

UNESCO-IUCN Enhancing Our Heritage Project:
Monitoring and Managing for Success in Natural World Heritage Sites

Technical Report No. 08

Enhancing Communication, Interpretation Skills and Capabilities for Effective Tourism Management in Keoladeo National Park World Heritage Site



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ENHANCING COMMUNICATION, INTERPRETATION SKILLS & CAPABILITIES FOR EFFECTIVE TOURISM MANAGEMENT

Final Report

Submitted to
Wildlife Institute of India

September 2005

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Training Programme
on
ENHANCING COMMUNICATION, INTERPRETATION
SKILLS & CAPABILITIES FOR EFFECTIVE TOURISM MANAGEMENT
for
Park Staff, Guides, Rickshaw Pullers

Organized by
Centre for Media Studies & Keoladeo National Park, Bharatpur, Govt. of India

Sponsored by
Wild life Institute of India, Dehradun, Govt. of India



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Executive Summary

Centre for Media Studies (CMS) in association with Wildlife Institute of India (WII) and Forest Department, KNP organized a series of capacity and skills enhancement programs exclusively tailor made to cater to rickshaw pullers, naturalist guides and Forest Staff. The objective of the program was to enhance the communication, interpretation skills towards effective tourism management of Keoladeo National Park at Bharatpur, Rajasthan – A Natural World Heritage Site.

A two days training need assessment survey was conducted to assess the knowledge, attitude, beliefs and practices of the rickshaw pullers, guides and park officials in order to identify the gaps in knowledge, approach, skills etc. The need assessment survey included in-depth interviews with tourists, park officials and focus group discussions with Rickshaw pullers and guides. The programs included sessions on self assessment & awareness, communication skills, counseling and life skills, civic sense, health, hygiene, sanitation, park ethics, alternative livelihood, flora and fauna of KNP, tourism prospect in Bharatpur and tourism management.

50 Rickshaw pullers participated (25 in each group) in the programs on communication and interpretation skills, non-verbal language (facial expression, body gestures, eye contacts, hands movement) & voice modulation. Counseling and life skill education like decision making, problem solving, creative thinking, critical thinking, communication, interpersonal relationship, self awareness, empathy, coping with emotions and stress were also demonstrated through role-plays and situational analysis. Another session exclusively planned for rickshaw pullers focused on alternative livelihoods tourism prospects in Bharatpur and near by towns. Low investments and time tested small scale enterprises were discussed in the sessions by Lupin Human Welfare and Research Foundation. Sessions on civic sense, health, hygiene and sanitation stressed on different aspects of quality living. A session on flora and fauna was also organized for rickshaw pullers.

Two programs on communication skills for guides focused on overall personality development in order to build rapport with the tourists through strong networking skills. Sessions on counseling & life skills aimed at positive thinking and self confidence. Scientific knowledge about the flora and fauna of KNP, the essential component of guiding skills was a full day session followed by field visit.

As guides have not undergone any formal trainings or any certificate courses, it was essential to orient them on the traits of this profession. A full day session on tourism management briefed the participants on the concept of nature tourism, health & rural tourism, guiding skills, tourism segmentation and profiling.

Forest Staff, the unveiled and connecting force behind the overall management and conservation of the park underwent a comprehensive two days program on communication, life skills and tourism management. The basic purpose of communication skills session was to enhance workplace skills where communication has established itself as a critical component for improving performance of the organization. Session on life skills focused on identifying the behavior and attitudes required by officials to encourage positive actions and to create healthy lifestyles and conditions. Session on tourism management emphasized on strategic planning and concepts of tourism management.

The last training program for forest official in this series focused on strategic management. The main issues addressed were motivation (goal of their work, challenges, constraints, motivation and enablers), Team building/work (internal communication and mutual respect/trust), conflict and stress management (conflict resolution and tips for anger and stress management).

ENHANCING COMMUNICATION, INTERPRETATION SKILLS & CAPABILITIES FOR EFFECTIVE TOURISM MANAGEMENT

---A REPORT

1.0 BACKGROUND

Success in profession very often rests largely on the ability to communicate. Actions like talking, writing, acting, touching, smiling, frowning or being silent have many possible objectives for instance to pass on instructions and requests, ask questions, offer criticisms, generate and evaluate ideas, or to present findings and results. Improved communications skills will make a significant impact on performance whether personal or organizational. In other words improving communication skills means recognizing & removing any barrier of misunderstanding & misinterpretation thereby understanding other people and being understood by them. The profession of Rickshaw pullers and guides has to meet all these demands.

The rickshaw pullers guides and naturalist guides of the Keoladeo Ghana National Park, Bharatpur, may not have been accorded the status they deserve by the Rajasthan tourism department, but regulars at the park have complete faith in their knowledge and often also solicit their assistance while doing research, making a documentary or writing on migratory birds. They have been the source of information and knowledge for the visitors and have the potential for management and promotion of tourism. Similarly the park officials also have been interacting with the tourist at the ticket window, entrance gate, barrier etc. and can play a vital role in management of tourism flow in the park.

On the insistence of WWF India, Centre for Media Studies conducted series of training on communication & presentation skills for Rickshaw puller guides and Naturalist guides of the Bharatpur Bird Sanctuary in 2001 and 2002. First of its kind, the exclusively designed training programs were very participatory and provided the participants an opportunity to internalize the communication and presentation skills which are very vital for enhanced interaction with tourists.

For systemizing tourism management, conservation education and sensitizing the visitors about the bio-diversity and importance of the park there has been a pressing need for strengthening and enhancing the interpersonal and interpretation skills of rickshaw pullers, guides and park officials for bridging the following gaps.

- Since 2002 till date there have been no follow-ups and refresher training for rickshaw pullers and guides to sharpen communication, presentation techniques & skills.
- Since then, new people have joined the profession and need formal orientation and training on communication and interpretation skills, which are found to be very essential for their profession.
- To enhance the conservation activities in KNP a **visitor interpretation centre** and programme titled "Salim Ali Interpretation Centre & programme is underway aiming to achieve long-term conservation of the park by increasing awareness and appreciation towards the park among visitors and local people. In this context there is also a need to strengthen interpretation skills of rickshaw pullers, guides and forest officials for enabling them to play active and instrumental role in tourism management and conservation education.

With this perspective, on the insistence of WII, Centre for Media Studies (CMS) an independent, national level multi-disciplinary national research, training and advocacy organization had organized series of capacity enhancement programmes for guides, rickshaw pullers and forest officials of Keoladeo National Park (KNP) on communication and presentation skills.

2.0 CAPACITY ENHANCEMENT PROGRAMS – AN OUTLOOK

Tailor made training programs were designed through an innovative process. A training need assessment survey was conducted with participants of the previous training programs to facilitate designing of need specific training programs. The real life examples provided by the participants helped in catering to the needs of other rickshaw puller and guides at Bharatpur Bird Sanctuary.

The goal of the training programs was to inculcate long-term conservation and appreciation of KNP by the various stakeholders. The training program is not just restricted to capacity building but also equipping the participants with the specific techniques/ideas and information for improving communication capability to help their business flourish.

3.0 METHODOLOGY

The training program were based on real life experiences and were supported by interactive sessions, discussions, sharing of opinions, the learning's and innumerable exercises such as picture reading, creative exploration of the participants and critical analysis of ideas and issues addressing to the program objectives.

At the end of day, specific time was allotted for sharing of opinions, learning, feedback, experiences regarding various innovative and structured communication packages/approaches adopted by CMS.

4.0 Training Need Assessment Survey

The two days Training Need Assessment was conducted to assess the knowledge, attitude, beliefs and practices of the rickshaw pullers, guides and park officials in order to identify the gaps in knowledge, approach, skills etc. The need assessment exercise included in-depth interviews with tourists, park officials and focus group discussions with Rickshaw pullers and guides. This initiative aimed at designing need and demand based capacity building programs for enhancing communication and interpretation skills and capabilities of the stakeholder's in order to communicate effectively with domestic and international tourist and become envoy for conservation and management of the park.

Issues emerged from the need assessment survey were:

From Forest Staff:

- Recent Policy level Developments in Wildlife/forestry
- Legal issues
- Effective Tourism management & Strategies
- Attitude & Behavioral Aspect
- Resource Planning (Efficient use of human resources)
- First Aid
- Stress Management
- Religious Faith
- Communication Skills
- Conflict Resolutions
- Motivation, Vision Building, Team Building
- Strategic Planning

Rickshaw pullers:

- Communication Skills (Refresher)
- Counseling & Life Skills (Self Assessment)
- Cultural Introduction of different countries mainly France, Germany, Italy etc.
- Attitude & Behavioral Aspect
- Tourism prospect in Bharatpur
- Religious Faith
- Motivation & Vision Building (Attitude Building & Behavioral Aspect)
- Alternate means of livelihood

Guides:

- Communication Skills (Refresher & Advance)
- Counseling & Life Skills (Self Assessment)
- Cultural Introduction of different countries mainly France, Germany, Italy etc.
- Tourism Management, Guiding skills
- Motivation & Vision Building
- Knowledge about birds, reptiles, insects including butterflies

Based on the diverse opinion by forest officials, rickshaw pullers and guides, CMS revisited the skill & capabilities enhancements programs. The programs incorporated all issues reflected in TNA.

5.0 TRAINING CALENDAR

Training Programs Schedule for Bharatpur National Park April 2005

Participants	Rickshaw Pullers		Guides		Forest Officials
	Ist	IInd	Ist	IInd	
8 April 2005					
9 April 2005					
10 April 2005					
11 April 2005					
15 April 2005					
16 April 2005					
17 April 2005					
18 April 2005					
8 August 2005					

6.0 TRAINING SCHEDULE

Given below the indicative programme schedules

For Rickshaw Pullers

Day	Topic
Day 1	Self Assessment and Awareness
	Communication Skills
Day 2	Life Skills and Counseling Skills
	Health Hygiene, Sanitation and Park Ethics
Day 3	Alternative Livelihoods
	Tourism Prospects in Bharatpur
	Flora and Fauna of KNP

For Guides

Day	Topic
Day 1	Self Assessment and Awareness
	Communication and Life Skills
Day 2	Flora and Fauna of KNP
Day 3	Tourism Management

For Forest Officials (Forest Range Officer, Foresters, Forest Guards)

Day	Topic
Day 1	Self Assessment and Awareness
	Communication Skills and Life Skill Education
Day 2	Tourism Management
Day 3	Strategic Management

7.0 SKILL ENHANCEMENT OF RICKSHAW PULLERS

The programme started with formal introduction by Mr. Arun Prasad, Park Director. Mr. Ashok, WII and Ms. Alka Tomar, CMS briefed the participants about the purpose of programme and issues that would be addressed in the three days. The Park Director welcomed the participants and briefed them about the initiatives taken towards organizing the training programmes.



An introduction with the participants was done with the help of a game where participants were asked their names, meaning of their names and the reason for attending the training program. The purpose was to make them think about themselves and reflect on their traits.

7.1 Session 1: Self-Assessment and Awareness

Participants were asked to answer four questions as mentioned below:

Q: If you get a chance to dream then what would you like to dream about?

The answers were see our children happy and settled, live happily and peacefully, don't remember the dream, see worries, I see somebody being benefited by me, I don't dream and lot of things simultaneously but cannot recall.

Q: Who is the person in your life who influences you the most?

The answers were mentor, mother, parents, wife, children and God

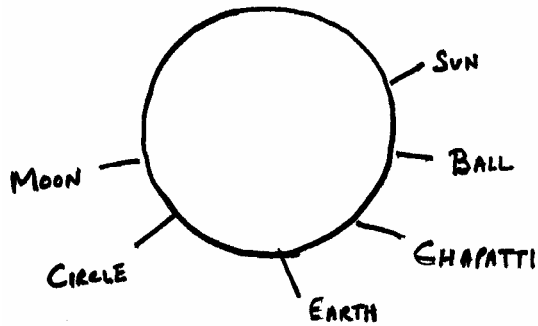
Q: When you get angry what do you do?

The answers were I feel like hitting the person who made me angry, I stop talking, I swallow my anger, I don't get angry and I fight a lot

Q: If you get a chance to be re-born what would you like to become?

The answers were Bird, a priest in the Gurudwara, be educated and get a job, someone better

Exercise: People's Perception



A circle was drawn on the flip chart and the participants were asked what it was? Different participants had different viewpoints. Some have mentioned it is an egg, circle, earth, ball, sun, moon and chapatti. It was concluded that each participant has different understanding, perception and imagination power.

The circle symbolized the need for people to think beyond their usual periphery. The brainstorming was done to understand and analyze the level of understanding, views, perceptions, mind set, vision and ability of the participants.

7.2 Session 2: Communication Skills

The session focused on basics of communication skills and how it can be effectively used to interact with tourists. Mr. Vicent Victor, Communication expert introduced three essential concepts of communication viz.; 'aawaz' (Voice), 'aagaz' (Presentation) and 'andaz' (Style). The concepts were further explained in detailed through role-plays and exercises such as:



1. Exercise - Lend me your ears: "The Whispering Game"

The participants were asked to make two semi circles. Two different stories were whispered in the ear of the first person and he in turn whispered to the person



sitting on his left and in this manner pass the whisper around the semi-circle to the last person.

The last person from each group was asked to say what he has heard. The story narrated by the participant and the resource person were different. The resource person then narrated the original story. He concluded that when we express an idea we generalize, delete and distort it. The whole exercise demonstrated how careful listening, pronunciation, clarity of language and assimilating information plays a very important role in communication.

2. Exercise - Voice Modulation, Non-verbal gestures

Take a common name like Geetha and using this name, and saying “Oh Geetha” show how you can say it with anger, with fear, with excitement, with laughter. Asked each participant to try and say it in a different way thus illustrating how different uses of our voices combined with our bodies can also communicate a lot to others.



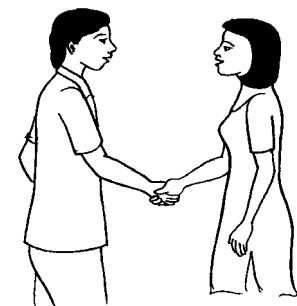
3. Role-Plays

(a) Situation: How a Bengali tourist is interested in seeing animals and has just an hour to spare for this and you being the Rickshaw puller cum guide bring her attention towards the rare birds in the park and compel her to spend more time.

(b) Situation: How an American tourist is interested in seeing tigrress from very close so how would you convince her to see the animal from a distance and not very closely as it can cause harm.

(c) Situation: How would you greet a girl from Canada at the entrance before asking to purchase a ticket?

(d) Situation: A person called Shyam pointing and showing one finger on the other person called Ram. Here only action was done without any verbal communication. The participants were asked what the action conveyed. The answers were do you understand?, to Fight, to slap him, scold and to teach a lesson



The outcome of this demonstration was to show the participants that we also communicate through our body like nodding, hand movement, body posture, facial expression, eye movement and smiling.

The resource person then summed up the communication session by putting forth a question on whether behavior and habit is the same thing. The example given is:

A man gives a chocolate on all 5 days to a lady and on the 6th day he does not then what would you think might have happened? The responses were there might be some fight, might have forgotten, what kind of relationship they share, the work may be over, did not have money and did not get time to buy.

The purpose of the above was to make the participants understand that giving chocolate every day was a behavior and accepting it everyday was a habit. By not giving the chocolate on the sixth day it shows that the behavior of the person could be changed as giving chocolate was in his behavior and not a habit, as he did not give it on the sixth day.

Tips for effective communication

The resource person also suggested ways to enhance their communication skills such as:

(a) For having good voice:

- Eatables such as pickles, very sour curd, chilled drinks and ice cream should be avoided.
- Alcohol, betel, supari, cigarette and tobacco should be avoided completely
- Read newspaper or magazine aloud and record it. Listen to it carefully and practice to pronounce the difficult words.

(b) For having a good expression and body language:

- Talk & imitate in front of the mirror to enhance your overall personality.
- Lead a disciplined life without over indulgence on anything in particular such as alcohol.

These games, role plays and exercise on analytical thinking, how to react to different situations, voice modulation (tone, pitch, and clarity in speech), Body language (eye contact, hand movement, style and presentation skills), Culture insights (language, dressing & tradition & facial expressions, symbols and customs) etc. helped the participants to practice and self evaluate.

7.3 Session 3: Life Skills and counseling skills

Mr. Victor introduced basic Life Skills like Decision Making, Problem Solving, Creative Thinking, Critical Thinking, Communication, Interpersonal Relationship, Self Awareness, Empathy, Coping with Emotions and Coping with Stress

Demonstration of Life Skills and Counseling skills through Role-plays: Participants were asked to perform role-plays on themes of concern to Rickshaw pullers such as:

(a) Two participants were called upon and asked to give 5 positive & 5 negative comments about each other.

(b) Your neighbor has bought a colour television, seeing which your wife also demands for a colour television set but you try to convince her that this is not possible as of now because your earnings is not so much as compared to the neighbour.

(c) A friend tries to make his friend understand to stop drinking.

(d) You visit the temple everyday and find your friend sitting and playing cards then how would you make him understand that you have a bigger role to play as a husband, son and as a father instead of wasting time and money in such activity.

(e) Your friend drinks a lot because his daughter is married abroad and is not keeping well since long time and he can't visit her so how you would make him understand that everything would be fine as time passes.

(f) Appreciate a person by comparing him with someone you admire

The session emphasized on use of the life skills and counseling skills in our day-to-day life for dealing with situations efficiently. The need to live a healthier and socially responsible life – life skills that keep them away from alcohol and other addictions was also reinforced.

7.4 Session 4: Health, Hygiene, Sanitation, Park Ethics

Civic Sense, Health, Hygiene and Sanitation:

The resource person stressed that good health is a first step towards a happy and fulfilling life and health is much more than mere physical well - being. To achieve good health, improvements in hygiene, water supply, sanitation, nutrition and incomes should be made concurrently as suggested by the resource person. These are outlined below:

(a) Hand washing:

Hand washing should become part of the daily routine. Proper hand washing is one of the most effective ways of preventing the spread of diarrhea diseases. Pathogens cannot be seen on hands, and water alone is not always sufficient to remove them. Soap and wood ash are both cleansing and disinfecting agents when used with water and can be used to kill pathogens on hands and utensils. The most important times that hands should be washed with soap and water are:

- After defecating.
- After cleaning a child who has defecated.
- Before eating or handling food.

(b) Bathing & Laundering:

Regular bathing and laundering are important for cleanliness and good personal appearance. They also prevent hygiene-related diseases such as scabies, ringworm etc. This could cause itching.

(c) Community hygiene

Some health measures can be undertaken only by the community as a whole; these include water source protection, proper disposal of solid waste and excreta, wastewater drainage. Individual community members play an important role in community hygiene, and have a responsibility to their neighbours and to the community to promote good health and a clean environment.

(d) Street food-vendors

Food from markets is often hazardous to health as the foodstuffs may not be stored properly and because the markets may lack basic services, such as water supply, sanitation, solid waste disposal and drainage. Although people enjoy food from these vendors, in many cases the food is of poor quality and it represents a serious health risk. Therefore such food should be avoided.

(e) Promote nutrition

A healthy and well-balanced diet is essential for good health. When there is not enough food, or if the diet does not contain the right balance of foodstuffs, people become more prone to illness and may become undernourished or malnourished. A well-balanced diet usually has a mixture of food with protein (for example beans, peas, meat, fish or eggs), carbohydrates (such as maize, potatoes, rice and many other staple foods), vitamins (such as green vegetables, fish, fruits or milk), and some fats or oils (such as cooking oil). Sometimes not all these foods are available and it is important that one ask health workers how to make best use of available foods for a balanced diet.

(f) Consumption of alcohol and tobacco should be avoided. As liquor causes liver failure and tobacco causes mouth ulcer or cancer.



(g) Cleanliness of the nails and regularly brushing of teeth is important. Should discard the habit of spitting betel juice everywhere. Defecate & Urinate only in toilets built and should not walk bare footed on roads.

(h) Prevention from HIV/AIDS

HIV/AIDS is a dreadful disease and as the general public are not much aware of its causes and preventive measures it is important for Rickshaw pullers and guides as there are regular foreign visitors to the park and a bonding develops with the tourists.

The resource person reiterated that the Rickshaw Pullers should become messengers to spread and reinforce civic sense among the visitors to the park and need to observe park/public decorum.

In the given situation, it is vital that they should form a pro-active organization, explore all possibility of economic development, full participation in management of the park, skills upgradation for livelihood, select the occupation depending on your capability and skills, easy access of raw material, priority of enterprises according to seasons, understand the market trends and how to attract the costumer.



She discussed in details various small enterprises possibilities like poultry, earth worm rearing, *Muddha* preparation, *Tulsi mala*, motor binding, cycle repairing, *Donna Patal*, fruit juice vendor, *Gungo*, *animal husbandry*. The information on each enterprises were provided such as raw material, markets, machines, technical skills, investments, loan facility, returns, demonstrations, case studies etc.

HIGHLIGHTS

Depending on the skills, interest, availability of existing resources, new, innovative, low investment enterprises could be set up. Collective actions and participation in the park management should also be the thrust as the livelihood of Rickshaw pullers is directly at stake.

7.6 Session 6: Tourism Prospects in Bharatpur and near by towns

Tourist always wants to know the history, tourist attraction of Bharatpur and near by towns. The need-based session was planned for the Rickshaw pullers to equip them with authentic information and knowledge of tourist interest.



The resource person Mr Sita Ram Gupta, Executive Director of Lupin Human Welfare and Research Foundation briefed the participants about the history of Bharatpur, stories behind the name, importance of Bharatpur, special features etc.

He shared that Bharatpur - The 'Eastern Gateway to Rajasthan', was founded by Maharaja Suraj Mal in 1733 AD. It was once an impregnable well fortified city, carved out of the region formerly known as Mewat. The trio of Bharatpur, Deeg and Dholpur has played an important part in the history of Rajasthan. The place was named as Bharatpur after the name of Bharat, the brother of Lord Rama, whose other brother Laxman was worshipped as the family deity of the Bharatpur

Location wise Bharatpur is very prominent as it is the eastern most district of Rajasthan. It forms boundaries with Gurgaon (Haryana) in North, Agra (UP) in East, Dholpur in South and Alwar in (Sawai Madhopur)

He also highlighted basic information on Population, Tehsils, Nagar Palika, Gram panchayat, members of Legislative Assembly and Members of Parliament (Loksabha), Area (sq.km.), Sex ratio, Literacy, number of town, villages and forest coverage, food grains, etc.

Bharatpur as the tourist destination:

Tourism

- Keolodeo National Park Falls on Golden Triangle-Interconnection of KNP, Ranthambore & Sariska National Parks.
- Deeg & Kumher Palaces, Bayana Fort-Development of Infrastructure
- Declaration of Brij Circuit
- Declaration of religious circuit-Delhi-Kosi-Nandgaon-Barsana-Goverdhan-Bharatpur.

Infrastructure

- Connected with Broad gauge (Delhi-Mumbai & Jaipur-Agra)
- National Highway NH-11(Agra-Bikaner)
- Propose New Road Broadening: Mathura-Bharatpur-Karauli-Achnera
- Providing direct access to important cities of the country
- Better supply of electricity-from three sources.

Bharatpur shortfalls:

Social: Includes drug addiction, Flesh trade and high population density.

Economic: Unemployment, Alkaline & Saline soils & degradation of Low investment by industries

Infrastructure & water: Poor infrastructure in terms of road, water scarcity, totally defunct irrigation system

General: Sujan Ganga Kanal, No proper maintenance of Keoladeo National Park.

HIGHLIGHTS

Bharatpur as tourist destination has great potential but requires proper planning and infrastructure investments. The basic information on history, relevance, other tourist destinations, features and specialty of Bharatpur must be known to the service providers like Rickshaw pullers and guides.

7.7 Session 7: Flora and Fauna of KNP

Discussions with Rickshaw pullers guides and naturalist guides during the need assessment survey revealed that they did not have adequate information about the flora of KNP and often lacked the necessary scientific knowledge while describing birds to tourists. The session by Dr. Ashok Verma, WII was designed to fill this gap.



Keeping in mind the varying needs of the two groups a half-day session was designed for the rickshaw-puller guides while a more in-depth full day session was designed for the naturalist guides.

The session for rickshaw puller guides proceeded as follows:

After a round of introductions Dr. Verma then began the session by speaking of the different types of forests viz. evergreen as forests with trees that retain leaves in all seasons, semi evergreen as forests whose trees shed leaves in some season and dry deciduous forests: as forests whose tree cover is not very thick. Then he told them about the two different types of vegetation: Aquatic and terrestrial.

The several fillers that he used like asking the participants to identify some plant or asking them general knowledge questions about other natural world heritage sites in India made the session very interactive.

In the next part he spoke of the categories of fauna: mammals, birds, reptiles, Amphibians, fish and insects. The defining characteristics for each of the above were briefly discussed like mammals are those that have body hair and mammary glands, reptiles as those that crawl etc.

Identifying the regions from which birds migrate to India was the next topic that was dealt with. The participants were not very sure about their information and agreed that they often gave incorrect information to the tourists about the source of migratory birds. He explained using a map that birds come to Bharatpur from Africa, Malaysia, Asia, and Europe.

Dr. Verma then spoke of the topography of the bird, telling the participants scientific names of different parts of the bird such as the beak, crown, throat, nape, vent, primary secondary and tertiary feathers etc.

This session was followed by a brief introduction to raptors and their characteristics.

8.0 SKILL ENHANCEMENT OF GUIDES

The participants introduced themselves through a game where they were asked to tell their name, meaning of their name and the reason for attending for the program.

8.1 Session 1: Self-Assessment and Awareness

The session thrust was to reflecting back and evaluate oneself. Four questions were posed to the participants as mentioned below. Some of the answers

(1) What do you dream about?

- I dream about rare bird.
- I see something good happening to me
- Marrying a foreign tourist
- Getting more business
- Make a private park similar to this

(2) Tell us the name of the tourist and the country that has impressed you the most and why?

- Alan, Peter from Britain
- Susan
- A couple from Sweden

(3) Do you get angry on family members or tourist, if yes then what do you do?

- When the tourist are not sure what they want to see or expect to see too much such as when they are watching birds they talk about seeing animals.
- If angry then we take them back from the park
- Scold them

(4) If you get the chance of rebirth then would you like to be born as a guide or something else?

- Rare bird
- Tourist
- Guide
- Some other profession
- Hotelier
- A rich man

8.2 Session 2: Building self Confidence and Positive Thinking through Communication and Life Skills

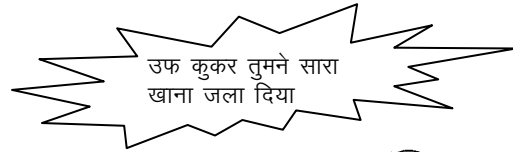
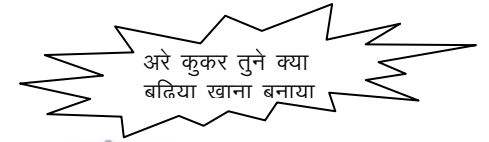
Understanding the role of communication is an important step towards enhancing the overall personality of the guides. Keeping this in view the session was tailor made where given situations were enacted through role-plays and exercises.

Exercise (1)

Story: I met Karuna Nidhi of Dravida Munnetra Kazagam who introduced me to Shri Lal Krishna Advani who in turn introduced me to his friend Mr. Manchanda in a party meeting where Mr Atal Bihari Vajpayee was standing next to him who was talking to Kumari Jayalalitha president of Anna Dravida Munnetra Kazagam.

Exercise (2)

A cooker was drawn and the participants were asked to express emotions such as anger, hatred, happily, sadness over the cooker, when it has cooked good food, When it has not cooked food properly and when it has burnt the food completely



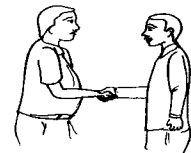
Exercise (3)

How would you bargain with a Gujarat tourist on the charges fixed for a guide to show the park when she is not ready to pay the amount mentioned?



Exercise (4)

A foreign couple from England has heard a lot about the park from a friend who recently visited the park. This friend has given positive comment about the park and you, as a guide how would you develop a lasting relationship or how would you retain the positive attitude of this couple as well.



Exercise (5)

A tourist has heard that there is no water because of which there are almost no birds in the park. He is not ready to enter the park. So in order to remove such impression from the minds of tourist how would you lure him to the park?

Exercise (6)

In this game each player is given an A4 size paper. The players are blind folded. The moderator then gives them a series of instructions like tearing the lower left corner of the paper, folding the top edge etc.



At the end of the instructions we can see how different people have interpreted the same instructions in different ways.

Mr. Victor summed it up that it is not only what you say to the tourist is important, but it's also how you say it that can make the difference.

Nonverbal messages are an essential component of communication. Some major areas of nonverbal behaviors to practice are:

- Eye contact
- Facial expressions
- Gestures
- Posture and body orientation
- Proximity
- Paralinguistics
- Humor



Eye contact

Eye contact, an important channel of interpersonal communication, helps regulate the flow of communication. And it signals interest in others. Furthermore, eye contact with audiences increases the speaker's credibility. Guides who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.

Facial expressions

Smiling is a powerful cue that transmits: Happiness, friendliness, warmth, liking and affiliation.

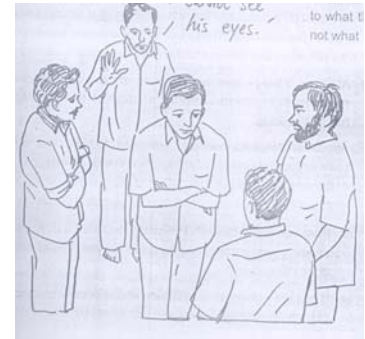
Thus, if you smile frequently you will be perceived as more likable, friendly, warm and approachable. Smiling is often contagious and visitors will react favorably and try to understand more.

Gestures

If you fail to gesture while speaking, you may be perceived as boring, stiff and unanimated. A lively and animated style captures everyone's attention, makes the things appear more interesting, and provides a bit of entertainment. Head nods, a form of gestures, communicate positive reinforcement to visitors and indicate that you are listening.

Posture and body orientation

You communicate numerous messages by the way you walk, talk, stand and sit. Standing erect, but not rigid, and leaning slightly forward communicates that you are approachable, receptive and friendly. Furthermore, interpersonal closeness results when you and your visitor face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided; it communicates disinterest.



Proximity

Cultural norms dictate a comfortable distance for interaction. You should look for signals of discomfort caused by invading visitors' space. Some of these are: Rocking, leg swinging, tapping, gaze aversion and etching.

Paralinguistics

This facet of nonverbal communication includes such vocal elements as:

- Tone
- Pitch
- Rhythm
- Timbre
- Loudness
- Inflection

For maximum effectiveness, learn to vary these six elements of your voice. To improve your verbal skills, record your speaking on tape. Then ask a friend in communications to suggest refinements.

Humor

Humor is often overlooked as a component of effective communication. Laughter releases stress and tension. You should develop the ability to laugh at yourself as it fosters a friendly environment.

Basic Life Skills discussed with guides were

The role plays demonstrated skills listed below:

- Decision Making
- Problem Solving
- Creative Thinking
- Critical Thinking
- Interpersonal Relationship
- Empathy
- Coping with Emotions
- Coping with Stress



Demonstration of Life Skills through Role-plays

Participants were asked to perform role-plays on themes of concern to guides such as:

(a) Two participants were called upon and asked to give 5 Positive & 5 Negative comment about each other.

(b) A foreign tourist discusses the shortcomings of the park with the guide and the park director towards the betterment of the park so how would you facilitate this discussion putting your strong points forward and facilitate in taking final decision-making.

(c) A friend tries to make his friend understand the effect of smoking & alcohol on health and family who is not so keen in giving up smoking and alcohol consumption.

(d) A friend of yours is interested in marrying a girl of his choice but his family is not ready to accept such a proposal from their son so as a friend what would you do.

(e) Appreciate a person by highlighting his/her positive qualities, country or on his over all appearance.

HIGHLIGHTS

Obviously, adequate knowledge of the subject matter is crucial to your success; however, it's not the only crucial element. Creating a climate that facilitates expressing and making visitors listen, understand and retain information demands good nonverbal and verbal skills.

Mr. Victor also suggested that learning the importance of the various skills and acquiring them require a free mind and a body which is receptive to change & learning without being rigid or egocentric.

It was initiated that building rapport with the tourists through strong networking skills would help in bringing in more business to the park.

8.3 Session 3: Flora and Fauna of KNP

The day long session for the naturalist guides began with an interactive session: Dr. Ashok Verma asked the participants if they knew the other natural world heritage sites in India, none of the participants could mention all of them which are: Keoladeo National Park (Bharatpur) Manas Tiger Reserve (Assam), Nandadevi (Uttaranchal), Sunderban (West Bengal) and Kaziranga National Park (Assam).



He also gave information about the two hot spots in India namely the Assam plains and the Western Ghats. The participants were very curious and had questions like why the number of Kadam plants has reduced?

The concept of climax was also explained: That initially when it rains in a dry land and some elementary form of vegetation grows this vegetation over time undergoes climatic changes this results in a different form of vegetation which again goes through the same process and finally a kind of vegetation grows that stabilizes in the given conditions this is called climax community: Kadam in the case of KNP.

Dr. Verma then began with the presentation by explaining the types of forests and vegetation. He emphasized on the need for guides to note changes in vegetation and also to report the growth of unwanted vegetation.



He then explained the terms: *habitat* and *niche*. Habitat includes the entire surroundings and environment in which animals live while niche is the very specific area in which they spend most of their time like some may be found in trees or by the lake side then this becomes their niche area.

After discussing the various categories of fauna Dr. Ashok asked the participants whether spider can be classified as an insect? Some said yes, some no. He clarified saying that it is not an insect because insects have six legs (limbs of hands and legs) whereas a spider has eight.

He then asked the difference between a moth and a butterfly? The participants gave answers like the moth is active at night and a butterfly during the day, Ashok pointed out one more interesting distinction that when a butterfly sits it joins both its wings above itself whereas a moth spreads them.

Knowing the regions from where migratory birds come, understanding the concepts of local movement, migration, passage migratory etc were the points that were discussed in the next session.

After explaining the topography of the bird he also explained the concepts: critically endangered, endangered, vulnerable and threatened.

Post lunch the film “Flight of Discovery” by Himanshu Malhotra was screened.

In the second half Dr. Ashok took a session on raptors. The defining characteristics of raptors being that of having a hook beak and also that their eyes look very big as they are fully in the socket also that they have a very powerful eyesight. They can see animals from two sides: binocular vision.

One guide asked: What is the difference between lesser spotted eagle and greater spotted eagle? The difference was that if the feathers are sticking out and the head is square then it is a greater spotted eagle.

He also mentioned that raptors are the health indicators of the environment. Identifying birds in flight and discussing the 69 species of raptors were the topics that were dealt with next.

General knowledge questions were also asked like which is the Rajasthan state animal, what is the place where a jackal lives called? What kind of jackal do we have at KNP? To which most participants could answer correctly.

Additional Information

- Natural World Heritage sites in India: Bharatpur, Manas, Nandadevi, Sunderban, Kaziranga
- Hot Spots: Assam Plains, Western Ghats
- Climax Community
- Hibernation and aestivation
- Terms: Critically endangered, endangered, vulnerable, threatened
- Habitat & Niche
- Bio-magnification and raptors as indicators of the health of the park.
- Explanation of terms: migration, movement, local migratory, passage migratory, staging

Making them better guides and rickshaw pullers

Besides providing technical knowledge the resource person emphasized on better manners so that they may be role models for others. He also made the participants aware of the value of their work, saying that it is not just a job they are doing for their earning but a service for the future generations. He also told them the importance of noting down their observations in a diary. Also the need to report important issues to officials.

8.4 Session 4: Tourism Management

The session on tourism management focuses on the concept of eco-tourism, nature tourism, guiding skills, tourist segmentation, carrying capacity, concept of good guide and strategic planning. Mr. Kapil kumar, Head History and Tourism department IGNOU explained that sustainable tourism in its purest sense,



is an industry which attempts to make a low impact on the environment and local culture, while helping to generate income, employment, and the conservation of local ecosystems. It is responsible tourism which is both ecologically and culturally sensitive.

Increasing evidence shows that an integrated approach to tourism planning and management is now required to achieve sustainable tourism. It is only recently that there has been a growing recognition of the importance of combining the needs of traditional urban management (transportation, land use planning, marketing, economic development, fire and safety etc.) with the need to plan for tourism.

8.4.1 Nature Tourism

The resource person defined that nature tourism is tourism to natural areas that promotes understanding of the environment, appreciation and conservation of the culture and lifestyle of the local population

Nature Tourism was initially connected with outdoor travel to remote, unique, and/or scenic areas. Though early Ecotourism involved an educational aspect, this was not a crucial or required element to the industry or the consumer. However, as the demand for Ecotourism has increased, the inclusion of educational elements has become increasingly important.

Since its conception, Ecotourism has grown to include an entire methodology of planning, management, and economics. It is a robust and encompassing process that not only includes site information, but also considers the environment, conservation, education, equitable social benefits, and community responsibility.

Nature Tourism includes several major principles:

- Education about the area
- Sustainable use of resources, and avoidance of degradation
- Enhancement of local community and assistance in development
- Respect for cultural/social/political aspects of local people
- Profit for tourism industry

8.4.2 Rural Tourism

Rural tourism which includes a range of activities, services and amenities provided by farmers and rural people to attract tourists to their area in order to generate extra income for their businesses. Rural tourism seems to be an appropriate tool to revitalize the declining rural areas and to ensure their sustainable future by job retention or even job creation, increased job diversity, service retention, farm support, broadened cultural provision, landscape and nature conservation or the maintenance of rural arts and crafts as tourist attractions. Rural tourism often provides an incentive (and part of the necessary funding) for infrastructural development, which then contributes to the growth of other economic activities in rural areas. A specific benefit of rural tourism development can be the increasing number of opportunities for social interaction for local people who often live relatively isolated lives in agricultural communities.

Demonstrative effects of tourism is change in animal behaviour, poaching.

8.4.3 Definition of guide

एक पेशवर गाइड कई मायनों में एक व्यापार कुशल व्यक्ति होता है, जो कभी स्वतंत्र रूप से तो कभी संस्था के कर्मचारी के रूप में कार्य करता है: वह ट्रेवल इंडस्ट्री का एक नुमाइदा होता है अपने देश, क्षेत्र, शहर और सील का एक जनसम्पर्क प्रतिनिधि होता है जो शिक्षा देता है, लोगो का मनोरंजन भी करता है और अच्छा वक्ता भी होता है।

(केथलीन लिंगल पांड, द प्रोफेशनल गाइड, न्यूयार्क, 1993)

Through a group exercises following traits and skills for a guide were culled out.

- Presentable (Physical appearance, cleanliness, dressing comfortably etc.)
- Effective Communication skills
- Knowledgeable
- Presents information in an attractive and interesting way
- Interactive with good Patter/Interpretation skills

- Patience
- Confident
- Time management: managing tourist with different time availability
- Sympathetic to his clients needs
- Local & Situation Specific
- Enthusiastic, motivated and truly interested in the subject
- Sense of humor
- Decision making
- Leadership
- Flexible and Dynamic
- Aware & keen
- Maintain a diary to note new observations
- Sensitize the tourist about preservation and protection of the park
- Understand the tourist
- Do profiling of your tourist
- Take feedback from tourism (written and verbal)
- Self appraisal

8.4.4 Expectation of the tourist

1. One of the most difficult things about guiding is saying the same thing repetitively. A guide must also entertain, guiding are really acting jobs, the better actor you are the more you would entertain. Collect stories, anecdotes, local history information etc. and store it where you can access it for whatever type of trip you are leading. People love to hear about colourful locals, bearing in mind sensibilities and cultural differences.

2. A guide doing bird watching or plant tours need to learn about the history of the area, the culture, the landscape. There will be large gaps that would need to fill, stories are entertaining and informative. A lot of the information would be needed for ecotourism to be researched in libraries, museums and even reading local plans to set the areas into the local context. Major subjects to research include: flora, fauna, geography, geology, history and architecture, ecology, archaeology and in some areas, legends and myths. It is important to remember that people are better travelled these days and may be equally interested in how the community functions, life style, what the locals do for a living. This information may require some social research into the area.

3. A wildlife guide is often the driver, but it is his job to ensure the best is made of whatever the circumstances. He is everything and it can be grueling. The broader the knowledge the wider would be the appeal and most likely the greater number of tour opportunities that the guide could offer.

4. Be patient and encouraging. It is your job to ensure they have a great holiday and see as much as they can. A guide should be problem solver and should be efficient enough to find alternative solutions or practical tips to the tourists. He should intelligently attend to problems/crisis situations such as someone getting sick, losing valuables such as passport, money etc. in the visiting group.

5. The guide should be efficient enough to plan & prepare minute details of the tour program such as a brief profile of the tourist, understand the behaviour of the tourist, purpose of the visit, prepare checklist of things & issues to be kept in mind, timings suitability, accessibility to the spot, transportation availability, other tourist destination in the outskirts of the main location, do's and don't, precautions during the travel, information regarding the source of getting additional and factual information for further clues to make the journey a smooth one.

6. The guide need to know what kind of accommodation is desired, the usual norms, when meals are served and basically what to expect from the hotel. Try to get as much information in advance, in order to look professional at all times. Be familiar with the shortfalls of each of the main hotels so as to make the best choice possible. He should be able to manage the whole tour efficiently keeping every minute details under consideration and in consultation with the tourists so as to make their trip an enjoyable one.

7. The items that guide must carry before getting inside the park: First AID kit-bandage & detol, caps, observation diary, pocket book, maps and water.

8.4.5 Dos and Don't and Park Ethics

Guides were asked to make four groups and list the dos and don't to be followed for the park. All the groups made the presentations. The dos and don't are listed below:

- Get permission before entering a park/sanctuary
- Keep your eyes & ears open & mouth shut
- Do not trample on flowers, small bushes
- Do not smoke

- Do not litter
- Do not go close to animals
- Maintain nature diary
- The forest is not a picnic spot. It is a temple of life. Respect it.
- Don't be disappointed if you don't see large animals. There is an undiscovered world of plants, insects, birds that await you.
- Silence is golden. Listen to the jungle orchestra instead of transistors, recorders or even city gossip
- Use camera and binoculars if possible
- Always carry a field guide to help you understand and identify what you see

HIGHLIGHTS

The resource person emphasized that the guides should always remember that they are promoting their business, their area, their country. They should try to do so in a favorable light, when justified. People will come with their own misconceptions about a country, so they should try to dispel those that are totally bizarre. They should give them the facts. The film set version or worse yet bookish version of a country can produce a very false image. So they are the ambassadors.

Guiding enables you to enjoy a lifetime of learning. Take advantage of it, your job can be fantastically interesting and stimulating. Provide authentic information only. Package and deliver information according to the segmented approach and profiling of the tourist was also emphasized. Always upgrade your skills and knowledge.

It is difficult to build good image but easy to loose a good image. This is very true in tourism. Guide interest is directly linked with permanent interest of the park. Lastly it was stressed that the guides should never underestimate audience intelligence nor should ever overestimate their knowledge.

9.0 SKILL ENHANCEMENT OF FOREST OFFICIALS

9.1 Session 1: Self-Assessment and Awareness

The participants were asked to introduce themselves by name, meaning of the name and reason for coming late. This was followed by four questions for self-assessment and awareness as questions mentioned below. Some of the answers:

1) How close do you see yourself to the nature?

- Very closest
- With are with the nature
- This body is made up of Nature and we are part of it. We are part and parcel of Nature.
- Man is the creation of Nature.
- We are fortunate to be close to nature because of which we are far away from pollution and are healthy and fit.

2) You get angry on human being but when and how do you get angry on animals?

- We do not have any authority/control over animals.
- Animals do not speak
- Can't get angry on animals
- We can't kill the animal but if it destroys are park or plants we will certainly feel sad.

3) If you get a chance to be born again what would you prefer a life in city or a life in the forest just as you are leading now?

- Preference would be forest as it is pollution free so we are healthy and not diseased as in cities and town.
- I would prefer a normal life with bare minimum luxuries without much rules and regulations.

4) Which animal or bird impresses you the most that you could resemble yourself with?

- Neelkanth
- Siberian Crane

This was also an inc-breaking exercise apart from understanding their perceptions and views.

9.2 Session 2: Communication Skills

Mr. Vincent Victor, communication expert emphasized on Communication and its role in organizational setup.

Communication is an organization's lifeblood. The fundamental purpose of communication is an organization is to enable and energize staff to carry out its strategic intent. Organizations need the capability to rapidly identify, send, receive, and understand strategic information that is credible, sensible, and relevant.

Clarity is a hallmark of excellent communication: Its absence leads to confusion, complacency, even chaos. Clear and powerful messages are coherent, consistent, and complete; they acknowledge their own limits, they explain their rationale, and they answer whatever questions they have been raised.

A high-performance system of communication depends on the timely, energetic, capable participation of staff throughout an organization. Each Staff has a role in communication; some have multiple roles. All staff/officials should have clearly defined responsibilities for vertical (upward and downward) and for lateral communication appropriate to their position. These responsibilities should explicitly address both receiving and sending information as well as building relationships conducive to rapid, credible, strategic communication.

Responsibilities should specify what information ought to be communicated, to whom, when, how and why. Accountabilities should include the real consequences of fulfilling or not fulfilling these responsibilities.

Listening is the fiber of good communication. The best communication resembles not so much an eloquent announcement or persuasive admonition as it does a balanced conversation and robust discussion. There can be no communication without listening, and there can be no listening without genuine receptivity and a real inclination to act in response to whatever information or message is being communicated. Good listening requires intellectual humility and the willingness to learn from people at all stations of life.

Support for communication will include a stream of strategic information, time on the clock, channels of upward communication, and the physical facilities conducive to good communication; above all, it must include simple respect and the presumption of good faith, so as not to "shoot the messenger for the message"; Without this foundation, an organization cannot realistically expect people to communicate with the timeliness, clarity, and credibility that are essential.

The fundamental purpose of workplace communication is to enhance the business performance of the organization. **Communication is a means to an end, and the end is improved business performance.**

1.To be successful one needs to have interpersonal and managerial skills and lateral thinking, amongst other qualities.

2.Personality development training helps to build confident individuals. It definitely helps in the all round education of personnel. As it is, ultimately the overall personality of an official which matters most in life and this is what dictates success. It is not to make new personalities but polish a person's existing character.

3.The components under personality profile are - the right body language, proper dressing sense, correct way to talk and walk but also develop an individual with unique qualities. They enhance and bring out the innate qualities of the person.

4. Old barriers are breaking down and the focus is now on how to change attitudes and behaviors. So the focus should be more on Behavioural Change Communication than just restricting on communication. Make communications like dancing: a two-way partnership with neither side dominating.

5. Organizational life is complex, and to navigate through it you will need to understand a host of different perspectives. Seek to understand how other people see things, how they view the same event or announcement. Rather than trying your view, explore how others see things.

6. Blaming other person for not understanding you is pointless. Its your hob to tailor your message to their requirements and situation, and to check, that they are hearing what you intend them to hear. While you can't be responsible for the other person's efforts, you can for your own.

7. Don't just listen to the words, listen to the 'music' as well, including body language and voice quality. Also, listen for what is not being said. People communicate fact and feelings. If you are not able to recognise other people's feelings, you'll only ever understand part of their picture.

8. Empathy is about demonstrating that you understand. You can do it through words and body language. Simply nodding can encourage people to open up. Try reflecting back to people your understanding of what they have said by using their own words as far as possible. Take care to give plenty of feedback as you go along.



9. One of the hardest things to do is to give negative feedback. To make it easier for yourself, try to give feedback based on a straightforward description of the behavior and its impact. Before you offer advice or guidance, always make sure you have enough information. Use “I” statements rather than “you” statements when talking about your thoughts and feelings. For example, “I feel excluded when you do x” is likely to go down better than “you make me feel excluded when you x”.

10. At their most basic, team meetings involve getting together for between half an hour and an hour on a regular basis, usually monthly. The leaders at each level talk to their team and give them an update on how the whole setup and their own area is doing, so that all staff are kept informed by their immediate boss on what is relevant to them.

11. Lack of clarity at the top - the “management speak” used to formulate the messages in the core brief can be misunderstood by those putting it together. If these people lack clarity about the messages, by the time they reach the end of the management chain messages have become impenetrable.

12. Information is power – full information is important in order to communicate efficiently at all level.

13. Limited feedback - senior managers can often be disappointed with the lack of response they get from those further down the management chain. So regular, appropriate and correct feedback should become a common feature of the whole setup.

The above concepts were explained through various role-plays and demonstration, some of which are given below:

- 1) Foreigner couple tourist comes with the purpose to visit the park. So you, being in the ticket counter how would you guide them and solve or attend to their queries.
- 2) Rikshawpuller and guide are fighting in front of the main gate inorder to attend to the same tourist, now you being a responsible staff how would you try to solve this issue.
- 3) There is case of eve teasing in the park by a local teenaged guy so how would you deal with such a situation.
- 4) A story or a message is told to a staff in his ears and it has to be communicated to its other officials in their ears one by one till it reaches the last person in the circle. The last person to receive the message has to speak the story or the message to the whole group loudly. This game is also known as Chinese whispers. The purpose is to understand and demonstrate the classic distortion of messages as they are passed from one person to another.

9.3 Session 3: Life skill Education

The session dealt with skills that we tend to use in day-to-day life to effectively implement our work: Mr. Victor explained the skills and their use in profession as well as in personal life as outlined below:



- **Inter-personal Skills** –empathy building, active listening, giving and receiving feedback, assertion and refusal skills negotiation and conflict management, cooperation and team work.
- **Skills for building Self Awareness-** Self assessment, Identifying personal strengths and weakness, positive thinking skills, skills for building self image and physical image
- **Values clarification Skills-**Skills for life, understanding different norms, beliefs, culture, gender, tolerance, diversity, discrimination and stereotypes, identifying and acting on rights, responsibilities and social justice.
- **Decision making Skills-**Critical and creative thinking, problem solving, analytical skills for assessing (personal and other) risks, skills for generating alternatives, information gathering skills, skills for assessing consequences

- **Coping with Stress & emotion Skills**-self control skills, coping with peer pressure, time management skills, skills for dealing with anxiety, difficult situation, help seeking skills.

Participants were asked to perform role-plays on themes:

- A group was formed and each one had to give suggestion to a colleague how to utilize time and money after retirement.
- There is a guesthouse in the park to be re- built and there are four people involved in making the decision they are a minister who is interested in making more room in the guest house, then the other people is the director Rangers and financiers who has to discuss the pros and cons of building the same and come to a conclusion.



- Discuss in a group why more facility should be provided to the staff so that they could work more efficiently and effectively.
- Son demands/argues for a bike then as a father how would you make him understand.

The idea was to communicate the different forms of skills that forms part of our daily life in order to perform our duties at all levels with ease and perfection. Mr. Vincent Victor concluded that **Life Skills-Based Education (LSBE)** is being adopted as a means to empower young people in challenging situations. LSBE refers to an interactive process of teaching and learning which enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviours.

- Life skills-based education uses a combination of participatory learning experiences that aims to develop knowledge, attitudes and especially skills needed to take positive actions on social and health issues and conditions.
- Skills-based health education uses life skills-based education (above) to encourage positive actions to create healthy lifestyles and conditions.

Life skills is a term often used to describe the particular type of psychosocial and interpersonal skills addressed in life skills-based education (and skills-based health education), along with knowledge and attitudes - for example, communication and interpersonal skills, decision making and critical thinking skills, and coping and self-management skills.

First, you need to identify the behaviors and attitudes, which you require of people if your business is to be successful. Second, you need to assess the effectiveness of different communication vehicles in causing those attitudes and behaviors to come about.

In recent years, communication has established itself as a critical component any of corporate change initiative. To some degree, we can now claim that the battle about communication's importance is won, but there's a new battle ahead about how it should be done.

9.4 Session 4: Tourism Management

The resource person explained that effective tourism management has resulted in employment generation, poverty alleviation and sustainable human development. It promotes international understanding and is an important segment of the country's economy, specially in terms of its contribution towards foreign exchange earnings, generation of additional income and creation of employment opportunities. **Tourism** is the third largest foreign exchange earner for India. However, according to the World **Tourism** Organisation (WTO), India's share in world **tourism** arrivals is only 0.38%, accounting for 0.62% of the world tourist receipts(fig: year 2000) This indicates that much of the tourist potential is yet to be tapped.

He later emphasized that rapid advances in Science & Technology, **tourism** has acquired the status of an industry in all industrialized countries. The high influx of foreign tourist traffic has accelerated demand for certain economic production and distribution activities. **Tourism** has emerged as an industry next the status of an industry in all industrialized countries. **Tourism** has emerged as an industry next in **importance** only to Information Technology industry in the Services sector. The economic liberalization in India and consequent foreign investment opportunities, development of tourist facilities including expansion in air-line services, etc. provide an impetus for a spurt in tourist arrivals as in South Asian regions.

Later, coming to Domestic **tourism he insisted that it** plays a vital role in achieving the national objectives of promoting social and cultural cohesion and national integration. Its contribution to generation of employment is very high. With the increase in income levels and emergence of a powerful middle class, the potential for domestic **tourism** has grown substantially during the last few years.

In case of National Park such as Bharatpur Bird Sanctuary in order to effectively promote tourism it is important to define the objective and also to keep the following points in mind:

- No. of tourist visiting the park every year
- Preferred months of the Seasons
- Type of tourist- impulsive & compulsive
- Management of the park
- The key stakeholders – Villagers, Rickshaw pullers & guides, tourist, hoteliers, tour operators etc.
- Overall Objective: To conserve the Park
- Effective tourism management, segmenting and profiling tourists, client servicing, image building with tour operators, keep carrying capacity of the park in mind.

The resource person was of the opinion that Segmenting and Profiling Tourists is a very important component for effective tourism management.

Tourist Facilities

Parking, Canteen, Souvenir shop, toilets, drinking water

Image Building

The promotion, publicity and marketing should be done carefully and systematically so that it could help in image building of the park.

- Develop exclusive official website
- Tie ups with tour operators
- Avoid negative image
- Souvenirs – for publicity and revenue
- It should create interest among the tourists.
- Free Publicity by using locals
- Hoardings on the birds of different seasons. It was recommended that make three to four display boards according to the main seasons and pictorial depiction of what kind of birds can be sighted in that particular season i.e. birds of this season (Months).

- Paid Advertisements
- Collect all materials/brochures from tour operations
- Brochure should have mention about timings closing days, facilities available, do's & don'ts in the park.
- Destination Image, maps should be provided

Key issues for tourism management plan

- Situation specific strategic planning, organizing, decision making
- Self-appraisal by various means and methods to assess the role one plays in the overall organizational setup.
- Maintaining diary to keep minute details of day-to-day activities and observations.
- Review of guides and rickshaw pullers and segment them according to the knowledge and experience.
- To check the quality of service at various levels
- Thrust on quality of tourist not on quantity of tourist. It was noted from the data on no. of tourist visiting the park that more or less no. of tourist have been some since 1989-99 with a lean period in 2002-2003.
- Explore innovative avenues for generating revenue.
- Periodic press releases by Project Director for information generation
- Segmented approach to keep a track on the effective management
 - Plans for type/kind of tourism
 - Monitoring (feedback forms for taking feedback from tourists)
 - Revise tourist fees according to prevailing rates

In the next session problems/issues in tourism management being faced by the Park officials were listed through group discussion.

- Flow of visitors (maximum in winter especially during 10 days at least 3000 visitors per day)
- Most of the time goes in attending VIPs
- Political issues – grass cutting, water, political obligations
- Eve teasing
- No holidays and working till odd hours
- Not closed for holidays
- Park is open for all seven days till dusk
- Unskilled staff
- No Help desk
- Some Foreigner tourist do not take tickets
- Tourist working in the embassies are not willing to take tickets meant for foreigners
- Guides categorization not done
- Tourist routes or tracks are not defined
- Tourist movements are not restriction to some areas
- Rickshaw puller and guides conflicts
- Forest guards/officials – should be given guiding certificates.
- Plastic & polythene problems.
- Guiding problems with rickshaw puller and guides
- Regulations at the main gate
- Lack of facilities for staff
- Morning walkers – problems related to their timings, number etc.
- Drinking water accessed by locals at the temple
- Monitoring locals, morning walkers
- Locals (with vested interested are trespassing)
- Local staff problem
- Guest/visitors of forest lodge – do not take tickets
- Visitors to religious location such as Temple, *majjar* etc built inside the park which causes tress/passing, encroachments (days fixed but hrs not fixed)
- Parking – near barriers
- Canteen
- Tourist facilities (parking, canteen, shop, toilets)

- No Time regulation
- Crowd management
- Electra van is busy for VIPs
- No political Support
- Throwing stones at Foreign tourist
- Facilities/Field kits/gears
- Lack of proper coordination
- Lack of team spirit among staff
- Work load leads to no time for other activities or planning.
- Working hours exceed the office timings
- Lack of problem solving techniques

Group Exercise

To get solutions of these listed problems, the resource person was of the view that solution could be jointly worked out. Five groups were formed and each group was given a set of problems. It was expected that the groups through common thinking come up with solutions.

Group I: No. of tourist, Routes/Tracks, timing, restriction to some areas, holidays, closing in seasons.

Group II: Tourist facilities (Parking, Toilets, Canteen, water, shop, reception)

Group III: *Majjar*, temple, VIP Guests, forest lodge, visitors, morning walkers, water locals

Group IV: Guides & Rickshaw pullers

Group V: Role of Staff and Reserchers

The overall solutions that the participants came up with:

- **Parking:** There should be parking place at main gate and should be free of cost.
- **Toilets:** Should be cleaned everyday & fee should be charged
- **Canteen:** canteen facilities should be provided at main gate.
- **Water:** Facility should be at Keoladeo Temple.
- **Shop:** It should be of main gate.
- **Temples and *Majjar*** - Timing should be fixed, 2 hrs in morning & evening.
- **VIP Management-** Should be dealt by the ACF (Research officer) and he should be assisted by some relevant skilled staff.

- **Forest lodge visitors-** The ticket facility should be managed at Barrier and the manager Forest Lodge should intimate the no. of staying tourist everyday.
- **Morning walker-** Should not be encouraged for staying after allotted hours. They must be warned & penalized for the same.
- **Water-** Either it should be stopped strictly or allowed on a particular time (not more than 2 hrs.) should be fixed to carry out water.
- **Encroachers-** It can be minimized by mutual understanding (for known & staff relatives) and outsider should be penalized.

Guides

- Categories Guides as English speaking guides- most intelligent, Hindi speaking guides- most intelligent and English & Hindi speaking guides (less intelligent).
- Licensee should be revised
- Guides should be mandatory with all visitors

Responsibilities of guides

- Polythene, cigarette, pan masala should be restricted by guides as well as for tourists.
- Do not disturb the wild animals.
- Fighting arguments at the main gate should be stopped
- Systematic token system for guides.
- Civic sense
- Guiding fees should be charged.
- Addiction is strictly prohibited for guides.

Rickshaw pullers

- There should not be any type of addiction.
- Systematic roster system for number.
- Proper civic senses.
- Polythene, cigarette, pan masala
- Rickshaw fees should be changed.

Common

- Any type of information should be given to park authorities
- Monthly monitoring (samiksha) compulsory
- Good worker should be rewarded
- Recruitment should be in proper way & park nearest villagers should be preferred first
- Punishment for irregularity

HIGHLIGHTS

Always keep in mind the basic objective of a protected area and prioritize the concerns accordingly. For three months the Park should be closed for visitors, carrying capacity is very important aspect of tourism management. Conservation education should be the thrust for tourism planning and management. Segment the tourist and provide quality but limited facilities to tourist. Image building of the park is very crucial and onus lies on the park administration. Initiate new tie ups with tour operators, hoteliers, media etc. for building positive image of the park.

Session 5: STRATEGIC MANAGEMENT (August 8, 2005)

In continuation to the training program conducted for the rickshaw pullers, naturalist guides and forest staff, CMS organized one-day training program on Strategic Management for forest officials. The issues emerged in the need assessment survey has led to the planning, designing and conducting the exclusive one day program for forest officials.

On the eve of training program, the resource person (Ms. P. N. Vasanti, Director, CMS) had a round of formal introduction. The resource person introduced herself, shared her experiences and briefed the participants about her management background. The participants introduced themselves and shared information about the nature of job of forest officials, role and responsibilities, problems they have been facing, human resource management issues of concern. The session helped in assessing the capacity building gaps and what needs to be done to facilitate the participants to perform their task better.

Exercise: Building Togetherness

Methodology: Game

Purpose: To display unity and to promote collectivism in the group in crisis situation

This game was quite similar to “musical chair”. In this exercise a big mat was spread on the floor. A circle was drawn with one-meter distance from all sides of the mat. *The rules of the game were:*

- ❖ Participants were supposed to run/jog around the mat keeping in mind not to jump over the line.
- ❖ Continue jog on till the music is played.
- ❖ Once the music is switched off the participants were supposed to jump on the mat.
- ❖ The participants who were unable to land on the mat were considered as “out” of the game.

The mat then again was folded into half of its length. The successful participants who managed to take position on the mat were again asked to circle around the same till the music is on. The participants who made it on the mat after the music stopped were again chosen for the third round. In this round of game the mat was again folded into half of what it was folded in the second round. The rounds were repeated till the mat was folded just enough for one participant to stand on it. This particular single participant out of the few who made to the final round was considered to be the winner of the game show. The whole exercise took approximately 30 minutes.

Debriefing

The debriefing was focused upon:

- How participants felt while playing the game?
- Why did they feel so?
- What were the problems?
- How they solved it?

Learnings

- To pool resources in crises situations
- To develop team spirit
- To know each other better
- To work in harmony.
- To create alertness
- To freshen up
- To make quick decision
- To make place for oneself
- To build competition
- To keep conditions in one's favor
- To raise concentration

Module 1: Motivation

The participants were asked to answer ‘what is the importance of their work’. The individual responses were clubbed and mainly the answers were “protection and conservation of forest”, “servicing God” and “save nature or environment”. Ms. Vasanti pointed out that the work, forest officials has been doing is commendable and they are preserving the future of our country. The point emphasized was the prominence of the work and nature of job of the participants, which is beyond comparison with any kind of job. The main purpose of the session was to boost self-esteem of the participants and to motivate them.

The resource person then added that in order to bring newness to our work the following points has to be kept in mind:

1. To recognize individual differences
2. Use goals & feedback
3. Allow employees to participate in decisions that affect them
4. Link rewards to performance
5. Check system for equity

The session was supported by an exercise: *What Do People Want from Their Job?*

Each participant was asked to rate the following 12 factors according to how important each is to you. They were asked to place a number on a scale of 1 to 5 on the line before each factor.

Exercise:

Very important Somewhat important Not important

5	4	3	2	1	
_____					1. An interesting job
_____					2. A good boss
_____					3. Recognition and appreciation for the work I do
_____					4. The opportunity for advancement
_____					5. A satisfying personal life
_____					6. A prestigious or status job
_____					7. Job responsibility
_____					8. Good working conditions
_____					9. Sensible company rules, regulations, procedures, and policies
_____					10. The opportunities to grow through learning new things
_____					11. A job I can do well and succeed at
_____					12. Job security

Discussions and Summarization

All the above points if taken into consideration leads to 'motivation'. The word motivation means to move. Usually included are such words as aim, desire, end, impulse, intention, objective and purpose. These definitions normally include the three common characteristics of motivation;

1. motivation is concerned with what activates human behavior.
2. motivation is concerned with what directs this behavior toward a particular goal.
3. motivation is concern with how this behavior is sustained.

Understanding motivation itself helps the personnel to determine what motivates people to become more efficient. We do not do some work only for others but for ourselves as well. It is the manager's task to identify what makes people enjoy the work. He/she should encourage people for every small step/things done to reach closer to goals. Organize meetings to talk of issues and give as well as take suggestions.

Module 2: Team building

The module focused on essence of teamwork and how relevant and important all this is in present context.

Exercise: Building the Wall by Blocks



In this game the participants were given plastic blocks of different colors and sizes. Four groups were made consisting of 4 to 5 participants each. The group members were given specific instructions that they will not share with other members of their group. Moreover every group was given its own goal. The members were asked to keep in mind individual task and work towards the group goal. The instructions given were:

- Red should always be above white
- Pink can only be before red

- Black should be only at the base
- The top should be blue
- Yellow and green should not be together

The group had to build a wall with the blocks provided without talking and within stipulated time. The purpose of the game was to observe that how individual behave in a team, when they have individual interest also to fulfill. It was observed that the groups could not complete the given task with the given instructions.

In second situation: The members of each groups was allowed to share the instructions and then complete the group task. In this case situations and approach was different and two groups achieved their goal.

The exercise was concluded with following points: Each individual was continuously using his intellectuality, reasoning, and skills until the task was completed and every one was trying to push his own opinion when the information/instructions were not shared among each other.

Learning: Without any communication the group can not complete the task efficiently. Mutual concerns, sharing of information and participatory approach are important to achieve the goal.

Exercise: Decks of Cards

This simple team exercise required two decks of cards with different distinctive colored backs for each team. The three of spades from one of the decks of each team were removed and stored separately. The two decks for each team were shuffled in advance and placed them face up on a different table for each team (ensured the teams did not see that the backs are different styles). Participants were divided into four groups. Teams were not allowed to go near the tables at this point. One member from each team was asked to pass on the instructions for the exercise to their teams. Selected leaders were not told about their leadership or that they are leaders in any way.



The identified member (leader) in each group was given instructions. They were briefed about



the purpose of the task. They were told that each of the team had two separate decks of cards which they were asked to sort into suits and display 'ace-high', i.e. aces facing up on the top of the piles followed by king, queen, etc. down to the two, which should be at the bottom of each pile.. They were asked to have eight piles at the end of the activity. They were also asked to check other group work

and tell that the task is correct and complete. They were also instructed not to talk to the group until told. The individuals were allowed to re-join their teams.

Learnings

This game was a demonstration of team working, collaboration, assumptions, communications, leadership, etc. Here the participants were encouraged to discuss their experiences in their teams and relate what happened in the workplace when working in teams.

Exercise: Spider's Web

Here a ball of string is unraveled and held taut by everyone, like a spider's web. Everyone was asked to sit in a circle. A big ball of string was taken. One participant was asked to hold on to the end of the string, then roll it across the ground to someone sitting opposite you, saying his name as you roll it to him. Keep holding on to your end, tightly.



The recipient was asked to hold on to the string, so that it makes a taut line on the ground between both participants. Then asked him to roll the ball back across the circle, across the ground, to someone else, saying that new person's name as it rolls to him.



Everyone kept on with this, until the circle was full of taut lines criss-crossing the circle. Each person was holding on tightly to a bit of string. The ball of string was finally rolled. Each person was holding on it tightly to a bit of string. The ball of string was finally rolled back to you, so that you hold the beginning and the end of the string.

The resource person asked everyone to look at how the string connects everyone, like a spider's web. It was observed that all were dependent on one another to keep this web firm and supportive. The resource person unveiled that if anyone were to take their hand away from the web, that part of it would collapse. The resource person asked the group to unwind the roll. It was observed about our dependence on one another and our need to support one another during the course of achieving the task.

Learinings:

- Importance of effective communication (interpersonal, bilateral)
- To establish link and being attentive and alert
- To being pro-active and adjust to changes
- To understand connectivity
- Team spirit
- To understand responsibilities and authority (to give and perform both)
- To understand and analyze others mind
- To suggest and take suggestion (feedback mechanism)

Discussions and Summarization

Thus resource person shared the essential elements of a successful team which include:

- Team members share a common goal or goals.
- Team members have individual tasks and roles that help to achieve group goals.

- Members participate equally in discussion and decision-making and in sharing the workload. This builds ownership and mutual respect among team members.
- Team members co-operate and respect one another and tolerate individual differences.
- Honest and open communication is fostered among team members.
- Team members are willing to resolve conflicts quickly.
- A team is united in its efforts. Individual accomplishments are secondary.

She also pointed out that a “team” necessarily means that each team member shares overall responsibilities according to their ability and knowledge. Decisions are made openly, and whenever possible, the team uses consensus as the primary means for making decisions. Team building requires time and practice.

To the members of a true team, the team's goal is more important than their own individual pursuits. It's this factor that gives a team its cohesion. Team members also cooperate in work planning and co-ordinate roles. Their work lives are linked together and they depend on each other. To foster a co-operative working relationship among team members, it is important to remember the following:

- Promote the feeling that everyone is responsible for some portion of the work and that everyone can contribute according to their abilities and knowledge. To the degree feasible, each team member has a work assignment. Each team member has a clear understanding of his or her individual responsibilities and the relationship of these individual responsibilities to achieving the group's overall goals. However, it's important that each member has willingly accepted or volunteered for those responsibilities.
- Team members listen actively to all proposed ideas and expressions of feeling. Discussion and participation by team members is actively encouraged.
- Team members make decisions as openly as possible, explicitly stating assumptions and reasons for a decision. Whenever possible, seek consensus, accept different points of view, and attempt to incorporate or to acknowledge differences of opinion—without pretending they don't exist. Teamwork requires different attitudes than those needed to perform solitary work. Team members need to work together and support one another rather than try to do all of the work or get all the credit themselves. The "Stars", for example, or celebrities are often unable to work effectively in a group. The team leader often plays a guiding or facilitating role in order to allow the team to find and maintain its collective style.

Listed below are suggestions to improve teambuilding within group:

1. Do practical problem-solving regularly;
2. Use brainstorming whenever possible. This stimulates teamwork and reinforces mutual understanding.
3. Conflicts within any group are natural. These conflicts need to be resolved as soon as they become known so that the group can continue to function effectively.
4. Conflicting viewpoints need to be aired and areas of agreement identified. This helps to promote greater understanding based upon mutual self-respect.
5. Use meetings as an opportunity to practice and underscore teamwork and to promote good human relations and work habits.
6. If new persons join a team, make a special effort to acquaint them with what has been happening and to make them feel welcome.
7. Be sure to make long-term planning and work planning part of your team's activities, thus strengthening the awareness of all of the group's goals and objectives and reinforcing team member's sense of commitment.

Key elements of team

- Collective “We” Focus.
- Common goal.
- Operate by own set of team norms.
- Have linked roles and responsibilities.
- Teams seek and gain empowerment.
- Focus on problem solving and process improvement.
- Shared leadership role.
- Debate to make sound decisions.
- Open and trusting.

Main Strategy

- Build team spirit and comfort while providing lots of structure for activities.
- To listen, address conflict, referee assertively, and resolve issues collaboratively.
- To support team improvement efforts and encourage member empowerment.
- Build agendas together, share facilitation responsibilities, collaborate, and act as a resource.

Contributing your own thoughts and ideas

- Sticking to the point
- Raising issues but in a non-controversial way.

The team cannot work well without you. You cannot be totally effective without the team. All members of the team depend on each other. It is the manager's task to create a working environment in which everybody feels free to:

- Check what is expected from her/him.
- Clarify his/her role with others
- Take the initiative
- Be prepared to accept responsibility
- Support colleagues
- Value different qualities and skills in other people
- Share information
- Communicate with the team

Energizer: Killer Wink

Before the game started, the resource person was asked someone to be the 'the killer' and ask him to keep his identity a secret. The group was explained that one person among the group is the killer and he can kill people by winking at them. Everyone then was walking around the room in different directions, keeping eye contact with everyone they passed. Rule was if the killer winks at you, you have to play dead. Everyone had to try and guess who the killer is.

Outcome:

- To be alert and attentive
- To identify the problem
- To share information

Module 3: Effective Communication

It is the act or action of transmitting information. Effective communication is an essential of everything a personnel does. Every function of management planning, organizing, staffing, leading, and controlling, requires effective communication skills. For example, objectives set in the planning process must be communicated and explained to the entire project team. The resource person than outlined the following criteria for effective communication:

Treat communication as an ongoing process

- Convey rationales underlying decisions
- Timeliness is vital
- Communication continuously
- Link the 'big picture' to the 'little picture'
- Don't dictate the way people should feel about the news

Barriers to effective communication

- Filtering
- Selective perception
- Defensiveness
- Language

The resource person then added that communication plays a vital role determining the level of employee's motivation, satisfaction and turnover.

Exercise: The 'E' game



The resource person wrote a large, curvy letter E on a piece of paper and placed it in the center of the floor within the circle of the participants. She asked the participants to describe exactly what they see on the piece of paper, from where they are sitting. Depending on where they are in the circle, they either could see an 'm', 'w', '3' or 'E'. Participants can then move places so that they see the letter from a different perspective.

Learnings

This was a useful activity to highlight the fact that people see things very differently, according to their own specific perspective. Alternatively, a person was asked to come in the center of the circle and ask those around to describe exactly what they see from their perspective. It is vital to communicate their own perspective and listen views of others also.

Module 4: Conflict and Stress management

Conflict management

Two role-plays were given to understand and observe different conflict situations and how the participants have been handling these situations:

Role-plays:

1. A relative of the forest staff was caught while cutting grass inside the forest. What the official do in this situation?
2. The conflict between the rickshaw pullers and guides near the main gate to take the tourists inside the park.

Participants enacted the situations and various such situations were discussed by all of them.

The resource person explained different conflict situations and shared internal conflict resolution techniques. She pointed out that individuals, groups, and cultures respond to crisis and conflict in a wide variety of ways. Our preferences are determined in part by biological makeup. We are also strongly influenced by many cultural groups part of our life as we grow up, and with which we interact. The following five designations represent one way of identifying and understanding different conflict.

Competing, avoiding, accommodating, compromising, collaborating: No single conflict management style is always the perfect approach to conflict. Rather, the appropriateness of each style is dependent on the specific context. While most of us use all of the styles to some degree, we also tend to have a dominant style with which we feel most comfortable.

The key to effective self-management in conflict is to pause and consciously decide how you will respond to the specific situation based on the importance of your personal and/or your organizational goals in relation to the importance of maintaining relationships instead of merely responding in your dominant style.

International Conflict Resolution Techniques

- Problem solving- *face to face and open discussions*
- Super ordinate goals – *creating shared goals which need cooperation*
- Expansion of resources
- Avoidance- *withdrawal, suppressions, etc*

- Compromise – *each party gives up something of value*
- Authoritative command – *formal authority decides*
- Altering human variables – *training/ counseling to alter attitudes & behavior*
- Altering the structural variables - *changing organization structure and interaction patterns like, transfers, reassignment of responsibilities, etc*

Managing Stress

The resource person asked the participants, “ Why do we need to relax?” The answers were;

1. generally for mental and physical comfort.
2. When we experience confusion, not knowing what to do, and have difficulty in making decisions, etc.
3. Sometime we also feel tired and sick, as if there is no energy left in the body.
4. Sometimes we feel stiffness in all the body parts.
5. Many times there is mood swings.
6. There are times when we feel depressed, stressed, isolated, lonely, withdrawn, confused and bored.
7. There is disharmony between the body and the mind.

This leads to problems like generalized anxiety, stress and headaches. Individuals need certain coping up skills to manage themselves. There are a variety of methods for lowering the bodily arousal associated with stress.

The resource person asked the participants as to what are the methods the participants generally use to relax? The response was usually sleeping. The resource person than told them that many times, to release stress, physical exercises such as deep breathing, meditation, laughing, etc can be done. She also chanted some religious mantras that could be learnt and recited whenever one is in stress or anger.

Approaches for managing your stress

Individual Approaches

- Time management’s techniques
- Physical exercise
- Relaxation training
- Expanding social support network

Organizational Approaches

- Redesign jobs
- Realistic goal setting / expectations
- Increased employee involvement
- Improved organization communication
- Wellness programs

Principal for managing your anger

The resource person mentioned that whenever you feel yourself becoming angry in a situation that **definitely does not** have immediate, potentially life-threatening consequences, you should:

- Consider what locally appropriate channels may exist for you to communicate about what is making you angry (if you have determined that not communicating about your anger may have significant negative consequences) and make use of these mechanisms.
- Speak up directly if you have determined that the issues are important to you and may have significant negative consequences if not addressed
- Speak in non-aggressive and very specific terms about the particular behavioral source of your anger
- Speak in non-threatening language in which you state how *you* are feeling (i.e. “I...”), clearly taking responsibility for your own feelings and emotions
- Speak in non-competitive ways about your true needs, interests and concerns rather than becoming entrenched in a “position”
- Pay careful attention to your body language and your tone of voice when speaking, acting in keeping with contextual appropriate norms of respect
- Try to remain constructive and focus on the issues and not the person(s)
- Be prepared to listen to other person’s feelings and concerns (including their anger) and do not tell them what they should or do feel
- Be prepared to stick with a dialogue rather than engaging in an approach in which you state how you are feeling and then don’t allow the other person to respond
- Mentally prepare or “role play” situations in which you might be feeling angry before you find yourself facing this situation.

The session was concluded with an energizer *Building the Highest Tower*



A bundle of newspaper/dailies were taken (about 100 in number). Five groups with four to five members were formed. Each group was given equal number of newspapers and one roll of scotch tape and one scissor. The groups were asked to make the

longest/highest tower with the available resources (newspapers). They were asked to use their own creative skills to complete the task.

Learnings:

- To listen carefully and attentively
- To share ideas and experiences
- To communicate effectively
- To exhibit team work
- To cooperate
- To make best possible use of limited resources
- To create one's own identity through interest and hard work.

Recommendations

Based on the training need assessment survey, observations, interactions with forest officials, Rickshaw pullers and Guides and skill enhancement programs conducted so far (2001-2002 & April 2005), Centre for Media Studies (CMS) propose following recommendations:

Capacity Enhancement Programs

1. One or two months before the tourist season fresh and follow-up capacity and skill enhancement programs should be organized, which could be utilized all through the season. The programs should focus on accurate knowledge of birds and other available floral and faunal species of KNP, Communications, Health and Hygiene, Park Ethics etc. These programs could be demand based continuously updated through feedback from participants.
2. The participants of the programs were of the view that similar programs should also be conducted for the remaining Rickshaw Pullers, Guides, and Forest Officials in KNP.
3. Similar efforts and capacity enhancement model should be replicated in other protected areas all over the country.
4. Field visits to other national parks and sanctuaries should be organized for interaction with other guides in similar profession.
5. Guides should be encouraged to undertake course on foreign languages for effectively communicating with the foreigner tourists.
6. Urgent need has been felt to train guides and rickshaw pullers on correct and authentic information about birds and park which is lacking to a certain extent presently. It is proposed to organize rigorous sessions with field visits.
7. With bare minimum facilities and stress, the forest officials have been putting their best. For rejuvenating their energy, stress management, it is also proposed to have sessions on Yoga, religious faith, art of living, quality of life, health and hygiene, computers etc.
8. Regular programs on trends, new laws (its implications), policy interventions in wildlife and forestry should be organized for the forest officials.

Feedback Systems

1. Make systems to take feedback from tourist on facilities provided, attitude of the service providers (forest officials, Rickshaw pullers, Guides, Tanga walla, Cycle contactor etc.). Apart from the complaint book being maintained by the officials, develop close ended, coded computerized forms for taking feedback. The information of the feedback form should be computerized and used for analysis and updating the performance and improving quality of services.

Categorization of Guides/Rickshaw Pullers

1. It also vital to review performance of guides and rickshaw pullers regularly. They are the key source of information to the tourist and should play crucial role in conservation education. They should be graded every year to assess their skill upgradation such as the correct information about the flora and fauna, overall personality, cleanliness and other activities undertaken for maintenance of the park.
2. License could be renewed every two years. It is proposed to renew license based on the feedback from tourist, depth of authentic knowledge, regularly doing guiding or pulling rickshaws.
3. While issuing new license to guides, identify the real and needy beneficiaries by setting certain parameters like income of the family, educational background. Villager's unemployed youth should be given priorities.
4. A condition should be added that the rickshaw puller and guides would contribute the license fees in terms of kind. For e.g. every fortnight takes up cleanliness drive in the Park, plantation along roadside, assist in vigilance against poaching, fire fighting, grass cutting, driving cattles away.

Tourism Management

1. Hoteliers should be involved in eco-development activities in the villages around the park. The forest officials should only facilitate the process and an amount for such activities should be fixed as taxation every year. The unions and registered societies of rickshaw pullers and guides should also be involved in implementing and monitoring the activities.
2. A clear, legible map should be put up at the gate as well as at the barrier.
3. A help desk at the main gate is also proposed to be managed by representative of guides and rickshaw pullers.

4. An official website of KNP should be developed. Correct information, issues of forest officials, notification, facilities available, dos and don't, press releases should be included in the website. It would be an interface between KNP and visitors. The site with all navigations and links should be updated every week and get it registered with all search possible engines for wide access.
5. The concept of off-season and tourist season should not be promoted. In each season certain floral and faunal species are always there for visitors to enjoy. It is proposed that in each season a display board stating birds that can be spotted should be put up.
6. The highway and roads leading to important destinations in Rajasthan should be repaired or newly built in order to attract tourists and signage's should be put at various cuts and curves.
7. Information or publicity material should not be loaded with information. Develop the material for two kinds of visitors i.e. impulsive and compulsive. The expensive material loaded with information should only be given to impulsive tourist (nature lover, researchers, scientists etc.). Compulsive tourist or tourist who is not very interested should be given one fold brochure or leaflet with basic information only.
8. The locals, rickshaw pullers, guides and the visitors should be strictly fined if they do not follow the park ethics.
9. The interpretation Centre should have good collection of books, supported by audio-visuals that not only have literature related to Bharatpur Bird Sanctuary but also case studies that proved effective in the tourism promotion and management of other cities and countries.
10. Like all other protected areas, which are open to visitors for some hours in a day, it is strongly recommended that KNP should also fix some visitor hours. Initially circulate this information to all hotels, tour operators, in all communication material and the website.
11. In tourism management, carrying capacity of the destination should also be given thrust. It also recommended that the Park should be closed for visitors for three months in a year i.e. June –August. This will provide ample time for the officials to make necessary preparations (upgrading services, facilities, updating information) in the Park. Nature also need time to revitalize itself.
12. The Park administration should focus on quality of service. Two –three civic facilities should be sufficient in the Park on nominal payment basis. The income generated should only be used to maintain the facilities.

13. Clean drinking water should also be made available only at three points viz.; Main gate, Barrier and Keoldeo temple.
14. From the nature tourism perspective, it also strongly recommended that no canteen should be allowed to operate inside the Park. Only basic minimum facilities like drinking water and toilets should be provided as the tourists are coming to a protected area not to a picnic spot. This differentiation should be evident in the range of facilities to be provided.
15. More source of Revenue should also be explored like upgrading souvenir shop (books, souvenirs, caps, film CDs), film shows, and increase entrance fees for Indian and foreigners.
16. In evenings film shows, talks should be organized during peak season. It could be organized on specific days like Tuesdays and Saturdays and at fixed timings. Separate fees may be charged for it.
17. The entrance fees should be increase and the focus of the tourism management should be quality of tourists not quantity. From the data provided by forest officials (annexure 1) it is very evident the no. of tourists has been more or less same since 1988 except in 2002-2003 where it has declined due to drought. The targets for revenue generation could be met by increasing the entrance fees as proposed.

<u>i. Visitors</u>	<u>Current Fees</u>	<u>Proposed</u>
ii. For Indian adults	INR 25	INR 50
iii. For Indian Children	INR 5	INR 15
iv. Foreigners	INR 200	INR 800

18. Tracks for visitors should be identified and demarcated. Identify different trails and bifurcate the tourist's in-flow during peak season (3000 tourists in a day have been reported on some days) to other trails.
19. Conservation education should be the objective of tourism management instead of increasing the facilities for tourists. It should be mandatory for all tourists to visit the interpretation centre and get basic orientation before visiting the Park.
20. Hiding places may be constructed so that visitors may watch animals without disturbing them.
21. Signage within the park should be put up for the visitor's convenience.

22. Bicycles available to move around the park should be well repaired and in a good condition. While purchasing new bicycles, those with more adjustments should be purchased.

Forest Officer

1. All forests officials (tourist range) should have a monthly meeting chaired by Range Officer for identifying issues, collectively exploring possible solutions, making every body feel important and responsible. It is suggested that one month before the peak tourist season starts, all officials upto the forest guard should meet and brainstorm to prepare an action plan for the season with role and responsibilities, time line etc. This will not only bring a sense of ownership but also bring team efforts together. Review the progress in fortnightly meetings.
2. An award or incentive should be given annually for the best Park official for his role or performance as well as on outstanding contribution made towards the Park.
3. There should be some incentives/rewards for achievement at workplace such as leaves, subsidized rates goods, holiday packages, mess for the staff as most of them do not have families staying with them).
4. Minimum facilities should be provided for recreation and entertainment for forest officials.
5. Due of lack of staff, the existing park staff has been working under tremendous work pressure. It is recommended that more staff should be added to the existing force. It will ease off the work pressure and stress.
6. The remuneration given to the forests officials is recommended to be revised and increased to be at par with officials with same rank in other services.
7. Advanced technology arms should be provided to the forest officials for catching offenders and poachers.
8. 'Check Post (chuakis)' in the park should be equipped with advance technology that could support human effort in patrolling.
9. The boundary wall of KNP should be repaired and height should be increased to stop trespassers and offenders to enter the park illegally.
10. More 'checkpost (chuakis)' should be built so that in crises situations prompt action can be taken.

Annexure 1
Year wise Revenue generation from tourists visit in KNP

Years	No of tourist				Revenue in lacs (Rs.)
	Indian	N-Indian	Student	Total	
1988-89	51252	22884	25336	99452	600000
1989-90	59561	31501	14417	105479	756022
1990-91	41120	30948	10098	82126	1097836
1991-92	49111	27483	17787	94381	1737712
1992-93	48496	31704	18396	98596	1863630
1993-94	50471	29747	18827	98045	2027825
1994-95	52326	25466	19210	97002	1976480
1995-96	62357	38026	24739	125292	2452000
1996-97	60932	40894	24933	12569	2583846
1997-98	47205	42532	23267	113004	6143282
1998-99	46764	39739	24076	110579	6535128
1999-00	51138	37663	25905	114706	6276349
2000-01	55749	38982	29736	124467	8363095
2001-02	49999	27385	30536	107920	7685915
2002-03	31820	15537	22164	69521	4416070
2003-04	47572	30279	32889	110740	8398105
2004-05	40480	37293	23715	101488	9377905

Source: Forest Department, KNP

Annexure 2

Group Exercise by Guides

Don'ts

- 1 पार्क के अन्दर ज्वलनशील पदार्थ नहीं ले जाना चाहिए।
- 2 जीव जन्तुओं को खाद्य पदार्थ नहीं डालना चाहिए।
- 3 पार्क के अन्दर प्लास्टिक बैग नहीं ले जाना चाहिए।
- 4 वन्यजीवों को डिस्टर्ब नहीं करना चाहिए।
- 5 चमकीले तथा भडकीले कपड़े पहनकर पार्क के अन्दर नहीं जाना चाहिए।
- 6 पार्क के अन्दर फूल-पत्ती न तोड़ें।
- 7 नौका विहार के समय पानी को छूने की कोशिस न करें।
- 8 पार्क भ्रमण के समय शोर न मचायें।
- 9 किसी भी भ्रमणकर्त्ता को डिस्टर्ब नहीं करना चाहिए।
- 10 रिक्सा पूलरों को टैक पर नहीं जाना चाहिए।

पार्क में क्या करना चाहिए

- 1 बर्ड बाचरों के लिए बाचटांबर होने चाहिए।
- 2 पार्क में पानी की उपयुक्त व्यवस्था होनी चाहिए।
- 3 पार्क में ट्यूरिस्टों को बैठने के लिए उत्तम व्यवस्था होनी चाहिए।
- 4 केमोफ्लाइज कपड़े पहन कर जाना चाहिए।
- 5 प्रातः भ्रमण को आने वाले लोकल लोगों को पार्क के बारों में जानकारी देने की व्यवस्था होनी चाहिए जिससे वो लोग पार्क के अन्दर शोर न करें और गन्दगी न फैलाये।
- 6 रात्री भ्रमण की व्यवस्था करनी चाहिए।
- 7 गाइडों के लिए बैठने की उत्तम व्यवस्था होनी चाहिए तथा समय-समय पर ट्रेनिंग क्लास होनी चाहिए।

क्या नहीं करना चाहिए

- 1 पर्यटक को धूमपान का सामान नहीं ले जाना चाहिए।
- 2 कोई भी हथियार नहीं ले जाना चाहिए।
- 3 पर्यटक को किसी भी चीज से छेड़ छाड़ नहीं करनी चाहिए जैसे जानवर, बर्ड, पेड़ आदि।
- 4 पर्यटक को प्लास्टिक या पोलिथीन अन्दर ले जाना नहीं चाहिए।
- 5 पर्यटक को पानी के अन्दर नहीं जाना चाहिए।
- 6 पर्यटकों को खुले पैर नहीं आना चाहिए।
- 7 पर्यटक को चमकीले कपड़े नहीं पहनना चाहिए।

क्या करना चाहिए

- 1 पूर्ण जानकारी लेना चाहिए।
- 2 बिना गाइड के पार्क में नहीं जाना चाहिए।
- 3 पर्यटक के पास में दूरबीन कैमरा साथ में ले जाना चाहिए।
- 4 पर्यटक को जंगल से मिलते-जुलते कपड़ें पहनने चाहिए।
- 5 पर्यटक को जूतों के साथ आना चाहिए।
- 6 सुबह जल्दी आना चाहिए।

क्या करना चाहिए	क्या नहीं करना चाहिए
1 शांती से पार्क के अन्दर घूमना चाहिए।	1 पोलीथीन पार्क में नहीं डालना चाहिए।
2 कपड़े जंगल के हिसाब पहनने चाहिए।	2 पंक्षियों व जानवरों के उपर पत्थर या लकड़ी नहीं फेंकनी चाहिए।
3 जंगल आते समय दूरबीन साथ लानी चाहिए।	3 धूम्रपान नहीं करनी चाहिए।
4 पार्क के अन्दर जंगल सूज पहनकर ही आना चाहिए।	4 बर्ड देखते समय उनसे दूरी बनाकर रखे पंक्षियों ज्यादा पास नहीं जाना चाहिए।
5 हैट लगाकर आना चाहिए।	5 ट्यूरिस्ट को डाइक से नीचे नहीं जाना चाहिए।
6 पार्क के सभी नियमों का पालन करना चाहिए।	6 नौका विहार करते समय पानी को नहीं छूना चाहिए।
7 पार्क के बारे में पूरी जानकारी लेकर ही पार्क में आना चाहिए।	

क्या करना चाहिए	क्या नहीं करना चाहिए
1 पर्यटकों को कैमां फ्लाईज यूनीफार्म में आना चाहिए।	1 पर्यटकों को प्लास्टिक बैग एवं बोतल पार्क में नहीं छोड़नी चाहिए।
2 पर्यटकों को अपने साथ कैमरा, दूरबीन, पुस्तक आदि साथ लाना चाहिए।	2 पर्यटकों को पशु-पंक्षियों तथा वनस्पतियों के साथ छेड़खानी नहीं करनी चाहिए।
3 यादगार विजिट बनाने के लिए गाईड की सेवा लेनी चाहिए।	3 किसी भी पर्यटक को शोर शराबा नहीं करना चाहिए।
4 प्लास्टिक बैग एवं बोतल उपयोग के बाद कचरा पात्र में डालना चाहिए।	4 किसी भी पर्यटक को पार्क के अन्दर सिगरेट तथा शराब आदि की सेवन नहीं करना चाहिए।
5 शांती एवं एकाग्रता से पार्क में जानवार एवं पंक्षी देखने चाहिए।	5 किसी भी पर्यटक को पशु पंक्षियों तगि जानवरों को एप्रोच नहीं करना चाहिए।
6 आवश्यक इन्ट्री टिकट लेकर की पार्क में भ्रमण करना चाहिए।	6 नौका-विहार करते समय पर्यटकों को पानी की तरफ नहीं झुकना चाहिए।
7 पशु एवं पंक्षियों के नजदीक नहीं जाना चाहिए।	7 पर्यटकों को अभद्रता की व्यवहार नहीं करना चाहिए।
8 गाईड की योजना के अनुसार ही भ्रमण करना चाहिए।	8 पर्यटकों को पार्क के अन्दर वाहन तेज नहीं चलाना चाहिए।
9 रात्री भ्रमण की व्यवस्था भी करनी चाहिए।	9 पर्यटकों को कोई भी चीज पार्क से वाहन नहीं ले जानी चाहिए।
10 सफाई का विशेष ध्यान रखना चाहिए।	
11 थपतेज पक की सामग्री साथ रखनी चाहिए।	
12 पार्क के नियमों	

क्या करना चाहिए	क्या नहीं करना चाहिए
1 सफाई रखनी चाहिए।	1 गंदगी नहीं फेलानी चाहिए।
2 उचित टिकट लेकर पार्क भ्रमण पर जाना चाहिए।	2 धूम्रपान नहीं करना चाहिए।
3 पर्यटकों को गाइड की सेवाए आवश्यक रूप से लेनी चाहिए।	3 पक्षियों को परेशान नहीं करना चाहिए।
4 पर्यटकों को अपने साथ अपने कैमरा, दूरबीन आदि लाने चाहिए।	4 शोर नहीं मचाना चाहिए।
5 पार्क प्रकृति से मेल खाते हुए कपड़े पहनकर ही जाना चाहिए।	5 नौका विहार के समय पानी को नहीं छूना चाहिए।
6 पर्यटक को पार्क भ्रमण के समय धैर्य रखना चाहिए।	6 पेड़-पौधों को नहीं काटना चाहिए।
7 पूरा दिन भ्रमण को आने वाले पर्यटक अपने साथ पानी व भोजन साथ लायें।	7 पालीथीन बैग्स आदि पार्क में नहीं फेंकना चाहिए।
8 पार्क में शान्तिपूर्ण भ्रमण करना चाहिए।	8 गुटका व शराब का पार्क में सेवन नहीं करना चाहिए।
9 थपतेज।पक की सामग्री साथ रखनी चाहिए।	9 वाहन तेज गति से नहीं चलाना चाहिए।
10 पार्क के नियमों का पालन करना चाहिए।	10 पशु-पक्षियों के अधिक करीब नहीं जाना चाहिए।
	11 पर्यटक को पक्षियों पर पत्थर नहीं मारना चाहिए।
	12 वन्य जीव अधिनियम धारा 1972 का उलंघन नहीं करना चाहिए।