well-resourced and funded (Academic – 7);

b) develop a critical mass of good tourism educators" (Tourism policy-maker – 12).

Such measures will, probably, lead to the government setting up number centres of excellence in tourism education through out the country on the lines of the Indian Institutes of Management (IIM), and the Indian Institutes of Technology (IIT), which are world-class institutions in their respective fields. The Indian Institute of Tourism and Travel Management (IITTM) in Gwalior is doing a reasonable job through its regional centres. However the regional centres of IITTM are smaller operations and the IITTM itself is in the process of finding its feet. Instead of setting up regional centres of IITTM in different parts of the country, it would be more advantageous to establish more similar institutions independently, which is the model followed in developing IIMs and IITs in the country. Given the economic contributions of tourism to the nation, such investments are perfectly logical.

A similar approach to developing a pool of expert tourism educators will make a world of difference to the quality of tourism education in the country. This could be carried out by carrying out a manpower planning activity specifically for the purpose of developing a big enough group of well-trained tourism educators. The group could be offered exposure to tourism educators and education programmes in some of the best tourism education institutions in the world. These educators can be sent to attend higher level tourism courses in such institutions. Alternatively, tailor-made programmes can be organised in India for the group with the assistance of the international centres of excellence.

Very few tourism academics in India are active in tourism research. It is very rare to find research papers of Indian academics in major research journal in tourism.

Encouraging an academic culture of research and research-led learning and teaching will be another useful strategy to improve the competence of tourism educators in India. The UK system of funding schemes based on research output is a model worthy of emulation in India to promote more research activities among the tourism educators. The

respondents were, probably, stating the obvious by the recommendation to set up more tourism educational institutions, which are well-resourced and funded and develop a critical mass of good tourism educators.

8.9.2 The tourism industry

Any attempts to make tourism sustainability-oriented need to involve tourism businesses that are at the forefront of the sector in organising the resources and mediating between visitors and suppliers. As discussed earlier, the tourism industry could help upgrade its commitment in numerous ways (e.g. Hjalager and Baum, 1998; Peacock and Ladkin, 2002). The hospitality industry appears to have been very active in human resource development (Jayavardane, 2001), and it does make sense for other tourism businesses that have a very important presence in the industry to focus on tourism education. Businesses such as visitor attractions, conference and convention organisers, tour operators and travel agents interact very closely with the consumers and resources in the tourism industry (Prabhu, 1996).

As discussed in chapter 3 (section 3.8), their operational practices and attitudes are likely to have significant ramifications for its sustainability and their involvement in tourism education and training can enhance their awareness and commitment towards sustainability. The respondents recognise this reality when suggesting enhancement of the quality of education and training for specific tourism businesses such as visitor attractions, conference and convention organisers, tour operators and travel agents. Recommendations for the tourism businesses to act on included the following:

“Help to enhance quality of education and training programmes for specific sectors of the tourism industry such as tour operation, conference, visitor attractions, convention sector, and travel agents; ensuring that tourism employees, especially tour guides are educated; and combining enjoyment with learning about the culture and environment.”
(Tourism industry – 12).

These measures will help ensure not only the quality of service and competitiveness of some of the critical tourism businesses, but also help instil a more responsible attitude towards the environmental resources and sociocultural issues in tourism.

The respondents also strongly felt that,

“it is important to ensure that all tourism employees are educated, especially the tour guides”(Tourism policy-maker – 13).

In most developing countries, where illiteracy is a major issue, the suggestion has a lot of merit. An educated and aware workforce is certainly more equipped to provide higher quality service and is likely to have more awareness about the environmental implications of their industry. . This is of critical importance in the case of tour guides, who are one of the key front-line players in the tourism industry. Through their knowledge and interpretation of a destination’s attractions and culture, and their communication and service skills, tour guides have the ability to make or break the holiday experience. Their skills and education levels are an important variable in enhancing their professional competence and creating awareness about sustainability issues related to their profession. However, in many developing countries, it is common to find uneducated and illegal or unlicensed tour guides who are unprofessional and ill informed. They provide wrong information to the visitors and are unscrupulous in their professional practice.

8.9.3 Tourism educators

That educated and skilled human resource are major variable in the competitiveness and sustainability of the tourism industry is well established (Jurowsky, 2002; Conlin and Baum, 2003; Singh, 1997). This leaves the tourism educators with the colossal task of providing a tourism education and training system that is relevant and capable of contributing to the competitiveness and sustainability of the tourism industry. However, tourism education in developing countries does experience a number of challenges in

terms of infrastructure, educators and curriculum, which can have serious ramifications to the performance of tourism in those countries.

The recommendations for the tourism educators do reflect some of the points in Go's (1998) agenda. Specifically, the suggestions from the respondents include the following:

“introduction of destination field visits in tourism courses, development of good teaching materials that include case studies, improvement of tourism curriculum to include sustainability, creating of sustainability-awareness among students in the general education system, improvements in the quality of tourism education and training, introduction of tourism education at school level and attracting better quality students to tourism courses” (Academic -12).

Inclusion of field visits to tourism destinations will provide students with the a field laboratory to facilitate the application of learning to contemporary real world issues and can help them understand the practical aspects of tourism first hand. The issue of the quality of teaching materials have already been discussed (sections 4.7, 7.2.4, and 7.14.3). The case study method of teaching and learning would enable students apply various theories to practical problems and improve their problem solving skills. Equally important is the inclusion of sustainability-related topics in the tourism curriculum to ensure that students are knowledgeable about sustainability issues and solutions.

Creating sustainability-awareness among students in the general education system will help the general populace develop more sensitivity towards sustainability and a sense of responsibility towards the environmental and cultural resources in their day-to-day life. As discussed in chapter seven (section 7.14.5), introducing tourism at the school level will improve awareness about tourism to create healthy and constructive attitudes towards it. Improvements in the quality of tourism education and training can assist in achieving competitiveness not only for the tourism industry, but for its education and training system as well. The problems in attracting talented and higher quality students to tourism course have already been discussed in chapter seven (section, 7.2.1). Talented students can become more accomplished professionals and will bring about a qualitative change to the way the tourism industry is developed and managed, with

major implications for its competitiveness and sustainability. Most of the above measures can contribute to making tourism education attractive to talented and higher quality students.

The recommendations made by the respondents to increase the sustainability-orientation of the human resource development for tourism in India, thus, cover a wide array of issues and have practical implications.

8.10 Conclusion

This chapter analysed and discussed the major findings related to the sustainability-orientation of tourism human resource development in India, which is the theme of the third objective of the study. A detailed analysis of the suggestions and guidelines offered by the respondents for making human resource development of tourism in India sustainability-oriented completes the chapter. The chapter began with an analysis of the findings related to sustainability-oriented development of tourism. Majority of the respondents had a positive attitude towards sustainable tourism, and they consider sustainability in tourism as an attainable and realistic goal (section 6.5). A number of indicators of sustainability emerged out of the findings, which differed from what is already available in literature on sustainability indicators (WTO, 1993; Miller, 1995; Miller and Twinning-Ward, 2005; Roberts and Tribe, 2008). The indicators suggested by the respondents include community-based tourism (section 8.2.1), the extent of impacts of tourism (section 8.2.2), presence of tourism policy, planning, management and regulatory system (section 8.2.3), commitment of government and private sector (section 8.2.4), quality of visitor experience (section 8.2.5), increase in tourist numbers (section 8.2.6), and smaller scale of tourism (section 8.2.7). These indicators provide a new perspective on what some of the major stakeholders in tourism thought of as important pointers of sustainability in tourism. A detailed analysis of the rankings of various management measures and stakeholders by their importance to sustainability-oriented development of tourism is also presented in the chapter (section 8.3).

The findings also shed light on a number of issues related to sustainability of tourism and human resource development. Respondents were almost unanimous in their view that Indian tourism has been adversely affected by environmental problems (section 8.4). Findings also indicate that sustainability issues are not given due importance by the Indian tourism industry and adequately covered in tourism education and training programmes in the country (sections, 8.5 and 8.6). The surprising lack of sustainability-oriented human resource development policies and programmes in the country was highlighted by the respondents (section 8.7). A majority of respondents supported the view that non-governmental organisations can make major contributions to human resource development of tourism (section 8.8). The suggestions on increasing the sustainability-orientation of tourism human resource development were grouped into those to be acted upon by the government (section 8.9.1), the tourism industry (section 8.9.2), and the tourism educators (section 8.9.3). These suggestions do have a lot of merit and if taken seriously by tourism policy makers, tourism industry and tourism educators in the country, they can make drastic improvements to human resource development in the country, especially in its contribution to the sustainable development of Indian tourism.

As evidenced by the discussion of findings in this chapter, development of Indian tourism is marred by environmental and sustainability problems, which, surprisingly, are not given any serious consideration by the government and tourism industry. Tourism education system in the country is also not blemishless, as findings indicate a lack of sustainability-orientation in tourism human resource development in the country. The discussion in this chapter reveal some of the glaring issues affecting sustainability-oriented human resource development for tourism in India, which can have long-term implications for sustainable development of tourism in the country. The guidelines suggested for the sustainability-oriented human resource development for tourism, probably, form a major highlight not only of the chapter, but the study in general. These guidelines have practical implications and can contribute significantly towards making Indian tourism more sustainable in the longer run.

What makes the study worthwhile is the fact that the key stakeholders and opinion leaders in Indian tourism do have a positive attitude towards the prospect of achieving the goal of sustainable tourism and the role that human resource development can play in the process. The findings do indicate the presence of serious a lack of proper engagement with sustainability issues by the tourism industry and human resource developers . That the opinion leaders and key stakeholders of Indian tourism are conscious of these flaws is a healthy sign. And this, considered together with the range of constructive suggestions made by them to enhance the sustainability-orientation of human resource development for tourism, present the prospect of a healthier and sustainability-driven future for tourism human resource development in the country, which have long-term implications for the sustainable development of Indian tourism.

Chapters six, seven and eight analysed and discussed major findings related to the role of human resource development in sustainable development of tourism (chapter 6); the state of human resource development for tourism in India and its sustainability-orientation, including suggestions to increase the sustainability-orientation of human resource development for Indian tourism (chapters 7 and 8). Data elicited from a number of closed and open-ended questions were analysed and presented with the help of tables, charts and mind maps. Linkages were made to the literature and theories related to each of the themes emerged. These chapters, thus, address the key motifs set out in the research objectives. Principal conclusions that can be drawn from the findings point to a number of shortcomings in human resource development for tourism in India. The findings also raise concerns on the lack of sustainability-orientation in human resource development for tourism in the country. The study in general brings up a number of conclusions, which will be considered in the next chapter (chapter 9).

CHAPTER 9: CONCLUSIONS AND IMPLICATIONS

The principal theme of this research is the importance of human resource development as a catalyst of tourism development, which is sustainable and meaningful to the community at all levels. Human resource development is not only an exercise in imparting skills, knowledge, and attitudes, but also a process of improving capabilities, competencies, productivity and above all the quality of life, a real facilitator of empowerment. If any form of development is of no use to the wider community, its relevance and value will be questionable. Given the power of education to free people not only from the clutches of poverty, but that of ignorance and resultant servitude, any meaningful development strategies will require serious investment in human resource development (Sen, 1999; Ashton and Green, 1996). Tourism, which has been considered to play a significant part in balanced and sustainable development that generate benefits for a range of stakeholders is no exception to the increasing requirement for more investment in developing human resource in order to promote not only its own sustainability, but also of the environment and communities that provide it with its basic resource base. Most importantly, a more serious approach to human resource and investments in its development are key to achieving tourism's ultimate goal of facilitating human development.

As a 'people industry', tourism is considered to be one of the effective instruments of development. It's potential to bring about prosperity to marginal regions, especially by creating employment opportunities, which is one of the most efficient ways of enabling community members to partake in the development, is widely acknowledged and acclaimed. The frenzy of tourism development activities in recent decades all over the world, a mad rush in pursuit of growth, points to an aspiration to take advantage of this potential. Promotion was the major pre-occupation of the tourism developers in the initial decades of 60's and 70's. When the over-reliance on tourism marketing to develop tourism resulted in negative impacts, a planned approach to tourism development was adopted by destinations in the late 1970's and 1980's. Since most of

the basic resources of tourism are public goods, their development without any long-term planning or vision became common all over the world, resulting in inappropriate development and increasing negative impacts. The development panacea became an agent of problems leading to more cost than benefits, which saw the emergence of a new development paradigm, viz. sustainable tourism.

Planned development of tourism is now inseparable from the sustainability debate (Bramawell and Sharman, 2000), which in itself is mired in contradictions and controversies, and above all subjected to exploitation (Wight, 1993; Wheeler, 2005). The search for a form of tourism that is sustainable and capable of addressing real development issues of its stakeholders is an ongoing one. Many forms of tourism such as alternative tourism, green tourism, ecotourism, nature-based tourism, community-based tourism, and ethical tourism have emerged in recent decades as potential solutions for the problems of tourism (Macbeth, 2004; Fennel, 2006). It is true that there have been significant progress made towards developing tourism in a healthier manner. However, the negative impacts of tourism and exploitation of the environment and communities in the name of tourism still continues (Wall and Mathieson, 2006).

What is lost sight of in this seemingly interminable pursuit of development through tourism and its unhealthy consequences is the vital aspect of human resource development. Very often the issue of human resource development is treated as operational considerations (Baum, 1996). Such an approach can only be counter-productive as it will deprive tourism, which is a service industry, of its most important resource (Baum, 1997). Compared to many areas of tourism development and management such as tourism marketing, tourism planning and policy, sustainable tourism; human resource development has not received the level importance and support it needs in order to play its vital role in tourism development, especially as a variable in sustainability-oriented development of tourism (Jurowski, 2003; Jithendran and Baum, 2000). Instead, it continues to be mired in a range of issues (Baum, 2006; Kokkranikal, 2004) that have adversely affected its effectiveness.

The story of Indian tourism is one of lackadaisical development and underachievement (Kokkranikal, 2004). Even though, serious efforts to develop tourism began before independence, the country lags behind its competitors and neighbours. A number of well-established tourism destinations such as Goa and Kovalam have become examples of environmental, social, cultural and economic problems associated with tourism. Even the newer destinations such as Kerala, which has emerged in recent decades as leading destination in India, have been experiencing problems of sustainability (Kokkranikal and Baum, 2002).

One of the principal variables in the underachievement and unsustainability of Indian tourism has been the shortcomings in the human resource domain. Consequently, lack of skilled and knowledgeable personnel at all levels of the tourism industry continues to be a feature of Indian tourism. Such shortcomings can only ensure that the tourism industry in the country would remain in a state of status quo, despite an organic increase in the number of visitors and consequent increase in revenue. Achieving the goal of development through tourism would require sustainability-oriented policies, plans and management of the sector, which could only happen when human resource development is given its due importance in terms of investment in resources and institutional support. Given the challenges confronting Indian tourism, especially in the area of human resource development and sustainability, the main objectives of this research were:

- To consider the role and importance of human resources development in the sustainable development of tourism.
- To analyse state of, trends and issues in human resources development for tourism in India.
- To develop guidelines for human resources development policies and programmes facilitating sustainable development and practice of tourism, with reference to India.

As discussed in chapter five (sections 5.3 to 5.6), the study followed an interpretive approach and the above pre-determined objectives acted as a framework for the research. Besides the extensive literature review, data were collected from a group of experts belonging to the tourism industry, tourism policy-making, academia and environmental movements associated with Indian tourism. Quantitative and qualitative information gathered from the respondents were subjected to descriptive statistical analysis and content analysis as the nature of data demanded, which were discussed in detail making connections to the themes in the literature review. The following sections will provide a summary of major findings drawn from the study and their implications, along with limitations of the study and areas for further research.

9.1 MAJOR FINDINGS AND IMPLICATIONS

The important role of human resource development in facilitating sustainability-oriented development of tourism was re-emphasised in this study (chapter 6, sections 6.1 to 6.3). This shows agreement with an emerging school of scholars and writers who laid a great deal of faith in the ability of human resource development in promoting sustainability (Gough and Scott, 1999; Jithendran and Baum, 2000; Tribe, 2002b; Jurowski, 2003; Tesone, 2004; Kokkranikal, 2004; Cole, 2005). Education for sustainability has been emerging as a new strand of sustainability literature that appreciates its potential to create awareness, skills and attitudes supportive of sustainability principles and practices. Specific contributions of human resource development for tourism in this context include, the creation of employees with awareness of environmental issues and commitment to sustainability principles and practices; clarification of the concept of sustainability; better support to stakeholders within destination communities; reduction of leakage from the destination economy by employing more and more locally available skilled personnel; and removal of the cynicism surrounding sustainable tourism.

In addition to the above, a major benefit of tourism education is its ability to improve the quality of service, commitment to sustainability, better management and the overall

competitiveness, which are of serious ramifications for the Indian tourism industry that is struggling to compete with destinations all over the world (chapter 6, section 6.3.1; 6.3.2, and 6.3.3) In fact, absence of appropriate tourism education and training infrastructure and poor quality of trained personnel had been indicated as a major constraint to the overall quality and performance of Indian tourism. Given the quality and competitiveness dimensions of sustainability, well-trained professionals with appropriate skills and competencies can contribute significantly to improving the performance of Indian tourism and its sustainability. The study brings out the fact that there is an increasing recognition of these valuable contributions that human resource development can make towards the quality and competitiveness of tourism. The findings represent an encouraging attitude on the part of respondents as to the role of education and training in the sustainability-oriented development of Indian tourism.

The consensus related to the state of human resource development for tourism in India point to serious problems in its fitness for purpose, and is unable to attract best talent available in the country (chapter 7, section 7.1 and 7.2). The human resource development for tourism in the country is not only inadequate in terms of quality and relevance, but also in its coverage of some of the important areas of tourism. Hospitality sector has historically been well supported by a number of good quality training institutions and currently there seem to be an oversupply of such institutions, especially with the entry of the private sector in hospitality management education. However, skill requirements for many of the jobs in the mainstream tourism industry, such as tour operation, tour guiding, tourism policy-making; planning, administration and management have historically been suffering from lack of attention from tourism educators both in public and private sector.

That the human resource development for tourism in India is afflicted by a number of issues has been reiterated by the findings of the study. In fact, the Indian tourism industry is not really known for a serious and healthy attitude towards human resource development and indeed, its potential to contribute to sustainability-oriented tourism development (Kokkranikal, 2004). The study brought out a number of principal areas

that require immediate attention, which include shortcomings in teaching facilities, number of institutions, training infrastructure, quality of teaching resources, relevance of curriculum, qualification and competence of teachers, human resource planning and coordination, recognition of tourism qualifications by the industry and most importantly the adequacy of investments (chapter 7, section 7.2 and 7.3). This is an important finding of the study with immediate implications for improving the state of human resource development for tourism in India.

As far as the issue of skills is concerned, tourism employees in India lack competence in communication, foreign language, interpersonal interaction, marketing, cultural sensitivity and management. The findings of the study clearly indicate the need for a serious consideration of the ways to improve and update the skills of human resource in Indian tourism to incorporate new trends in the service industries in general and tourism in particular (chapter 7, sections 11,12, and 13). The need for a further review of skills-levels of tourism employees and the prevailing skill-gaps in the Indian tourism industry has become very clear in the study. An approach that values 'moments of truth' (Carlzon, 1981), service quality (Parasuraman *et al*, 1988), experiential tourism (Richards and Wilson, 2005), eTourism (Baum and Sigala, 2001) and aesthetic labour (Warhurst and Nickson, 2000) seems to be very important for Indian tourism in its pursuit of competitiveness and sustainability.

The study also establishes the reality that tourism education is yet to be given the priority and importance it deserves as a major variable in ensuring competitiveness and sustainability of Indian tourism (chapter 4). Even though, human resource development is included in almost all tourism policy and planning documents, lack of any effective follow up actions implies a rather flippant attitude towards tourism education in the country, according to the expert panel interrogated as part of the study. It is not out of place to doubt the seriousness of these exercises and question if they were aimed at satisfying international donor organisations. The study also indicates that both the private and public sector have made efforts to improve the quality and relevance of human resource development for tourism (chapter 7, sections 7.4, 7.5,7.6, 7.7 and 7.8).

However, both the sectors are also held responsible by the expert panel for not taking tourism education seriously and for the lack of enough investment for its development in terms of funding and other forms of support, especially in according recognition to tourism qualifications and making them mandatory for employment. Given the above drawbacks, it is virtually unrealistic to expect the human resource development for the tourism in India to be sustainability-oriented, a fact affirmed by the findings of the study.

The study brings to the fore the problems resulting from the relatively recent origin of tourism education in the country and the resultant confusion of created by the involvement of a multitude of agencies and the mushrooming of tourism education institutions, both in the private and public sector, that are under-resourced (chapter 4). The multitude of agencies involved in human resource development for tourism has resulted in a lack of clarity and unity in its direction. As a relatively new academic area, tourism has not had the benefit of other professional subject areas in terms of a uniform set of qualifications, a national level body responsible for quality and curriculum management and the overall supervision. For example, medical education in the country are supervised by the National Medical Education Council, and the fields of engineering and business studies have the All India Council for Technical Education as the apex body. As far as tourism education is concerned, there is no such system to oversee its development. An apex body, expanding the remit of the National Council for Hotel Management Education (NCHMCT), will be necessary to ensure that there is some semblance of order in tourism education and training in the country. The NCHMCT runs a number of Institutes for Hotel Management and Catering Technology with excellent infrastructure throughout the country and it would be cost effective and efficient to introduce tourism courses in them. This could help ensure the much-needed regional spread of tourism education. Moreover, this could avoid the need for tourism education to start from scratch, as it was in the case of hospitality training in the 1960's. Measures to combine the resources of NCHMCT and IITTM, probably in the form of another apex

organization on the model of CERT in Ireland seem to be the way forward for tourism education in India (chapter 4, section 4.7.2.3).

A major issue that retards effective development of tourism in India highlighted by the study relates to the Indian bureaucracy (chapter 7, section 7.6). The bureaucracy in India has been blamed for its short-term and adhoc approach to tourism development in the country. Many experts seemed to blame the bureaucracy for the listlessness and lack of a long-term vision in Indian tourism. The sort-term tenure of generalist civil servants in tourism departments continues to be a major issue in Indian tourism, which contributes to the short time horizons of tourism policies, plans and management strategies.

Development of a dedicated national level service – an Indian Tourism Service - on the lines of Indian Administrative Service, Indian Police Service or the Indian Foreign Service, etc., have emerged from the study as a useful measure in addressing the problem of adhocism in the country's tourism.

The study highlights the important contributions that tourism businesses need to make to human resource development as its ultimate beneficiaries (chapter 7, section 7.5). The study, however, also indicate the fact that private sector businesses in Indian tourism have been rather reluctant to extend any meaningful support to tourism education and training. The least that they could do is to accord recognition to tourism qualifications and stipulate them as a pre-requisite for tourism jobs. Given the reluctance of tourism businesses to offer any meaningful support to tourism education and training, many experts on the panel felt that the onus is on the government to introduce legislative and regulative systems that stipulate employment of holders of tourism qualifications as a pre-requisite in the approval and licensing processes for the tourism sector. The study also introduced the option of levying a tourism education tax, on line with the increasingly popular environment tax, to ensure that the ultimate beneficiaries of tourism education are encouraged to support it financially (chapter 7, section 7.4). Such tax initiatives would also create a sense of ownership of human resource development for tourism and increase involvement from the private sector in the planning and policy-making for tourism education in the country.

The findings of the study also point to the chaotic situation relative to tourism qualifications in India (chapter 8, section 8.9.1). There are a large number of tourism qualifications that follows diverse curricula in India, causing confusion in both students and the employers and raising questions regarding credibility of the sector. The type of tourism qualifications that are offered in the country include Certificate, Diploma, BA, BCom, MA, MTA, MTM and MBA, and it is extremely difficult to differentiate between their learning outcomes. The situation is exacerbated by the mushrooming of tourism education institutions in the recent years. Such diversity and confusion is bound to be counter-productive despite the numerical increase in the courses, leaving students and their employers in the dark regarding the relevance, utility, quality and competence of the products of this multitude of programmes. Streamlining of the curricula and orientation to the local situation and industry requirements seem to be a pre-requisite for tourism education to be of any real relevance.

The issue of quality and relevance of learning resources and tourism trainers has emerged as a major concern in this study (Chapter 7, section 7.2 and 7.14) Globalisation and the structure of the modern world have ensured that Western developed societies have a dominant position in dictating the global educational discourse, and tourism is no exception. As far as tourism is concerned, almost all tourism research journals and publications originate from the developed world. In a sense the developed world has a monopoly over international tourism discourse, in which the voice of the South is missing. Consequently, a majority of learning materials in tourism are produced in the developed world and has questionable relevance to the realities in the developing world. In most developing countries, including in India, the poor quality learning resources with questionable relevance defeat the very purpose of investing in tourism education and training. Thus the study highlights the imperativeness for human resource developers in India to develop better quality learning resources that are relevant to the ground realities of tourism in the country.

The study also raises concerns regarding the quality and competence of tourism educators in the country (chapter 7, section 13); chapter 8, section 8.6.1), which is natural considering the relatively recent origin of tourism education in the country. However, this could have significant ramifications to the quality of tourism education in the country and is in need of immediate attention by organising intensive orientation programmes and offering incentives to develop an academic culture that encourages tourism academics in the country to engage in tourism research and in the advancement of tourism knowledge.

Given the confusion and contradictions surrounding the concept of sustainable tourism, the study made an attempt to ascertain the views of the respondents on this vital issue (chapter 8, section 8.1, 8.2 and 8.3). There was a near unanimous agreement that sustainability-oriented tourism was a realistic, desirable and attainable goal. Such a positive attitude towards sustainability is important for the tourism industry globally and in particular for the Indian tourism. The concepts of sustainability and sustainable tourism have been attracting derision and scepticism from many sources as a utopian notion that excites and engages the romanticists in the tourism industry, academia and the general community. A regretful inability of the tourism industry and society in general to make any significant progress towards achieving at least some of the goals of sustainability could only encourage such cynicism and scepticism. Given these realities, it is important that the leaders of tourism industry retain their faith in sustainability as a goal that should form the framework for the development and management of one of the world's leading and polluting industries. For the majority of respondents, sustainability in tourism means community-based tourism, minimal impact of tourism on the environment, efficient tourism policy, planning and regulations, commitment of the government and private sector to sustainability, higher quality visitor experience, and smaller scale of tourism. These indicators differ significantly from what is available in the literature (WTO, 1993; Miller, 1995; Miller and Twinning-Ward, 2005; Roberts and Tribe, 2008), and suggest a more realistic perspective of sustainability among the respondents.

As far as the performance of the tourism industry in India is concerned, the overwhelming evidence suggests a story of a nation that has failed to realise its potential despite possessing abundant core resources and supporting factors (Ritchie and Crouch, 2003). The Indian tourism industry is also adversely affected by environmental and sustainability problems (chapter 8, section 8.4). The dismal performance has been attributed to a number of factors such as the lack of support from the government as a priority area, an archaic bureaucratic system, and lack of investment from both private and public sector. In the independent India that was left to deal with the problems of poverty, illiteracy, food shortage and industrial backwardness, the main areas of priority investment were industrialisation, infrastructure and agricultural development. A centrally planned and mixed form of economy, in which a larger role was assigned to the public sector and lesser one to a highly regulated private sector, was also responsible for the tardy growth of tourism, which is an industry that thrives on innovation and the entrepreneurial spirit of the private sector.

A number of measures that could help operationalise sustainability-oriented human resource development for tourism in India are introduced in the study (chapter 8, section 8.9). Inclusion of tourism education in school curriculum will help in creating more awareness of tourism and to attract talented students to tourism education. The voluntary organisations involved in environmental movement and tourism can be involved in organising tourism awareness campaigns for the host community. Given the credibility and reach the voluntary sector in the country enjoys, such awareness campaigns will be effective and less resource-intensive. Consultative mechanisms involving the private sector could be an effective in developing human resource development policies and plans, as their inputs can enhance the relevance and industry-orientation of the tourism education and training programmes. Introduction of tourism entrepreneurship development programmes within the sustainability framework could facilitate the creation of small and medium enterprises in destination areas with more sensitivity and responsible attitude towards the tourism destinations and their environment. Finally, the study stresses the need to make serious efforts and investment to bring about qualitative

improvements in tourism human resource development by ensuring that the tourism education and training institutions are well-equipped and resourced, the trainers are adequately qualified and the curriculum is relevant and innovative. More importantly, the opinions of the experts and the background research reinforce the fact that the entire tourism education system in India is in need of a total revamp in order to make it not only state of the art but also to ensure that it is guided by sustainability principles and practices.

The study thus reiterates the important role that human resource development can play in facilitating sustainability-oriented development of tourism. The findings have important implications for Indian tourism and incorporating the guidelines and principles resulted from this study could offer a way forward to Indian tourism in its pursuit of a sustainability-oriented future. In concluding this section it needs to be reiterated that human resource development need to be the starting point of any endeavours aimed at achieving sustainability-oriented development of tourism. The human resource development model for sustainable tourism offers a way forward to tourism developers in India and elsewhere in their attempts to make tourism a tool of development that is sustainable and in harmony with the environment and destination communities.

9.2 CONTRIBUTIONS OF THE STUDY

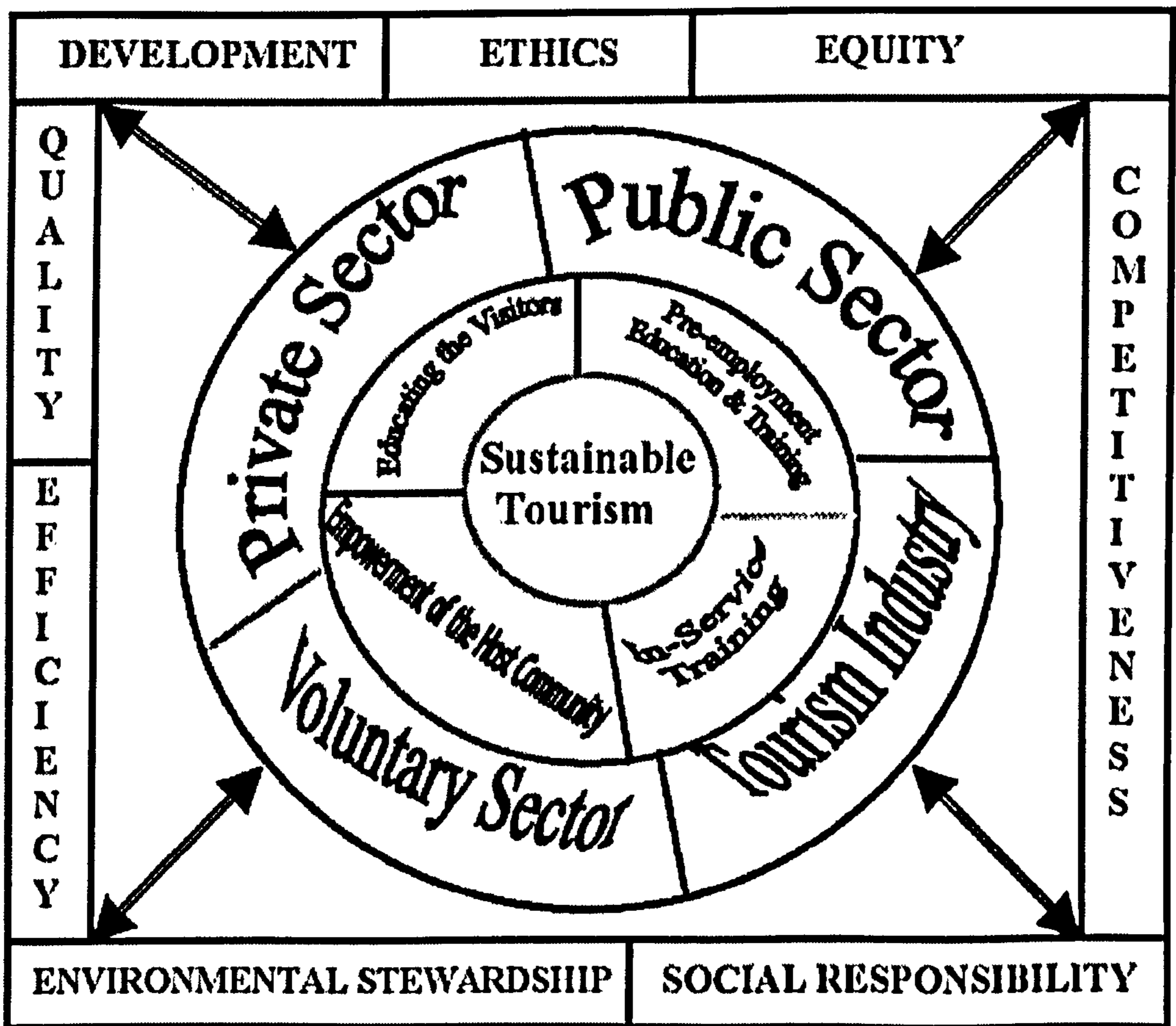
This research makes several contributions to the subject areas of tourism, sustainability, human resource development for tourism and Indian tourism. The study examined the role of human resource development in sustainability-oriented development of tourism and brought together and analysed a wide range of concepts related to these subject areas. The analysis and synthesis of these important areas of tourism in itself represent a significant contribution to the literature related to tourism and sustainability.

No major studies have been carried out to examine the state of tourism and human resource development in India and the outcomes of this study, thus, constitute a new addition to the tourism scholarship on Indian tourism. Being a developing country, the knowledge created as part of this study can also be relevant to other developing

countries, which may or may not experience problems similar to those faced by Indian tourism.

The findings of the study have helped develop a human resource development model for sustainable tourism (Figure 7.1), which is a modified version of the model of human resource development. This is a major conceptual output resulted from the study. The model incorporates important variables of sustainability-oriented development of tourism that emerged out of the analysis of empirical data and this could be considered a significant outcome of the study. The human resource development model for sustainable tourism could be employed as an effective tool for sustainability-oriented development of tourism. The model could be a useful addition to the number of strategies and tools for achieving sustainability that are already available in the literature.

Figure 9.1: Human Resource Development Model for Sustainable Tourism



The model proffers a framework for human resource development that help ensure that its boundaries are firmly set by development, ethics, equity, quality, efficiency, competitiveness, environmental stewardship and social responsibility. In other words, they form the overarching guiding principles of tourism education and training, and any endeavours that are driven by the above can contribute significantly to sustainable tourism. With sustainable tourism as its centre point, the intermediate layer of the model suggests four components to tourism human resource development for sustainability, viz., pre-employment education and training, in-service training for the industry professionals, empowerment of the host community and the education of visitors to equip them with realistic expectations and appropriate sensitivities to the destination and its environment. The model also recognises the role of public sector, private sector, voluntary sector and the tourism industry in the efficient implementation of human resource development strategies proposed.

Pre-employment education and training, and in-service training programmes are important not only in ensuring the quality, competence of the tourism industry personnel, but, if organised within the sustainability framework, also have the potential to transform the professional culture and ethics of the tourism industry and make it aligned towards sustainability.

Empowerment programmes that allow host communities have some amount of control tourism and an equitable distribution of its benefits can contribute not only to positive guest-host encounter, but prepare the host community to meaningfully participate in and contribute to developing and delivering tourism with minimum disruptions to their social and cultural life. Such empowerment will lead to a more favourable and realistic image of tourism, which could help attract more talented students and employees.

Educating visitors about the destination, its environment, society and culture, could be an effective strategy to develop sensitivity to sustainability issues, and a more aware and

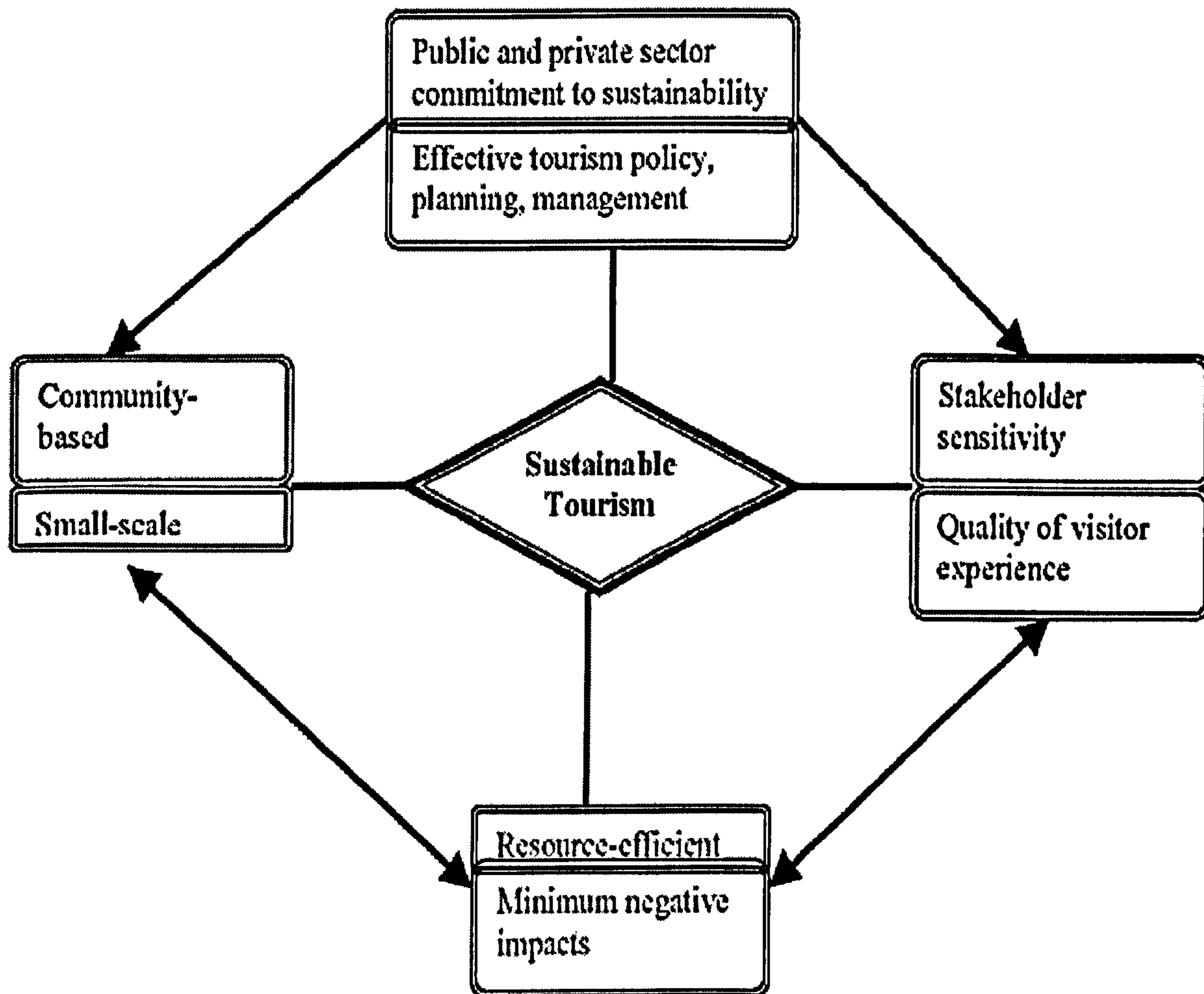
responsible visitor is likely to desist from activities that are deleterious to destinations' environment and community. The findings of the study, especially aspects regarding involvement of various stakeholders and organising human resource development within a framework of sustainability, have informed the development of the model. It is argued that the model could contribute significantly to facilitate a sustainability-oriented development of tourism.

The model thus is an important conceptual output of the study and has the potential to make a significant contribution to the subject matter of human resource development, tourism and sustainability. So is the model of sustainability, which it is hoped, would help reduce the level of confusion and ambiguities surrounding it.

A useful contribution of the study relates to the area of indicators of sustainability in tourism. The indicators developed in the study are more pragmatic and mark a significant departure from the earlier approaches and go beyond the broad environmental, economic, and socio-cultural aspects, which have limitations in terms of their comprehensiveness and specificity.

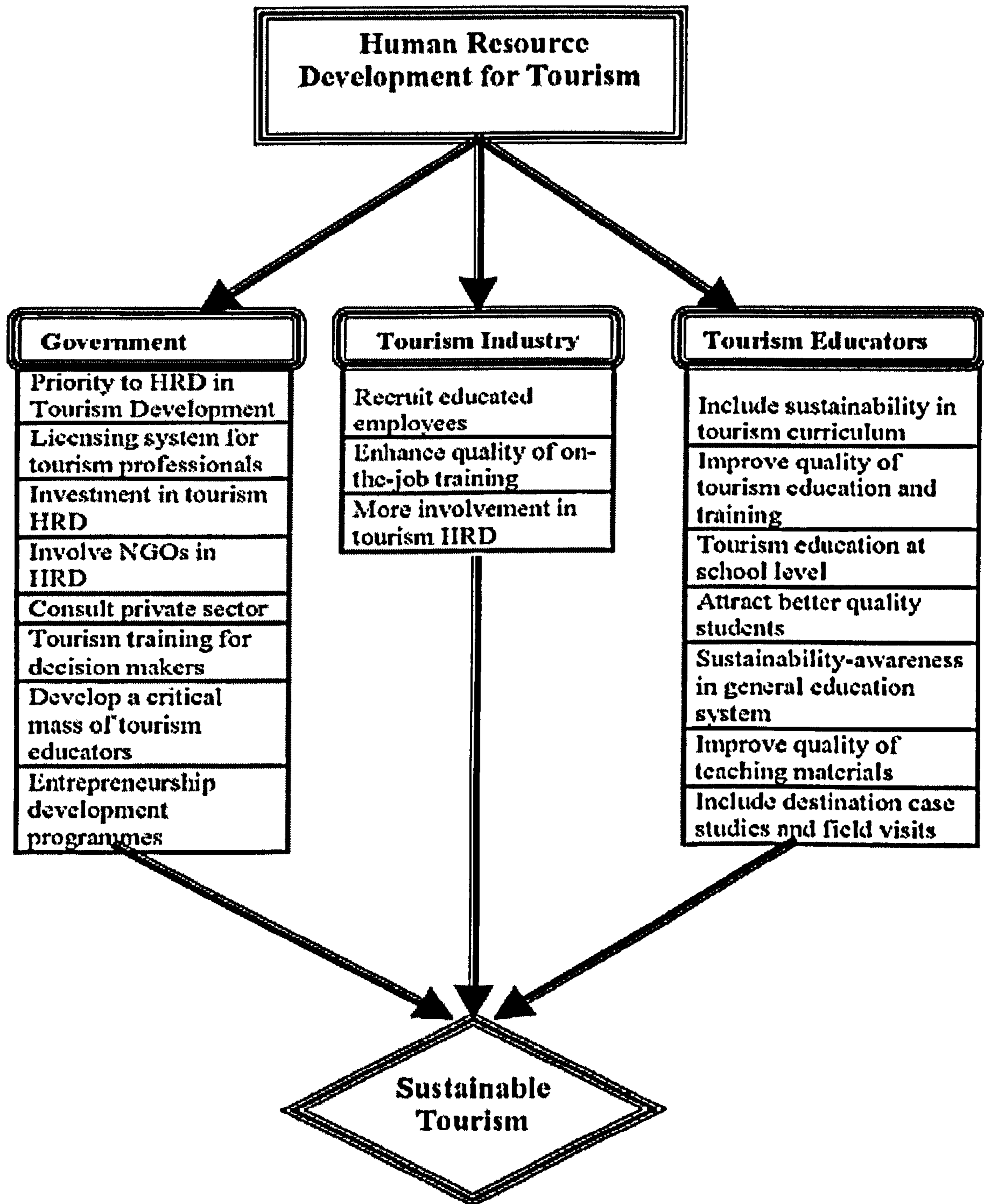
Based on the findings of the empirical research and literature review on sustainability, a new model of 'Sustainable Tourism Indicators' (Figure 9.2) has been developed. The indicators, according to the modes, include commitment of the public and private sector towards sustainability; which will see formulation and implementation of effective tourism policy, planning and management. The types of tourism that is likely to be sustainable are community-based and small-scale ones, which will promote equity. . Stakeholder sensitivity to sustainability aspects and higher quality visitor experience will help delimit most of the negative impacts of tourism. A combination of these indicators will result in a resource-efficient tourism industry, with minimum negative impacts. The model has theoretical and practical implications, adds another dimension to the understanding of sustainable tourism.

Figure 9.2: Indicators of Sustainable Tourism



Another significant contribution of the study relates to the range of suggestions made by the panel of experts to enhance the sustainability-orientation of human resource development. The suggestions are unique and they cover a range of measures to be taken up by the government, tourism industry and tourism educators. Based on these suggestions, a model of 'HRD-driven sustainable tourism', which can be achieved by human resource development initiatives by the government, tourism industry and tourism educators is proposed (Figure 9.3).

Figure 9.3: HRD-Driven Sustainable Tourism



Government has to take a number of measures to ensure that tourism human resource development contribute to sustainability, which include prioritisation of human resource development for tourism while planning and developing tourism; increased investments in tourism human resource development; introducing a system of licensing to ensure

qualified professionals are employed by the tourism industry; steps to involve non-governmental organisations in various aspects of human resource development (Kokkranikal, 2004); continuous consultation of the private sector while developing tourism education and training; developing a critical mass of qualified and well-trained tourism educators; and organising entrepreneurship development programmes. Private sector will require to involve itself more in tourism human resource development (chapter 7, section 7.5); offer effective on-the-job training facilities to tourism students; and ensure that they always employ well-qualified and trained personnel. Tourism educators, the most influential variable in tourism human resource development, have to improve the relevance of tourism curriculum by including sustainability aspects (Kokkranikal, 2004); improve the overall quality of tourism education and training; introduce tourism education at school level; attract better quality students; introduce sustainability-awareness in the general education; include quality of teaching and learning materials; and include destination case studies and field visits in tourism courses.

The study and its outcomes have important implications for tourism policy makers in India and other countries. The themes and models emerged from the study will help enhance knowledge of human resource development and sustainability in tourism, which will inform and guide them in formulating tourism development policies that would help make progress towards the goal of sustainability. Further, the study has also developed a range of guidelines to operationalise the models of sustainability-oriented development of human resource and tourism, which are relevant and useful to tourism policy makers in India and elsewhere.

9.3 AREAS FOR FURTHER RESEARCH

This study can stimulate further research on human resource development for sustainability-oriented tourism in developing countries. An obvious research opportunity proffered is the replication of the study in other developing countries. As sustainability issues are present in tourism in the developed world, the study can also be replicated in

the developed world as well. Such replications will be useful to carry out comparative analysis of the sustainability-orientation of human resource development in different contexts. The present study did cover the issue of the skills requirements of the tourism industry. However, there is scope for further research in this area to examine the skills requirements of tourism in the emerging knowledge and experience economy. This study has not considered the issue of migrant labour, which is emerging as a major component of tourism human resources both in the developed and developing world. The implications of migrant labour to tourism development are a significant area of research to understand its impact on the tourism labour market and sustainability. A number of models on sustainable tourism, sustainability indicators in tourism, human resource development measures to achieve sustainable tourism have emerged from the study, which need to be tested and verified. These offer immense scope for further research, especially the policy issues involved in operationalising the models.

9.4 LIMITATIONS OF THE STUDY

The findings of this study need to be considered within the context of its limitations. The research area of human resource development for sustainability in tourism is a relatively less researched area and has shortcomings in terms of literature and a well-developed theoretical background, which necessitated an exploratory approach to the study. The survey method employed in the study has limitations in eliciting in depth and detailed responses from the panel of experts. Even though, the open-ended questions have helped address these limitations to a great extent, face-to-face in depth interviews or group interviews would have been more effective (Sarantakos, 1998). The data was collected in 2002, and even though its analysis was initiated shortly afterwards, the entire exercise of analysis and discussion came to fruition only by 2008, with the final thesis completed in the latter part of 2008. There may have been new developments and issues that emerged during this period, which have not been incorporated in the study. The gap between collection of data and analysis has, probably, affected the currency of the information. However, it is hoped that the findings of the study are significant enough to be of relevant to tourism policy makers in India and contribute to the literature related

to the topic. Moreover, utmost effort has been made to incorporate new developments that emerged in the meantime by a continuous process of literature research, findings of which has been incorporated into the thesis.

The tourism industry in India is still not organised enough to develop an accurate population of experts for the purpose of this study, which necessitated a snowball sampling method to create a list of experts for the empirical research. A more accurate population of tourism experts in the country would have allowed employing a sampling method more appropriate to surveys and ensured a more accurate geographical and sectoral representation of the Indian tourism industry. Given the fact that sustainability aspects of Indian tourism were one of the key themes of the research, it would have been useful to analyse the views of tourists on the quality and sustainability of Indian tourism. Further, the poor response rate of 47% is another limitation of the study, which reduced the potential range of responses. Finally, there were financial and personal issues that have affected the smooth execution of the study, which may have bearings on its outcome.

9.5 REFLECTION

This journey of PhD. research has been one of self-discovery that helped me understand my own abilities and limitations better. Obviously, a study of this magnitude has contributed to enhancing my research skills. The amount of research carried out as part of the study has certainly improved my knowledge of the subject matter of tourism. As a researcher, the experience has made me more confident and it is hoped that the successful completion of this study would lead to undertaking further research studies in tourism and its management, enabling me to make more contributions to the knowledge-base of tourism. The personal problems that I had to overcome during the course of this study have made me a stronger and more balanced individual and helped me have faith in my own abilities to overcome challenges of any nature in the days to come.

I have also been able to interact with fellow researchers and tourism professionals during the research and have learnt quite a lot from them about research as a process and personal experience, about tourism development in general and Indian tourism in particular. I am sure that these interactions and resultant contacts will stand me in good stead as a researcher for carrying out collaborative studies in future. I hope to develop a network of researchers with similar interests to continue my contribution to the body of knowledge on tourism.

The PhD. research has also initiated me to the world of publications. I have been successful in disseminating my research by publishing in research journals and presenting at conferences. The research competencies I had developed during this period have also resulted in publications in subject areas outside my PhD. research topic.

More importantly, during the course of this research, I had the opportunity to know some remarkable human beings who have provided me with unconditional support, helping me appreciate the finer facets of human nature. I am reluctant to name them, lest it may embarrass them.

Probably, the most important effect on me as an individual, researcher and academic was the re-affirmation of the importance of having a responsible attitude towards the environment in which we live and the need to be more vigilant towards limiting the damage we cause to the planet's resources in our day to day life. To sum it up, I am not who I was when I commenced the study.

9.6 CONCLUSION

Human resource development policies and programmes have a strategic role in attracting better talent to the tourism industry and in developing necessary skills and competencies for its sustainable development. The quality, competitiveness and sustainability of the tourism industry are heavily dependent on a work force that has the appropriate skills, competence and attitudes. And the pursuit of quality, competitiveness and sustainability

needs a re-appraisal of the role and importance of human resources and has to make human resources development the starting point of all tourism development activities. Progress towards sustainable tourism could be made by adopting the model of human resource development for tourism that would have the tourism industry personnel, host community and the visitors as the principal target groups.

The tourism industry in India, like in many other countries in the developing world, is characterised by its short-term adhoc approaches to human resources development. As a result, tourism human resource development suffers from a number of shortcomings, which is cited as one of the reasons for the below par performance of Indian tourism. The tourism human resource development in India has been adversely affected by lack of investment, infrastructure, a curriculum of questionable relevance and poor quality of learning resources. A chaotic system of bureaucracy and the reluctance by the tourism industry to recognise the value of tourism education and training exacerbates the situation.

This study has tried to examine the contribution of human resource development for sustainability-oriented development of tourism within the context of India. The study in general confirms the principal assumption of this study that human resource development has the ability to facilitate a sustainability-oriented development of tourism and that the key to sustainable and successful tourism is the people who are involved in its development and delivery. A sustainability-oriented approach to the development of human resource is, probably, the way forward for a tourism industry that is of any value to its stakeholders. This study is concluded with the fervent hope that it makes its own humble contribution to the cause of sustainable tourism and the development of the subject matter of tourism.

Appendix – 1: Survey Questionnaire

Introduction

With the rapid growth of tourism and its consequent negative impacts, sustainability is fast becoming one of the dominant issues in world tourism today, and it is a major issue in Indian tourism as well. The researcher suggests that human resources development can be one of the strategies for sustainability-oriented development and management of tourism. The preliminary assumption guiding the research is that by employing human resources development policies and practices that emphasis developing appropriate skills, competencies and values of sustainability, tourism can be developed and managed in a sustainable manner.

Instructions

Please answer all questions as accurately as possible. Where appropriate, please either tick the answer that comes nearest to your own opinion or write your response in more detail in the space provided. Space has been provided at the end of the questionnaire for any comments, suggestions or opinions, which you may wish to add. In case you are unsure about any aspect of the questionnaire and have difficulty interpreting questions or recording responses, please write a brief account of the problem on the questionnaire.

Definitions

Human resources development is concerned with the development and acquisition of skills, knowledge, competencies, attitudes and values that are vital to meet the demands of the competitive business environment, both internal and external.

Sustainability-oriented tourism is about developing and managing tourism that is economically viable, environmentally sensitive and culturally appropriate, which creates optimum benefits to the host communities, causes minimum damage to the environment and an provides enriching experience to visitors.

Sustainability-oriented human resources development for tourism is about developing skills, values and knowledge in order to increase productivity, to improve the quality and sustainability of tourism, and to distribute the accruing benefits within the tourism destination communities so as to, enhance the quality of all aspects of the environment.

A. Human Resources Development for Sustainable Tourism

1. Human resources development has to be an integral part of the tourism planning and development process.
 Strongly agree agree cannot say Disagree Strongly disagree

2. Human resources development can contribute to sustainability in tourism.
 Strongly agree agree cannot say Disagree Strongly disagree

3. If you agree with 5, what do you think are the contributions that human resources development can make towards sustainability in tourism?

4. How do you rate the importance of the following attributes of tourism industry personnel in determining the sustainability of tourism? (Please tick the appropriate one)

		Very important	quite important	Neither important nor unimportant	Not very important	Not at all important
a	knowledge					
b	skills					
c	attitudes					
d	Any other important ones:					

5. By creating awareness of and developing sensitivity towards sustainability issues, it is possible to make the tourists behave in a more environmentally responsible manner.
 strongly agree agree cannot say Disagree Strongly disagree

6. Tourism awareness campaigns, emphasising sustainability, should be carried out prior to the development of tourism in a community.
 strongly agree agree cannot say Disagree Strongly disagree

7. The involvement of local community in the development, management, and operation of the tourism industry can be a strategy to limit its negative impacts of tourism.
 strongly agree agree cannot say Disagree Strongly disagree

8. Human resources development is a pre-requisite to empower the local communities to involve the, in the development, management, and operation of the tourism industry.
 strongly agree agree cannot say Disagree Strongly disagree

B. HRD in Indian Tourism

9. To what extent do you think that the present state of human resources development for tourism in India is adequate?
 Highly unsatisfactory Unsatisfactory No view Satisfactory Highly satisfactory

10. What are the major problems in human resources development for tourism in India?

11. What are your suggestions to improve the quality and relevance of human resources development for tourism in India?

12. To what extent has the private sector contributed to human resources development for tourism in India?
 Not at all To a small extent No view To some extent To a great extent
13. What would be your suggestions to improve the contributions of private sector to human resources development for tourism in India?

14. To what extent has the public sector contributed to human resources development for tourism in India?
 Not at all To a small extent No view To some extent To a great extent
15. Can you identify any major problem areas/inadequacies in public sector initiatives for human resources development for tourism in India?

16. Public sector/government have to ----- human resources development for tourism. (please tick as appropriate)
 Become more active in Continue the present level of involvement in gradually withdraw from keep away from
17. There are cultural prejudices/barriers against working in the tourism industry in India .
 strongly agree agree cannot say Disagree Strongly disagree
18. The current level of availability of trained personnel to the Indian tourism industry is
 Highly unsatisfactory Unsatisfactory No view Satisfactory Highly satisfactory
19. To what extent do the skills acquired by students, through various tourism education and training programmes match the skill requirement of the tourism industry in India?
 Not at all To a small extent No view To some extent To a great extent
20. Do you think there is skills shortage in Indian tourism?
 yes No Don't know

21. What are the skills and competencies that are lacking in tourism employees in India ?

22. Tourism trainers in India are adequately qualified and experienced.
 Strongly agree agree cannot say Disagree Strongly disagree

C. Sustainability-oriented human resource development for Indian tourism

23. Sustainability-oriented tourism development is ----- . (Please tick any responses you feel appropriate)

a	realistic	
b	an attainable goal	
c	a desirable goal	
d	an ideal but not attainable	
e	an ill-defined concept	
f	a marketing ploy	
g	dangerous to fragile environments	
h	any other:	

24. What do you think are the indicators of sustainability in tourism ?

25. Please rank the following on a scale of 1-11 in order of their importance in sustainability-oriented tourism development (1 most important, 11 least important)

		Ranking
a	Tourism Planning	
b	Legislation/ Regulation	
c	Marketing	
d	Human resources development	
e	Tourists	
f	Local community	
g	NGOs	
h	Tourism Industry initiatives	
i	Government	
j	Private sector	
k	Other:	

26. Indian tourism has been adversely affected by environmental problems..
 strongly agree agree cannot say Disagree Strongly disagree

27. Sustainability issues are given their due importance by the Indian Tourism industry.
 strongly agree agree cannot say Disagree Strongly disagree

28. Sustainability issues are given adequate coverage in the tourism training programmes in India.
 strongly agree agree cannot say Disagree Strongly disagree

29. Sustainability-oriented human resources development policies and programmes currently exist in India.
 strongly agree agree cannot say Disagree strongly disagree

30. Non-governmental organisations (NGOs) can contribute to sustainability-oriented human resources development for tourism in India.
 strongly agree agree cannot say Disagree Strongly disagree

31. What are your suggestions to increase the sustainability-orientation of human resources development for tourism in India?

Professional Information

- a) Name
- b) Name of the organisation
- c) Position
- d) Sector you are associated with
- e) Experience in tourism
- f) Educational/professional qualifications

Qualifications	Subject area
Professional	
Diploma	
Certificate	
BA, BSc	
MA, MSc	
MPhil, PhD.	
Other (Please state)	

Appendix – 2: Covering Letter

Dear

I am a Ph.D. research student at the University of Strathclyde, Glasgow and am researching the 'Role of Human Resources Development in Sustainable Tourism Development, with reference to India'. The study basically looks at the importance of human resources development (HRD) in developing and managing tourism in a sustainable manner. As the study is within the context of Indian tourism, trends, issues, and the state of HRD for tourism in India will also be analysed. I hope to develop a framework and strategies for employing HRD as one of the strategies to facilitate sustainability in tourism.

As part of the research, I am carrying out a survey among a selected panel of policy makers, managers, academics and activists, who are associated with the tourism industry and environmental movement in India. As an expert who has been actively involved with tourism development and environment movement in India, you have been recommended to the panel by a group of tourism professionals from India. As you will appreciate this study could make a very realistic and practical contribution to the sustainable future of tourism in India. It is hoped that the findings of this study will assist tourism policy makers and managers in contributing towards the sustainability of tourism, not only in India but in other regions as well.

I would be extremely grateful if you would agree to join the panel of experts and give your invaluable opinions and comments. I assure you that your opinions and comments will be treated in the strictest confidence and that it will not be possible to identify the individual panel members or to trace back the responses. If you wish, I will send you a copy of the summary of the final results of the study.

I am enclosing a copy of the questionnaire, and I would be very grateful if you could spare some time to complete it. I would appreciate it very much if you would return the questionnaire as soon as possible in the enclosed stamped addressed envelope.

Yours sincerely

Jithendran Kokkranikal

Appendix 3: Profile of respondents

A3.1. Respondents by sectors

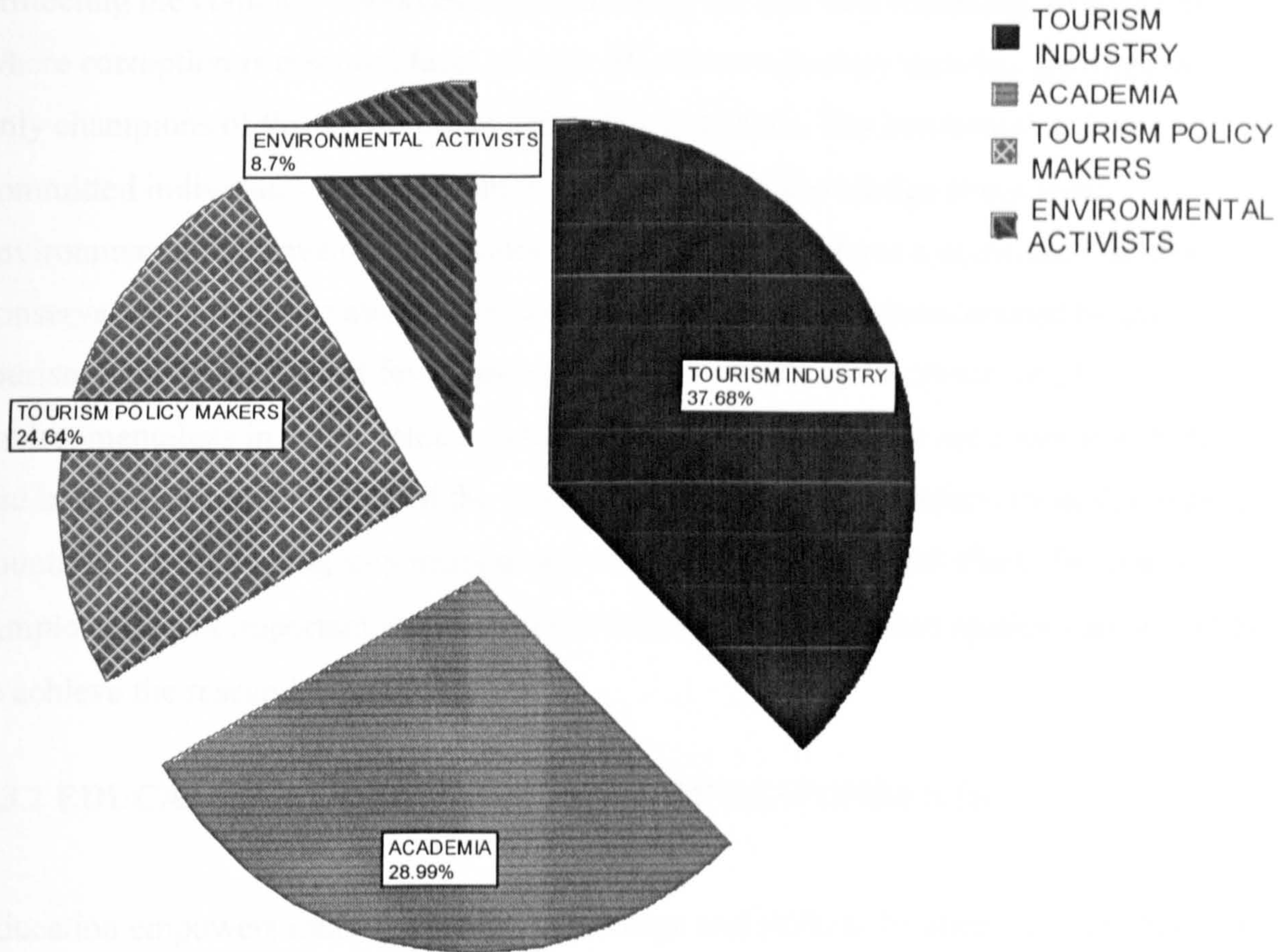
This section provides details of respondent's educational qualifications, the sector they represent, professional experience in terms of number of years, and the level of seniority as an indication of their decision making capacity, which could influence the direction of the tourism industry in India.

Table A 3.1: Respondents by Sectors

	Frequency	Percent
Tourism industry	26	37.7
Academia	20	29
Tourism policy makers	17	24.6
Environmental activists	6	8.7
Total	69	100

The sample drawn for the research represents important stakeholders in Indian tourism and contributes significantly in determining how the tourism sector is developed, managed and operated. Their views on the state of Indian tourism, its sustainability orientation, and human resource issues are invaluable in meeting objectives of the present research. As the table indicates, the tourism industry professionals form the majority of respondents, followed by academics, tourism policy makers and environmental activists. Respondents from the tourism industry were drawn from key sectors such as Tour Operators, Airlines, Travel Agents, and Hotels (Table A3.1). As the literature review (Jithendran and Baum, 2000) pointed out the tourism industry professionals have a major role to play in ensuring its sustainability-oriented management and operation. Academics were drawn from universities offering tourism and travel courses, Hotel Management Institutes, and tourism

Figure A3.1: Respondents by sectors



and travel management institutions in the private sector, which run a range of training programmes. They are personnel playing an important role in moulding future tourism industry professionals, and academics have a major role to play in developing tourism everywhere, especially considering the nature of tourism as a service industry and the pivotal role played by human resources in facilitating higher quality holiday experiences. Tourism policy makers determine the direction of the tourism industry, and determine how tourism is developed and managed. Respondents in this group belong to ministries and tourism departments at the central and provincial levels. With a mixed

economic system, the government officials have an iron grip on various development activities in the country, and tourism is no exception. Environmental activists are a misunderstood lot in many countries, often criticized as roadblocks to development by the business lobby. However, they are very important in any society, especially in protecting the common resources and performing the role of a watchdog. In societies, where corruption is essential facet of daily life, these voluntary activists are often the only champions of the environment and public resources. Environmental activists are committed individuals and represent a major source of knowledge about local environmental and development issues. Moreover, they do have a missionary zeal in conservation and preservation. The sustainability-related problems created by the tourism industry in the last few decades have seen the active involvement of environmentalists in issues related to tourism development. They are a key stakeholder and in many instances represent the voiceless ordinary citizens, especially in developing countries, where the majority interests are often stifled by the local elites. To sum up the sample represent important stakeholders in Indian Tourism, whose opinions are essential to achieve the research objectives.

A3.2 EDUCATIONAL QUALIFICATIONS OF RESPONDENTS

Education empowers individuals with knowledge and skills to be successful in whatever vocations they are engaged in (Ashton and Green, 1996). Knowledgeable and competent personnel are essential for the success of any activities. In fact professionalism and competitiveness of an organization can be directly attributed to knowledge, skills and competencies of its personnel. The maxim applies to countries, communities and business sectors as well (Porter, 1985). In a service sector such as tourism, where the human element is vital, the knowledge, skills and competencies of personnel are vital for its professionalism and competitiveness. The level of education of leaders, managers, educators and other important stakeholders such as voluntary activists could be indicative of the competitiveness of tourism in a country and will have major ramifications on how it is developed, managed and perceived.

Table: A3.2 Educational Qualifications of Respondents

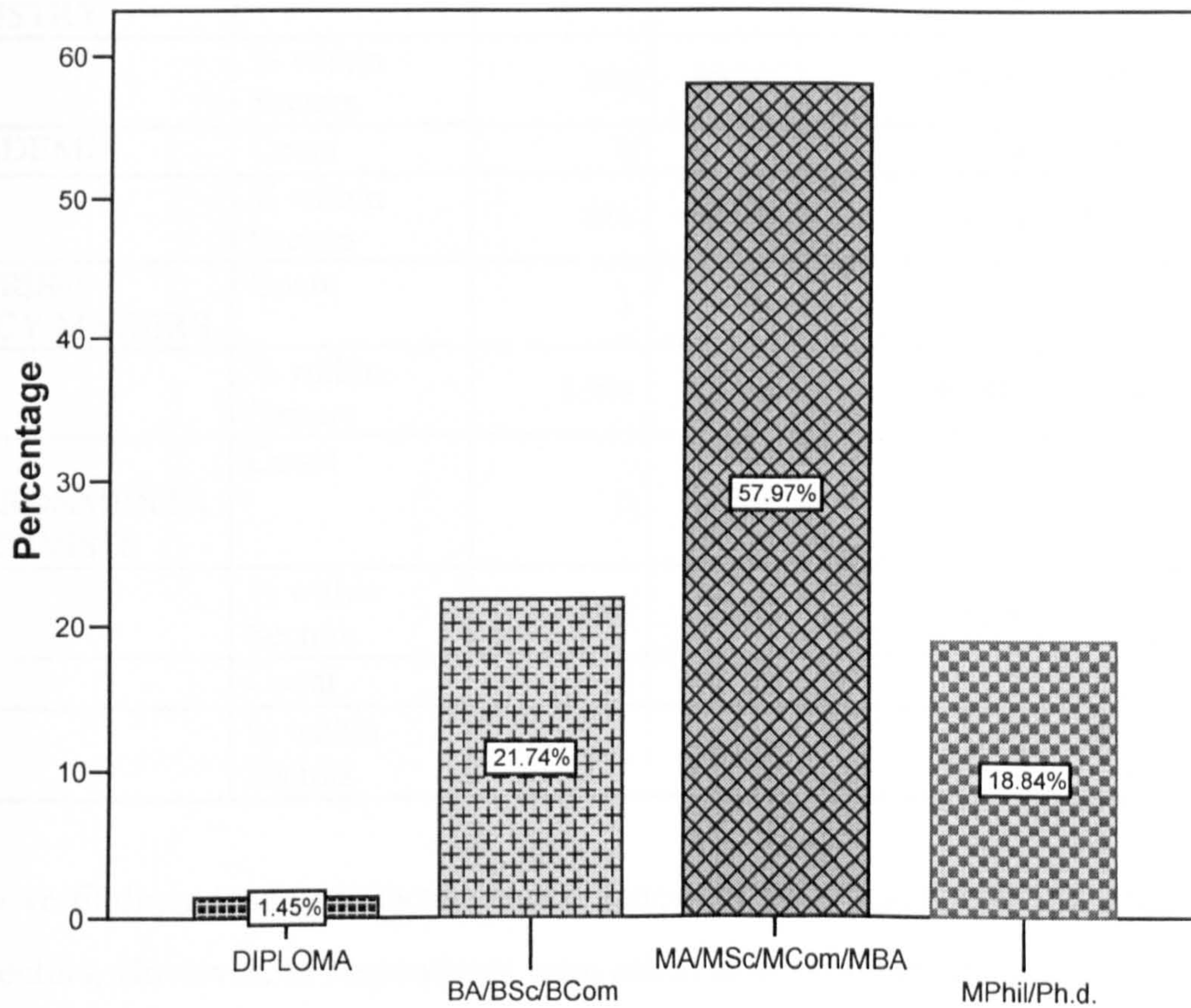
	Frequency	Percent
DIPLOMA	1	1.4
BA/BSc/BCom	15	21.7
MA/MSc/MCom/MBA	40	58.0
MPhil/PhD.	13	18.8
Total	69	100

Data on educational qualifications of respondents could shed light on the competitiveness of the Indian tourism industry from a human resource point of view, at least at the strategic and management level, which as discussed earlier, can influence its direction.

As the table (A3.2) indicates almost all respondents are graduates, and majority are postgraduates, with 58% postgraduates and 18.8% MPhil or PhD holders. Presence of high percentage of postgraduate and research qualifications in the sample could be due to the fact that 28.9% (Table 6.1) of the respondents belonged to academia. However, given that all respondents had formal qualifications would suggest that the tourism sector in India managed and led by personnel with higher educational qualifications. This points to a healthy situation as far as the knowledge and skill levels of the industry managers and leaders are concerned. However, the findings could not be taken to suggest that the entire Indian tourism industry is run by similarly qualified personnel. Another point to be noted is the debate surrounding quality of educational programmes and their ability to develop competent professionals. A second point to be noted is that there is insufficient information regarding subjects studied by respondents for their terminal qualifications. However, the relatively recent introduction of tourism and hospitality education programmes in the country and long years of industry experience of the respondents would probably explain the absence of tourism and hospitality specific qualifications. Further analysis of this will be carried out in the following section to explore the sector-specific qualifications of the respondents. In the context of the current research, the higher levels of educational qualifications of the respondents

are of importance, in the sense that they will be better informed, enhancing the quality of responses.

Figure A3.2: Educational qualifications of the respondents



A3.2.1 Educational qualifications of respondents by sector

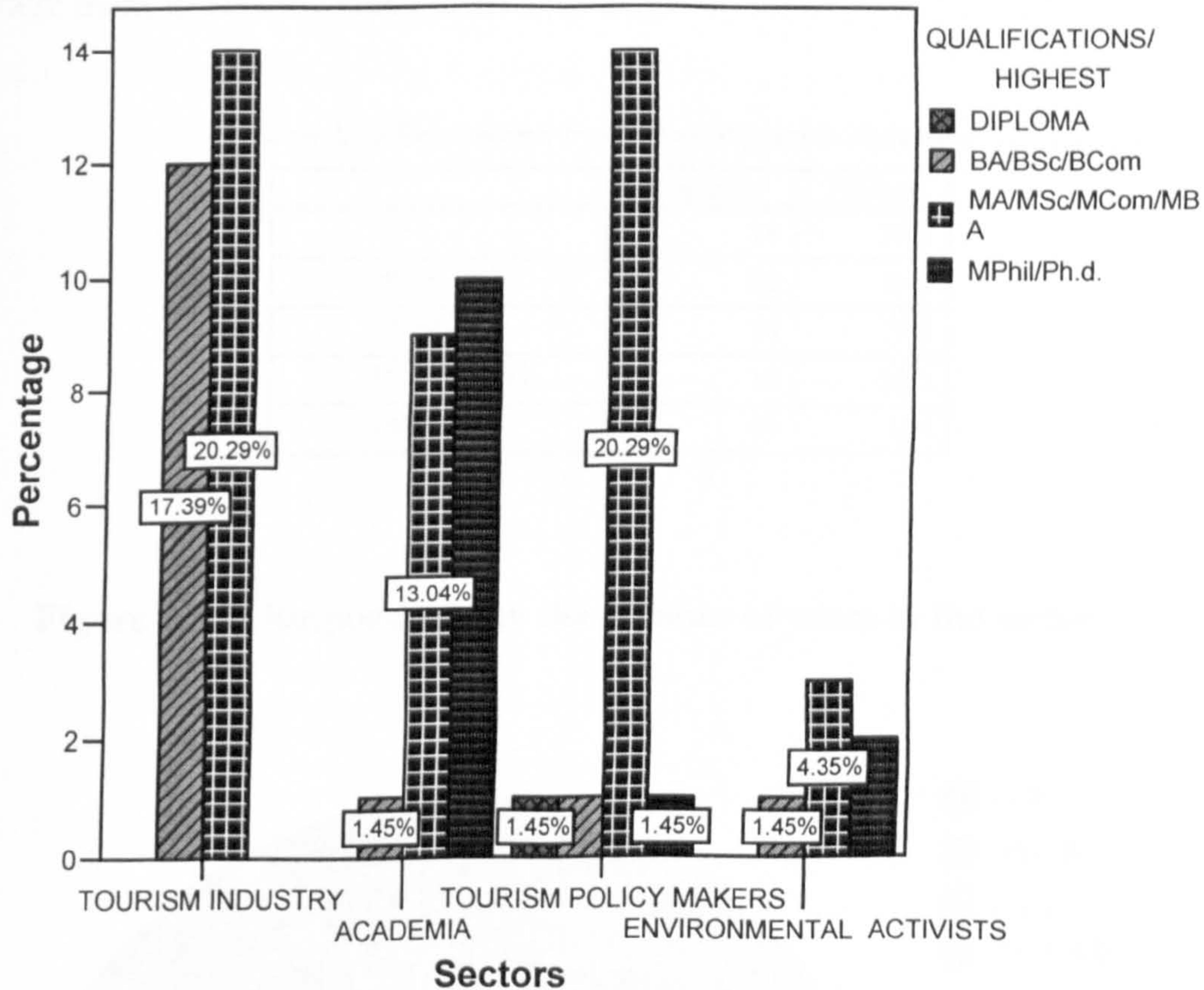
Below is the analysis of qualifications of respondents by sector. As table A3.2.1 indicates, respondents from the tourism industry are all graduates (46.2%) and postgraduates (53.8%), with postgraduates outnumbering graduates. Almost all respondents from academia are either postgraduates or research degree holders. Majority of respondents from among tourism policy makers are postgraduates, and the environmentalists also have a high number of postgraduates and research degree holders.

Table A3.2.1: Educational Qualifications of Respondents by Sector (Cross tabulation)

Sectors		QUALIFICATIONS/HIGHEST				Total
		DIPLOMA	BA/BS c/BCo m	MA/MSc/MC om/MBA	MPhil /Ph.d	
TOURISM INDUSTRY	Count	0	12	14	0	26
	% within Sectors	.0%	46.2%	53.8%	.0%	100%
ACADEMIA	Count	0	1	9	10	20
	% within Sectors	.0%	5.0%	45%	50%	100%
TOURISM POLICY MAKERS	Count	1	1	14	1	17
	% within Sectors	5.9%	5.9%	82.4%	5.9%	100%
ENVIRONMENTAL ACTIVISTS	Count	0	1	3	2	6
	% within Sectors	.0%	16.7%	50%	33.3 %	100%
Total	Count	1	15	40	13	69
	% within Sectors	1.4%	21.7%	58%	18.8 %	100%

The above findings tend to reflect a general pattern of qualifications of personnel in these sectors. However, as respondents were asked to provide details of only their highest qualifications, there is insufficient information related to details of other educational and training programmes they might have completed. To sum up, all respondents participated in the research possessed higher educational qualifications, which could be a factor in enhancing the quality of responses.

Figure A3.2.1 Educational Qualifications of Respondents by Sector



A3.3 RESPONDENTS BY NUMBER OF YEARS IN THE SECTOR

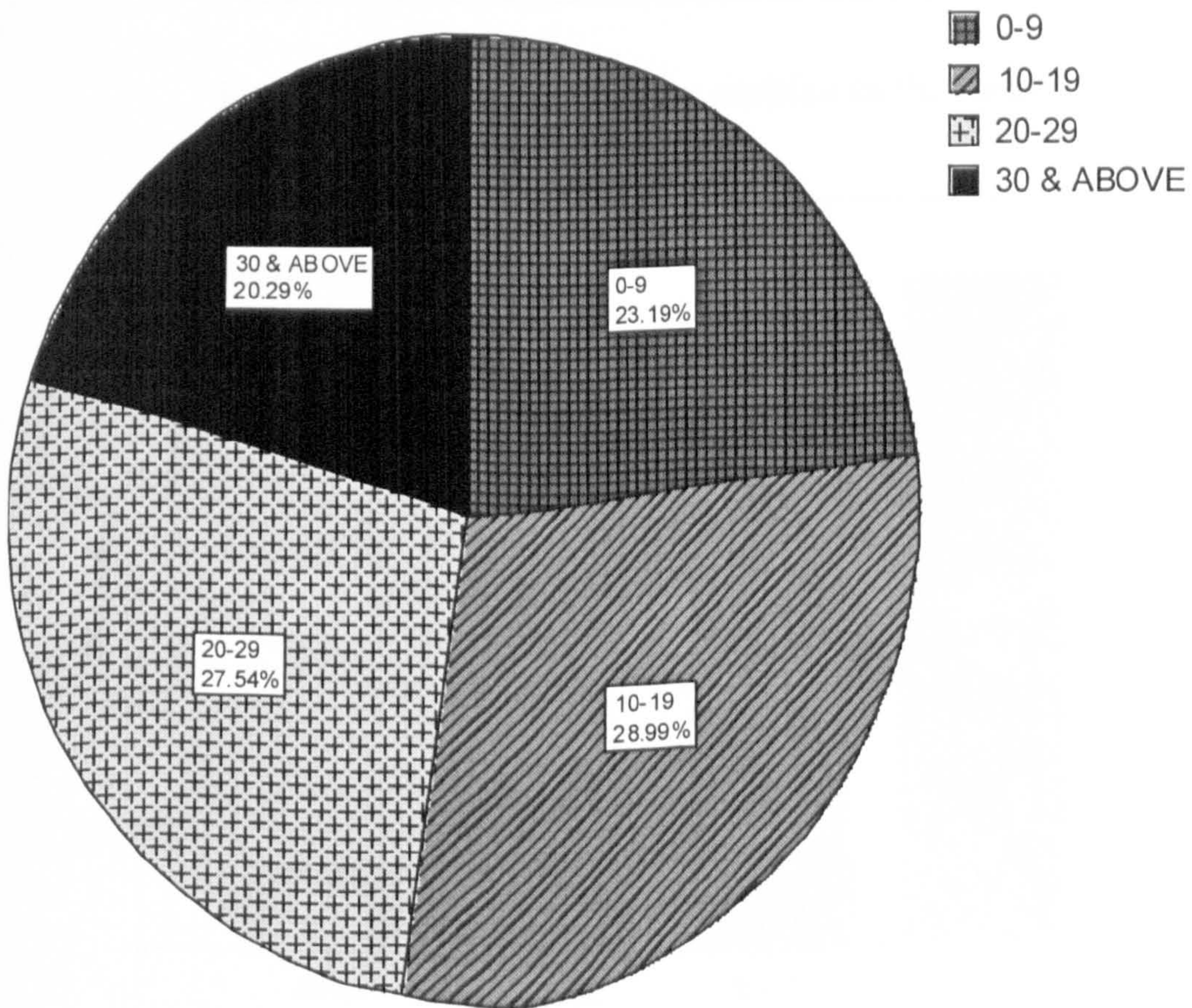
The following table (A3.3) shows the number of years respondents had spent in the sector. About a quarter of respondents had spent between five and nine years and almost half had more than 20 years experience, with 1/5th of them spending more than 30 years in the sector. One of the criteria employed in selecting the sample was number of years spent in their respective fields. The number of years spent in the industry could determine the depth of knowledge and insight into practical aspects of the sector and major challenges unique to the tourism sector in the country. As the saying goes, there can be no substitute to experience. Presence of large number of respondents with long years of experience is important, as they could help elicit information reflecting practical

aspects and not available outside the sector. The number of years spent in the sector is also indicative of their commitment to the sector and a study exploring sustainability issues of the sector would be of great importance to them, which would probably, encourage them to take the study more seriously.

Table A3.3 Respondents by number of years in the sector

	Frequency	Percent
5-9	16	23.2
10-19	20	29.0
20-29	19	27.5
30 & ABOVE	14	20.3
Total	69	100

Figure A3.3: Respondents by the number of years in the sector



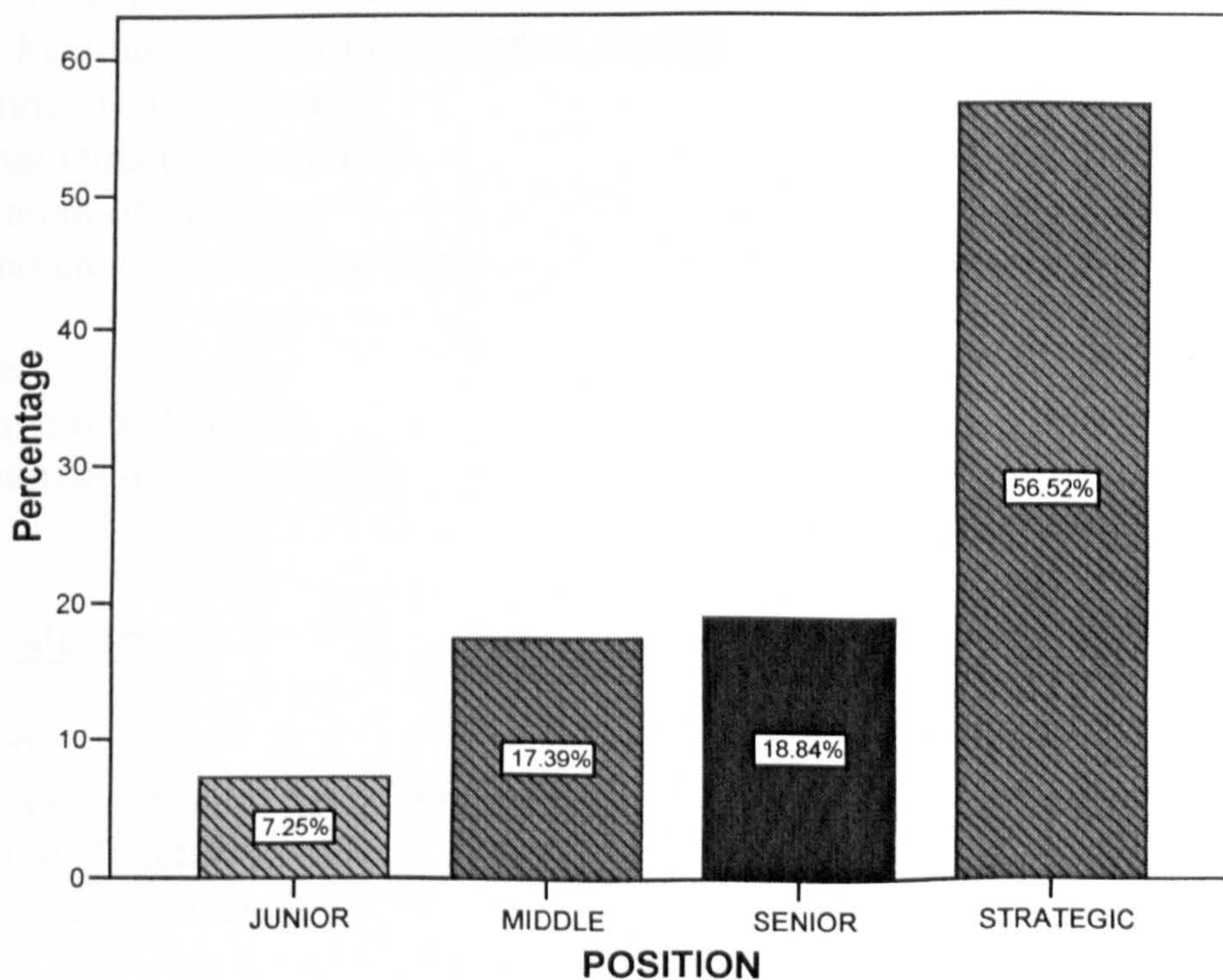
A3.4 RESPONDENTS BY POSITION IN THE SECTOR

Majority of the respondents occupy senior and strategic management or leadership roles in their respective organizations, with only a quarter drawn from junior and middle management ranks (Table A3.4). Predominance of senior and strategic management personnel among respondents does have significance for the study, as they represent opinion leaders and their views could be based on their familiarity with pressing issues and new developments and trends in the industry.

Table: A3.4 Respondents by Position in the Sector

	Frequency	Percent
Junior	5	7.2
Middle	12	17.4
Senior	13	18.8
Strategic	39	56.5
Total	69	100

Figure A3.4: Respondents by position in the sector



Tourism Administration:

1. Secretary
Department of Tourism
Government of India, New Delhi
2. Former Secretary, Department of Tourism
Government of India and
Member
Union Public Service Commission, New Delhi
3. Secretary
Department of Tourism,
Government of Kerala, and
Vice Chairman
Kerala Institute of Tourism and Travel Studies, Trivandrum
4. Regional Director (South)
Department of Tourism
Government of India, Madras
5. Vice President (Tourism)
Indian Railways, New Delhi
6. Former Director, Department of Tourism and
Kerala Institute of Tourism and Travel Studies
Government of Kerala and
Regional Director (America)
Department of Tourism
Government of India, New York
7. Director
Department of Tourism
Government of Uttarpradesh

Tourism Industry:

1. President
Indian Association of Tour Operators &
Managing Director
Stic Travels, New Delhi

2. Former President
Travel Agents Association of India &
Managing Director
Travel Express, Madras
3. Vice President
Indian Tourism Development Corporation
New Delhi
4. Managing Director
Kerala Tourism Development Corporation
Trivandrum
5. General Manager (Personnel)
Taj Group of Hotels
Kochi
6. President, Kerala
Travel Agents Association of India &
Managing Director
Kerala Travels, Trivandrum
7. Director
Great India Tour Company
Trivandrum

Environmental activists

1. Director
EQUATIONS: 198, 2nd Cross, Church Road, New Thippasandra,
Bangalore - 560 075, India.
2. President
Kerala Shastra Sahitya Parishad
Parishat Bhawan, Guruvayoor Road
Thrissur - 680 004
3. Director
C.R.P. Environment Eductaion Centre
I A Eldams Road, Alwarpet
Madras - 600 018

4. **Secretary General**
WWF-India
Delhi Haryana State Office
Pirojsha Godrej National Conservation Centre
172-B,Max Mueller Marg, Lodhi Estate
New Delhi - 110 003

5. **Director General**
Indian National trust for Art and Cultural Heritage (INTACH)
Bhartiyam Near Humayun Tomb
Nizamuddin, New Delhi - 110 013

6. **Programme Director**
Sustainable Development Networking Programme (India)
SDNP Secretariat
Room 1023, Paryavaran Bhawan
CGO Complex , Lodi Road
New Delhi 11 00 03 India

Appendix – 5: Panel of Experts for the Survey

Tourism Academia

1. Director, IITTM
Govindpuri, Gwalior - 474 001
(INDIA)
2. Regional Director, Asia and Middle East
American Hotel and Motel Association
Bombay.
3. Head, Department of Tourism Studies
Indira Gandhi National Open University
Maidan Garhi
New Delhi - 110068
4. Director
Tourism and Travel Management
Institute of Management Studies
Devi Ahilya University
Khandwa Road, Indore 452 001
Madhya Pradesh
5. Head
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 Secretary Culture, Govt. of Kerala
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5. Director
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