

## ORIGINAL RESEARCH ARTICLE

# Food and beverage service training in hospitality schools—An overview through the eyes of students, faculty, and industry professionals

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### ABSTRACT

This study aims to evaluate and contrast the training that current food and beverage (F&B) service students received at their hospitality schools with the usefulness of such training and its effects on the hotel business. The study also aims to examine how the F&B service students' acquired skills are perceived by industry professionals after the new graduates enter the job. Students majoring in the F&B service department of hotel management at the undergraduate level served as the study's subjects. This article employs a survey approach in order to determine what and how hospitality schools could best educate F&B service students for success in the profession. The viewpoints of students, instructors from hospitality schools, and hotel managers are presented in this study. The findings showed that there are discrepancies in perceptions of the efficacy of the current training programs. Additionally, suggestions are sought to improve training programs. In order to assure success and sustainable growth, educators and hotels should focus on the essential competencies of the F&B service professionals. The report offers proof of the strengths and weaknesses of the F&B service education process at catering institutions. The results have significant ramifications for programs that teach F&B service as well as other hospitality-related subjects in schools.

**Keywords:** F&B service education; hotel management college; hotel industry; industrial training

## 1. Introduction

The quality of hotel management graduates entering the hospitality sector is a critical concern when India experiences this quantitative demand and supply mismatch. The majority of the workforce in the hotel sector comes from schools of hotel management. Once more, the quality of the education and training students receive at catering colleges and during their industrial training (IT) in hotels heavily influence their ability to succeed in the profession. Industrial training is a component of 3 or 4 years diploma or degree programs offered at Indian colleges either in the second or third year of study. Students are mostly trained in hotel operation and management throughout their first one or two years of catering college. The students then complete a 5 to 6 months industrial training program in hotels. Students who have completed this IT program return to their institutions to discuss managerial difficulties in the hotel industry. Additionally, this is the time when students specialize in one of the core departments, e.g., front office, housekeeping, food production, bakery, F&B service, etc. Throughout India, hundreds of catering schools offer 1 to 4 years

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programs. The majority of students choose to specialize in food and beverage service at these institutions and look for employment in the hotels and restaurants' food and beverage service departments. The number of open positions in this department may be the cause. The hotel and restaurant business is quite concerned about the quality of service to be provided to the customers<sup>[1]</sup> and the employees working in those outlets are responsible for maintaining that high standard of service<sup>[2]</sup>. The 'freshers' joining the industry are expected to have appropriate skills and knowledge to maintain that high standard. Unfortunately, there is a gap between the F&B service quality and the expectations of the guests coming to dine<sup>[3,4]</sup>. This study aims to evaluate the quality of the F&B service training offered in hotel schools and the impact of the training on performance. The study analyzed the function of the hospitality industry in aiding educational institutions in producing quality manpower for the F&B service department. This study also evaluates the usefulness of the curriculum and the requirement for periodic curriculum revision.

The changing demographics of the students who exhibit an interest in hotel management and catering programs may be traced back to the explosive expansion of the hotel sector in India. To better allocate available funds and inject new life into the hospitality management sector, the Government of India's Ministry of Tourism established the National Council for Hotel Management and Catering Technology (NCHMCT) in 1982. The 21 Central Government-sponsored Institutes of Hotel Management (IHM), the 27 State Government-sponsored IHMs, the 1 Public Sector Undertaking (PSU) Institute, and the 29 Private Institutes across India are all subject to the oversight and regulation of the National Council<sup>[5]</sup>. A variety of professional certificates, diplomas, postgraduate diplomas, bachelor's degrees, and master's degrees are available from institutes that are part of the National Council. These programs prepare aspiring managers for careers in the hospitality industry and its many related fields, including the airline, cruise line, travel & tourism, hospital, event management, consulting, and international business sectors. Graduates of these programs have the opportunity to work for some of the world's top hotel chains.

Similar Private Hospitality Management Institutes have also proliferated in the country alongside IHMs. They offer courses leading to certificates, diplomas, postgraduate diplomas, and degrees (3/4 years) in hotel management and related fields including food and beverage service, food production, accommodation operations, etc., in collaboration with the State Technical Education Board, private universities, and public universities. There are even doctoral and master's degrees available in hospitality management at several of these universities. Indian Institute of Hotel Management (Aurangabad), Welcomgroup Graduate School of Hotel Administration (Manipal), and Jaypee Hotels Training Centre (Agra), are just a few of the hotel chains that have opened hospitality management institutes in light of the importance of quality education in the field of hospitality management.

A large number of new private institutions have emerged in recent years. Local colleges are also increasingly joining forces and forming strategic alliances with foreign institutions. However, the quality of the education given raises severe concerns, particularly when such vocational training entails a significant financial commitment from the student.

The food and beverage service employees are supposed to have good knowledge, service skill, good communication and presence of mind in the operation. A positive attitude, good salesmanship skill, and smart customer handling make them successful in the trade<sup>[6]</sup>. There are many institutes in the country, private or government, that produce high-quality students who can cater to the need of the industry. At the same time, there are many more hospitality institutions that have inadequate infrastructure, inefficient faculty, and questionable credentials. Most of the students passing out from these institutions degrade the quality of service<sup>[7]</sup>.

According to a survey conducted on the subject by the Ministry of Tourism of the Government of India, there is a severe shortage of qualified workers in the hotel business. There is a need for around 2 lakhs of professional manpower in the hospitality industry in India at this moment, but in contrast, there is a supply of around 21 thousand from hospitality schools<sup>[8]</sup>.

To bridge the gap, the Ministry of Tourism has implemented a program called Hunar Se Rozgar Tak (HSRT). The short program (approximately 200 hours) was started in 2009 with the objective of skill development and employment of underprivileged youth of the country. The government of India funded some public and private hotel management schools in the country for the development of skilled staff for the hospitality industry. This program helps young people from underprivileged backgrounds obtain the training and experience they need to find work in the dynamic hospitality industry. The goal of the program was not just to teach useful skills, but to shape the participants' characters for the better. Training for positions like Multi Cuisine Cook, F&B Service Steward, Room Attendant, and Front Office Associate is all part of the HSRT curriculum. State Tourism Development Corporations, State Governments, and Private Tourism/Hospitality Institutes are only some of the organizations that provide these courses. The most important outcome of the program is the employment of the trainees within 3 months of the completion of the program.

Many of the final-year hotel management students typically choose food and beverage service as their specialization and enter the profession in that division. This is primarily due to the industry's need for students specializing in food and beverage service. The course curriculum that educational institutions use has a direct impact on their credibility. The most typical complaint is that the syllabus is outdated and does not allow for the adoption of trends in the rapidly evolving sector.

During the industrial training stage, a student studying hospitality management has their first contact with the hotel sector. The hotel staff are supposed to train those students so that the latter become efficient in their work. The hotel authorities pay a monthly stipend to the students. The students also get a certificate at the end of the successful completion of the industrial training. But in many hotels, rather than training the students, they are treated as cheap laborers by the regular staff. The students and the teachers of the catering colleges also complain that these trainees are mostly put in the banquet service as casual workers during their training. As per a few senior faculty members of the catering colleges, some of the students cannot complete their industrial training and quit the hotel management program as well as the hotel industry. The students revealed that the majority of the hotels lack a developed, organized, monitored, and evaluated training program during industrial training.

Preparing skilled and knowledgeable manpower in the F&B service industry is very important from the business point of view. The catering colleges and the hospitality sector must develop and learn to take responsibility for this human resource. There is much opportunity for the development of well-trained staff in the hotel industry and this reflection is necessary as there will always be a huge need for skilled workers in the future.

## **2. Objective of the study**

- 1) The current study is focused on the understanding of perspectives of hospitality professionals, educators, and students in the field of food and beverage service industry.
- 2) The study analysed the challenges faced by the stakeholders in the profession.
- 3) The study assessed how useful are the training programs in catering colleges and also during the industrial training of the students.

- 4) The study also tried to address the need for periodic review of curriculum and recommended the changes to be made in the training programs for better outcomes.

### 3. Literature review

In his book ‘Higher education hospitality colleges: Meeting the needs of industry’, Casado and Guillén<sup>[9]</sup> discovered that whereas the majority of American hospitality schools emphasize management, the majority of European hotel schools follow a craft-oriented curriculum. Casado and Guillén went on to say that while a strong craft-oriented approach to the curriculum may equip students to be functional managers by the time they graduate, it is possible that when they are being considered for promotion, their communication, interpersonal, and business skills would be missing. The findings of Casado and Guillén’s 1992 study asserted that students in the hospitality industry should receive a liberal arts education for their overall well-being, a foundation in business principles, and semi-technical knowledge along with an application of business principles through the hospitality school. By including these courses in equal amounts, Casado and Guillén came to the conclusion that four-year programs in hospitality would provide their students with a well-rounded education.

It is found that there exists a gap between ‘what is taught in the hospitality and tourism programs’ and ‘what the industry professionals perceive to be important’<sup>[10,11]</sup>. Inui et al.<sup>[12]</sup> suggested that social as well as philosophical perspectives of the trade should be incorporated into the curriculum of hospitality and tourism programs at the university level. While studying the relative importance of subject matters in the curriculum of hospitality programs, Gürsoy et al.<sup>[13]</sup> found that industry professionals advocate for subject matters like leadership, internship or industry exposure as most significant.

Sharma and Sharma<sup>[14]</sup> compared the progress of culinary skills among Indian professionals. In this study, they found that the Indian industry has the irony of a shortage of skilled manpower when many of the hotel management graduates are unemployed due to inadequate skills. Despite many initiatives taken by the government, there is insufficient progress in hospitality skill development, especially culinary skills. The authors suggested that to improve the skill set, the standard of academics should be raised one notch up to sync with current international standards. They also suggested that curriculum review is essential for the positive outcome.

‘What program and student characteristics do hospitality recruiters consider most important?’ was a study by Sneed and Heiman<sup>[15]</sup> in which the authors polled 85 hospitality recruiters to ascertain the qualities they were looking for when hiring prospective employees from hospitality schools. According to the study, the quality of a school’s graduates was the main factor for recruiters to choose above others in the hospitality industry, closely followed by favorable feedback from alumni of the school. A good relationship with the teachers came in third, and the reputation of the hospitality department came in fourth. This study makes it clear that employers prioritize hospitality programs whose graduates can fulfill the standards of the sector and are of a high caliber. Despite the fact that the studies by Sneed and Heiman and that of Casado and Guillén are both twenty to thirty years old, the significance of the research and findings were still relevant to the hotel industry at the present time and its connection to hospitality programs’ structure or curricula.

Understanding student perception is essential for tactical evaluation of classroom performance, general curriculum flow, and value, as well as alumni reflections on the worth of the components of their educational programs<sup>[16]</sup>. According to Jenkins<sup>[17]</sup>, today’s students studying hospitality can be seen of as sophisticated consumers with likes, dislikes, aspirations, and dreams. Numerous hospitality institutions have updated their curricula with the customer—the student—in mind. As with any service industry, it is crucial to make an effort to comprehend and value the needs of the customer while also developing unique and original

products. Success in college can be characterized as a person's social development, personal enrichment, improvement as a citizen, or just the acquisition of knowledge<sup>[18]</sup>. One of the main factors driving the expansion of hospitality programs was the hospitality industry's phenomenal growth when it took off during the 1970s decade. During this time, the need for skilled managers increased, and the sector was unable to produce enough trained managers to meet its own needs<sup>[19,20]</sup>. Need for instructors to better prepare students for professions in the hospitality industry was felt<sup>[9,21]</sup>. The most important element in hospitality education is the faculty. It is imperative that educators possess a solid understanding of the principles necessary for success in the hospitality industry<sup>[22]</sup>. But an essential part of a faculty member's job is ongoing research. Although some instructors in the hospitality industry claim to have years of experience, experience soon becomes dated<sup>[23]</sup>. Faculty cannot rely on what they "used to do", Stutts<sup>[23]</sup> continued. Teachers must strike a balance between teaching foundational concepts and the findings of cutting-edge market research. The educator, the "creator" of human capital, might gain by hearing about the changing needs, expectations, and goals of the industry leaders. This aids in restructuring the learning process to reflect the use of information in the real world, changing the educator's role from one of delivering pre-packaged facts to one of facilitating active learning and transforming the library specialist into an active collaborator in curriculum planning for effective use and availability of information resources<sup>[24]</sup>. According to Gillespie and Baum<sup>[25]</sup>, from the standpoint of education, the roots of tourism and hospitality lie in practical and craft-based training, and these beginnings still have an impact on the delivery culture.

Tsui and Chen<sup>[26]</sup> proposed that the cognitive apprenticeship training approach is the most effective way of teaching and learning the F&B service trade and it also gives learning satisfaction to the students. According to the authors, the trainer-trainee relationship is also very important in the learning process. In the cognitive apprentice model, the learners are made to realize the purpose of training and the reason behind a particular process. Most importantly this model of learning F&B service is sustainable and helpful for the growth of employees.

From the standpoint of the researchers in the field, it is obvious that there is a need for a continuous assessment and review of the way hospitality education is undergoing. To keep pace with the dynamic changes in the pattern of operation in the field of the F&B industry, the strategies for developing new ways to serve students are to be overhauled.

#### **4. Methodology**

About 20 five-star hotels situated in major cities like Delhi, Mumbai, Chennai, Kolkata, Bengaluru, and Hyderabad, participated in the survey. Three hotel management colleges were also surveyed. Sixty F&B industry professionals, sixty F&B educators from across the hotel management colleges in the country, and 120 final-year F&B service students were asked to mark their responses to a structured questionnaire to express their thoughts on the efficacy and continued necessity of the educational programs offered in catering colleges and also during Industrial training in hotels. Experts from each category—industry experts and academic experts—were chosen to ensure a fair outcome. Additionally, only students from three hotel management colleges, who were F&B service specialists, were taken into consideration for this study. A survey questionnaire comprising 22 close-ended questions and 6 open-ended questions was asked to the industry and academic experts. Another close-ended questionnaire involving 15 knowledge-based competency questions and 11 skill-based competency questions was asked to the final-year students who are specializing in F&B service. Six open questions were asked to both the industry professionals and faculty trainers to collect their perspectives and suggestions for improvement of training outcomes. The data so collected was then screened and sorted using Excel sheet. Then, these were divided into several demographic

groups based on age, gender, position, and organization. The close-ended questions were measured on a 3-point Likert scale where 1 represented fully agree, 0.5 represented partially agree and 0 represented disagree. The average of the replies served as the dependent variable while various correlations between these variables were established. These observations represented the study’s primary findings, according to the data analysis.

### 5. Data analysis

The aggregate response and the variance between responses from academic and industrial experts are tabulated and analyzed. All outcomes are actual scores or fractions of the available score range. The computations were done using a scale of 1, 0.5, and 0, where 1 represented complete agreement, 0.5 represented partial acceptance, and 0 represented disagreements with the question. The questions are based on the subjects included in the college students’ course syllabus.

**Table 1.** Comparative responses of industry experts and academic experts-1.

	Q1 Students sent for training are aware of the work environment of the food service industry	Q2 Students are aware of the functioning of different F&B outlets of the hotel	Q3 Students are aware of the food production and food service equipment used in the kitchen and service area	Q4 Students have a general idea of the organizational structure of the F&B department of any hotel	Q5 Students understand the roles and responsibilities of various positions in F&B service department	Q6 Students demonstrate basic etiquette while interacting with internal & external customers of the hotel	Q7 Students possess the attributes of service personnel	Q8 Students have a basic idea of food service in the outlets	Q9 Students can take instructions clearly during the briefing	Q10 Students are given the responsibility of serving F&B in specialty restaurants	Q11 Students understand and practice the concept of personal hygiene and sanitation
<b>Total</b>	76	69	69	86	81	66	76	71	75	35	84
<b>Industry</b>	70	53	63	80	78	50	68	60	68	30	85
<b>Academics</b>	83	85	75	93	85	83	85	83	83	40	83

**Table 2.** Comparative responses of Industry experts and academic experts-2.

	Q12 Students demonstrate their knowledge about different meals and their cover setup	Q13 Students have a basic idea about classical dishes and their accompaniments	Q14 Trainees can take orders of food & drinks confidently if they are allowed to face the guests	Q15 Trainees are confident about using KOT and bills once they are briefed about it while working in the hotel	Q16 Students have basic knowledge of alcoholic beverages	Q17 Trainees have basic skills in serving beer & spirits to the guests	Q18 Trainees show competency when they get the opportunity to open still wines & sparkling wines before serving those in the hotel	Q19 Trainees show confidence if they are asked to set up buffet counters or dispense bar	Q20 Trainees are capable of handling situations as and when required in the hotel	Q21 Training given in the college is relevant to the industry	Q22 Students can correlate the training they get in the college with that of the hotel
<b>Total</b>	75	76	44	41	80	51	23	80	23	81	75
<b>Industry</b>	68	65	35	30	80	43	13	80	8	83	68
<b>Academics</b>	83	88	53	53	80	60	33	80	38	80	83

Tables 1 and 2 above are the comparative analysis of the responses of industry professionals and academic professionals. It indicates that industry workers are less satisfied with students’ performance than faculty members are. The industry practitioners feel that students joining the industry lack etiquette, mannerism, and confidence while communicating with the guests. On the contrary, faculty members feel that new joiners should get more exposure to guest services. The observations suggest that hotel managers are apprehensive about students’ ability of guest handling.

However, the general perception of the students is favorable, which suggests that both hotels and academia are thinking along the same lines but with different fervor.

**Table 3** below shows the overall response and difference in responses between the students of three colleges (A, B, & C) on knowledge-based learning.

**Table 3.** Student responses on knowledge competency.

	Q1 Service etiquette learned in college was useful in the hotel	Q2 Hygiene standards practiced in college is applicable in hotels	Q3 Knowledge of restaurant and table set up was useful in the hotel of your training	Q4 Knowledge of equipment helped you in your workplace	Q5 Rules of table layout learned in college were applicable in your hotel also	Q6 Knowledge of various situations handling in the restaurant was useful in your workplace	Q7 Your order-taking ability came in handy in your workplace	Q8 How much of your knowledge of framing a menu was useful in your workplace?	Q9 Your knowledge of making bills and settling the bills was useful in your restaurant	Q10 Your knowledge of service sequence helped you in your restaurant	Q11 Your knowledge of French terms was useful in your workplace	Q12 Do you get sufficient input from the college to improve your English communication?	Q13 Could you communicate clearly to your guests while training in the hotel?	Q14 Was there any difficulty for you to communicate with the employees of the hotel?	Q15 Did you face any difficulty while handling special situations during your training?
<b>Total</b>	84	73	82	85	87	81	88	54	62	88	39	82	66	18	85
<b>A</b>	86	75	86	93	90	85	88	65	64	88	38	89	78	17	82
<b>B</b>	80	65	83	75	85	78	85	35	65	85	38	73	55	15	88
<b>C</b>	84	75	78	82	85	79	90	53	59	91	41	81	60	22	87

All of the students share a similar perspective on their education. Comparatively speaking, students are more confident in their operational skills than their management skills. They acknowledge having trouble communicating and managing situations.

**Table 4** below shows the overall response and difference in responses between the students of three colleges on skill-based learning.

**Table 4.** Student responses on skill-based competency.

	Q16 Your skill and ability to organize side station and lay tables was appreciated in your workplace	Q17 Was your Napkin folding skill used in your restaurant?	Q18 Your salver/tray carrying skill was tested in your workplace	Q19 Practice of your service gear handling skill came in handy in the service area of the hotel	Q20 Your skill of carrying plates, glassware, and equipment was assessed in your workplace	Q21 Your table clearance skill was very much useful in your workplace	Q22 Could you layout tables for breakfast, TDH & A la Carte on your own in the restaurant?	Q23 Did you manage to receive, greet & seat the guests without much difficulty during your training in the hotel?	Q24 Were you confident to take table reservations for your restaurant?	Q25 Could you demonstrate confidence in writing KOT after taking food orders?	Q26 Are you well conversant with the sequential service of food?
<b>Total</b>	81	59	90	86	89	92	58	63	41	48	71
<b>A</b>	86	60	89	86	88	90	67	67	40	56	75
<b>B</b>	73	53	93	88	90	93	55	63	45	48	60
<b>C</b>	81	62	90	85	90	93	51	60	38	40	72

The results of the three hotel management colleges’ responses to skill-based learning are summarised along with the differences between them in **Table 4** above.

Most of the time, students are knowledgeable about how things work, but they lack confidence when it comes to interacting with customers to take reservations or place food and beverage orders. Also

uncomfortable is the area of wine service. They have never witnessed Gueridon flambé service in any of the hotels.

In this investigation, no additional meaningful comparisons were discovered. Thus, just the most significant ones are discussed, and based on the analysis, pertinent conclusions are derived.

## 6. Implications and deductions

Students are familiar with the basics of food and beverage operations. The trainers and the students both agreed on this point. Students have a good understanding of the F&B department's organizational structure. They are knowledgeable about the duties and obligations of various occupations. The trainees are knowledgeable about tools and equipment. The majority of instructors and educators think that students have the qualities required of service personnel. During their industrial training, students are not given the chance to practice serving at specialized restaurants because of their low confidence. That's why in the majority of specialty restaurants, trainees are required to run errands since the hotel managers don't want to take any chances with them interacting with customers and making mistakes.

Trainees lack the courage to handle guests' orders for food and drink. This can be the result of the trainees' limited opportunities to engage with visitors during the IT. Trainees lack confidence in their ability to manage KOTs (kitchen order tickets) and bills. This is yet another result of the little opportunity students have to handle KOTs and bills during training. The hotel staff hardly ever lets the trainees take and process orders. Trainees are not permitted to settle guests' bills.

Students have a rudimentary understanding of food and drink, but they lack competence when it comes to serving things. While many hotel managers are pleased with the student's knowledge, many are not delighted with their level of service proficiency. Trainees are able to offer beer and spirits to the guests, but they lack confidence when it comes to opening still wines and sparkling wines. Lack of opportunities for students in college and throughout hotel training is the main cause.

Trainees are capable of operating banquets. The extensive use of trainees in banquet operations is a standard practice in hotels. They gain the necessary knowledge and skills because they spend the most time in the banquet.

During the operation, unusual situations cannot be handled by trainees. Trainers and educators are of the opinion that experience will develop this quality. Faculty and hotel instructors think that college education is highly relevant to the industry and that students can link classroom learning to real-world applications. College professors give their students good ratings, whereas hotel instructors are less enthusiastic about their trainees' work although, the average trainees' familiarity with beverages makes industry trainers delighted. The F&B service training offered by catering institutes is satisfactory and relevant, according to industry trainers.

The students firmly believe that their college training was aided by their knowledge of etiquette, hygiene standards, restaurant and table setup, equipment use, serving of food and beverage, and other operational difficulties. According to the students, industry professionals did not utilize their knowledge of menu framing very often. In actuality, this is helpful later in their profession.

The French language is not commonly used in India. However, knowing French terminology is crucial for students. In colleges, students receive enough instruction in English communication. However, they are still deemed to be poor in communication when it comes to dealing with guests or booking tables for guests.



Gueridon flambé service is incredibly rare in Indian hotels. Therefore, training students in this style of service is not just in the curriculum.

Understanding the perspectives of the students, educators, and hotel employees on the issues and challenges of the F&B service was absolutely necessary. The study revealed that students need more attention and importance during industrial training in hotels. The hotels must treat them as trainees whose prime goal is to learn the basics of operation. The students must be given exposure to the basic services in the outlets.

The old curriculum of the programs is to be changed and periodically reviewed as certain training classes are irrelevant in the present scenario. The teachers and the trainers in catering colleges are found to be unaware of the latest changes in the industry. They must remain updated with industry trends and involve themselves in research on the latest technological advancement in the field.

## **7. Recommendations**

There is an urgent need for deeper ties between academia and industry. There is now only a tenuous connection between the hotel business and catering colleges. They should work together on a variety of subjects for the advantage of the two parties.

As part of their curriculum, the colleges send the students out as industrial trainees. The students' career progress is significantly impacted by this process. The hotels' training departments should make sure that the trainees receive comprehensive exposure to all of the hotel's F&B outlets. The trainers and managers of the outlets must provide the hotel's training managers with regular feedback on the program. Instead of treating students like cheap labor, they should be treated as trainees who have come to learn F&B operation and management.

The academic staff at colleges should be knowledgeable about contemporary business trends. There are some educators that interact with the industry very little. The universities must make sure that their professors visit hotels to stay updated about the latest trends in the business.

The colleges must regularly host seminars and workshops where industry professionals are invited to present their perspectives on the situation of the hotel industry today. On ways to improve the effectiveness of college training, experts' advice should be sought. The industry leaders should be a part of the college's governing body. Their opinions must be considered while reevaluating training programs, curricula, and infrastructure.

Topics like gueridon service, which is infrequently used in the industry, are included in the F&B service syllabus. Only having an understanding of Gueridon service is necessary; practical training is not advised.

Students must receive in-depth instruction in serving still wine and sparkling wine<sup>[27]</sup>. In the industry, the practice of opening wine bottles is possible, especially at the dispensing bar in the back area.

More training in soft skills is recommended for the students. During the college training, students should be given the scope to organize events. Customer relationship management is to be taught as a subject where students must get a chance to hone their skills of marketing and salesmanship in the F&B business. Case studies and situation handling should receive more attention.

## **Author contributions**

Methodology, formal analysis, data collection and curation, writing—original draft preparation, writing—review and editing, supervision, project administration, AB; data collection, investigation,

writing—original draft preparation, writing—review and editing, RB. All authors have read and agreed to the published version of the manuscript.

## Conflict of interest

The authors declare no conflict of interest.

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