What are we training tour guides for? (India)

Monika Prakash*
Nimit Chowdhary*

Abstract

Regional Level Guide Training Programme (RLGTP) is an ambitious programme of Government of India aimed at creating professional guides who can accompany tourist over a region. Entire country has been divided in to 5 regions. An important issue to address is the kind of tour guides these training programmes should produce. This would depend upon the content and approach to training which in turn depends on the vision for roles guides should play in tourism value chain. This paper is a case study based evaluation of the content of the RLGTP vis-à-vis the six-dimensional model proposed by Chowdhary and Prakash (2008). Authors calculate the weightage given to different inputs and try to uncover the underlying assumptions about the role of a tour guide. Paper also makes recommendations related to design of content for the guide training programme.

Key words: *Guide training, training content, India, RLGTP*

Introduction

It is important for a competitive tourism destination to ensure that tourist get the company of professional tour guides who help them with superior experiences. Destination managers at different destination have different organizational arrangements for engaging tour guides-ranging form governments organizing and controlling supply of tour guides, to guides being provided by private companies. What matters is the stake holder's perception about the role that guides should play. With time, as destinations' mature, the participation of private players for providing services increase and so does their stake in the industry. Accordingly, a guide's role should resonate with the expectations of these stakeholders. A tour guide's performance depends on his competences which in turn depends on the training and learning he/she has been through. The contribution of this research paper lies in the fact that it

*   Indian Institute of Tourism and Travel Management, Gwalior 474011, Madhya Pradesh, India; dr.monikaprak@gmail.com;
Coresponding author: nimitchowdhary@gmail.com

uncovers the lope-sided emphasis given to knowledge of tourism products in training programmes (in India). Whereas, given the competitive tourism scenario, a tour guide is expected to play a bigger role by different stakeholders.

During the early days of development of a destination, supply of tour guides is primarily the responsibility of the government. What matters is how you look at guides and therefore what kind of tour guides do you create and what are they expected to do? A challenge with destination in growth phase, like India, is the changing expectations of tourists arriving in large numbers. Gradually there develops a gap between what is expected from tour guides and what they are trained to do. This paper is an evaluation of tour guide training inputs of the training programme organized for Regional Level Tour Guides (The highest level of tour guides in India).

Tour guiding and interpretation is a basic activity in tourism value chain. The importance of a tour guide cannot be undermined even though they may be expected to assume different roles in different contexts. For example in India they are often referred to as 'cultural ambassadors' and 'gateways' for canalizing information to tourists. In Taiwan they are sales person for the tour company (Lan, 2000). According to Weiler and Davis (1993) a tour leader or a tour guide is a person who is responsible for the delivery of the group travel experiences organized by a tour operator. Cohen (1985) suggested that tour guides have to play two important roles- one, tourist guides act as the leader because they are the one who leads or shows the way; two, tourist guides could be defined as the mediators or middlemen who point out objects of interest.

In India, there is a three-tier system for guides. At the local level, municipal body licences guides for a particular site/city. State tourism departments or their tourism development boards license State Level Guides. These guides can operate with the precincts of a given state (province). At the highest level, the Ministry of Tourism, Government of India, licenses the Regional Level Guides. These guides can operate on inter-state circuits but are restricted to their regions - the entire country being divided into five regions - north, south, east, west and northeast. Ministry is also contemplating having national level guides - but not as of now.

There could be fulltime or part time guides. Select scholars, linguists, and proven experts from the fields of Indian history, architecture, and culture can become part time guides. Since there is a shortage of guides speaking languages like Chinese, Russian, Korean, Thai, Arabic, Hungarian, Polish, Hebrew, etc., linguists with specialised training or expertise in these languages can become part time guides and should be allowed to hold regular employment in any other field other than in shopping establishments. Both guides and the operators do not prefer a full time employment. For the operators they might not have enough work for a particular type (language) of guide, and similarly, a guide would like to make optimum use of his capacity by taking assignments from different companies. Whatever may be the code of conduct and restrictions, most guides enjoy and earn when they accompany groups.

To become a regional level guide, a person must be a graduate, at least 20 years of age, and be fluent in English. Candidates who know a foreign language other than English are preferred over others. Candidates must be a bonafide residents of the region in which they plan to guide tours. To get a license to operate in a particular region, guides must get training and must pass an exam. As of now, this training is a 16-week programme, with 6 weeks of contact classes and 10 weeks of fieldwork. Periodically they must also participate in refresher courses. On successful completion of the course, Regional India tourism offices issues licenses. (This is likely to change. Archaeological Survey of India would be the licensing authority.)

From time to time Tourist Guide Federation of India (TGFI), in consultation with IATO (Indian Association of Tour Operators)/TAAI (Travel Agents Association of India) representatives, determine the fees a guide can charge.

There is a strict guideline forbidding tour guides to indulge in canvass business of any kind on behalf of the business houses, travel agents, hoteliers, paying-guest houses, shopkeepers, transport operators, or other service providers; they cannot accept any commission from them. Guides must not enter into any business arrangements with any of the establishments, which may include partnership, or on commission basis. This however, may not be the practice (Chowdhary and Prakash, 2010).

Guides are obliged not to refuse any assignments given to them by the tourist offices of the central/state governments or other agencies such as travel agents, tour operators, and hoteliers. Given these arrangements, guides work as independent operators with different service providers. Dahles and Bras (1999) have referred to tourist guides as small entrepreneurs who, not always successfully, sell their services to varied group of tourists.

A starting point for the discussion on training content for tour guides can be the analysis of roles tourist guides are expected to play. The Oxford English Dictionary (1933) defined the concept 'guide' as 'one who leads or shows the way, especially to a traveller in a strange country, especially one who is hired by a traveller or tourist to conduct (e.g., over a mountain, through a forest or over a city or building) and to point out objects of interest'.

Pond (1993) has suggested five roles for modern tourist guides. According to her guides must play important roles as leader, educator, public relations representative, host, and as conduit. Pond indicates that these five may appear as separate roles, but they are in practice 'interwoven and synergistic'.

There have been other opinions about the role tour guides are expected play. Tour guides generally play dual roles of "pathfinder" and "mentor" (Cohen, 1985). Holloway (1981) considers a guide's role as educator to be the most important one. Ang (1990) opines that "they exist not merely as a mouthpiece, mindlessly rattling information or as a merciless shopping sales person...the job calls for commitment, enthusiasm and integrity as the entire experience of the tourist lies in their hands".

Other authors have outlined the roles of guides specific to a particular context. In context of ecotourism, for example, Black et al. (2001) define the activities that tour guides perform: "He/she communicates and interprets the significance of the environment, promotes minimal impact practices, ensures the sustainability of the natural and cultural environment, and motivates tourists to consider their own lives in relation to larger ecological or cultural concerns."

Dioko and Unakul (2005) have adapted Black et al's (2001) definition for a heritage context, "A cultural or heritage tour guide is someone employed on a paid or voluntary basis who conducts paying or non-paying tourists around an area or site of historical, cultural, and heritage importance utilizing guiding and interpretation principles in heritage or cultural tourism".

The main interaction involved in tour guiding is between the visitor and the guide. According to Howard (1997), the guide's role in this interaction includes- telling (provision of information); selling (interactive communication that explains and clarifies); participating (being a part of activity); and delegating (giving responsibility to some future behaviour).

Further, tour guide plays a (significant) role which influences overall tourist satisfaction with the service encounter in a group tour. Tang (1989) suggests that since the tour guide is also responsible for all activities listed on the tour group itinerary, they should maintain a

good relationship with all group members in order to perform their jobs efficiently. To summarise, guide, tour leader, tour escort, or tour conductor is the person who travel with tour group, and arranges accommodations, meals, transportations, and other travel-related services during the tour. He is not only the leader of the travel group but also a travel director, a friend or advisor of group traveller, and a performer. A guide must also have multilingual ability and certain degree of knowledge on history, geography, and customs. Tour leader often deals with a variety of people who have diversified background, nation, age and culture. Consequently, both intrapersonal and interpersonal skills are essential for a tour guide.

Tour Guide Training Design

There is hardly any theoretical base as far as tour guiding is concerned (Howard, 1997). It is therefore recommended that best practices be benchmarked (Cherem, 1977; Ang 1990; Pond, 1993). Many authors have maintained that expert training be provided to tour guides so that they can meet professional standards and expectations of the travel companies and the tourists. Arreolo (1998) maintains that based on roles that tour guides are expected to play in group tour, and the skills and knowledge that operator expects, there is significant necessity for tour guide training. However, it appears that there is hardly any strategy for content for tour guide training.

An important question is what should be the approach to content of these training? Cherem (1977) stresses the importance of skill of delivery over actual knowledge when he claims all guides are interpreters first, and subject specialists second. He, therefore, recommends inputs in interpretive methods, field courses, research and theory. Pond (1993), however, believes that guides need qualities like broad-based knowledge about the area that they are guiding within, enthusiasm, commitment to life long learning, empathy and sensitivity for people, flexibility, pride in servicing others and the 'ability to interpret by painting mental pictures'. She is of the opinion that many of these qualities can be developed through training. Knudson, Cable and Beck (1995) are of the opinion that effective interpretation is a result of experience gained over time, along with careful study and continued training. They focus on effective speaking as the most important skill for tour interpretation- amiability, spontaneity, energy, confidence, delivery, and ability to organise- are some of the things that contribute. However, they opine that education alone can not develop all these traits though training will still be important.

Chowdhary and Prakash (2008) made a comprehensive study of six major tour guide training programmes. For the analysis of the content of the training programme they used the WFTGA (World Federation of Tour Guide Association) framework. Here the training deliverables are divided into four. One was 'Practical Guiding Skills' which primarily included practical elements of guiding, variety of guiding scenarios, trade terminology, itinerary preparation, etc. Second dimension is applied knowledge. Chowdhary and Prakash (2008) for their study called is 'Sensitization'. This included building of a philosophical premise for tourist guiding that included inputs on issues of concern for stakeholders like host community, society, nation etc. A third WFTGA dimension cultural study was called 'Interpersonal/ Behavioural Skills' by them. This focused on individual and group behaviour including cross cultural sensitivities. The fourth dimension business study was referred to as 'Business/ Management Skills'. These included issues that help in developing tour guiding as a business- both entrepreneurial and managerial inputs. Going by the opinion of panel for

their research Chowdhary and Prakash (2008) added two more dimensions to make it six. One additional element was 'Knowledge of Tourism Products'. This was especially important in cases were the agencies viewed a guide's job as that of information disseminator or educator. The last dimension suggested by them was that of 'Tourism Context'. This dimension intends to render a tourist guide more relevant vis-à-vis tourism context or supply chain. Does the programme include inputs about the various bodies and agencies in tourism sector? Chowdhary and Prakash (2008) have also suggested a battery of training inputs spread across the above mentioned six dimensions (seen Annexure 1).

Research Design

The key issue in this study was to evaluate the content of Regional Level Guide Training Programme so as to understand the approach of planners as they prepare to train the highest level of professional tour guides. Research strategy, therefore, was to evaluate the content of Regional Level Guide Training Programme vis-à-vis the six-dimensional framework suggested by Chowdhary and Prakash (2008).

Regional Level Guide Training Programme (RLGTP) is typically a 16 week programme divided into two parts. Part one is 6 week classroom training followed by 10 week field work which includes a tour of one week. The trainee must spend remaining time for field work wherein they are expected to prepare and submit a training project report and make a presentation which includes transcript of their commentary at one of the selected monuments. Training is organised 5 days a week. On a typical training day, there are 4 sessions of 90 minutes duration each. Therefore there are around 120 sessions or 180 hours of contact during the six weeks of training.

As a part of this study the content of the six week class room training (See Annexure 2) was studied and placed against the proposed six-dimension framework. Proposed numbers of hours to be devoted to each session were then counted and the dimensions were loaded to understand the relative loading. In case there was an input that could be placed against more than one dimension then the load was equally divided between the dimensions. To validate the classification, three independent evaluators were asked to classify the content across six dimensions.

Analysis

It was simple to classify the training inputs against proposed six dimensions. There was near unanimity among the evaluators in segregating content across the six dimensions. In case of difference of opinion, there were asked to discuss and decide to which category a particular input should be placed. Except for two-session inputs on "important tourist trains of India" all others were exclusively classified. In this case evaluators were of the opinion that this input falls in both the categories – 'knowledge of tourism products' and 'business/management'. Both categories were therefore loaded as one session or 75 minutes.

The loading of the dimensions can be visually depicted as in Figure 1. This shows a really skewed focus of training. Around 51% of the effort is on providing inputs about tourism products and other related information. In India, as in may other oriental destination, culture and heritage are the main tourism products and a tour guide is expected to be an educator (Pond,

1993) or disseminator of information (Holloway, 1981) whose primary responsibility is to selecting, glossing, and interpreting sights (Bowman, 1992; Cohen, 1985; Schimdt, 1979). Cohen (1985) suggests that tour guides perform a communicative function that includes (1) selection of the itinerary (what to see and experience- also what not to see); (2) dissemination of correct and precise information; (3) interpretation of what is seen and experienced; and (4) fabrication, that is, presenting fake information as though it were genuine/ true. The focus of RLGTP appears to be on providing product related information to tour guides.

There are two issues that merit attention. One, a regional level guide is licensed to escort tourist over the entire region which comprises of 6-8 states which is larger than most European countries. This is too large a geographic spread much beyond the actual area of operation of a tour guide. Tour guide might not require detailed information about the entire region and products. They generally specialise over a smaller area or a fixed circuit. The second issue is that if information about the products is to be given, then even 90 hours of inputs might not be sufficient. Acquiring information is a lifelong learning for a tour guide. Providing information is a lower level training input. Chowdhary and Prakash (2008) have also identified that most programmes are shorter in duration than RLGTP. This duration of the programme is long due to voluminous information provided in this programme.

Table 1: *RLGTP content loading across six dimensions of Chowdhary- Prakash framework*

	Dimension	Load in session	Load in terms of hours	% age distribution of load
1	Practical guiding skills	14	21	11.67 %
2	Sensitization	5	7.5	4.17 %
3	Interpersonal/ behavioural skills	11	16.5	9.17 %
4	Business/ management	17	25.5	14.17 %
5	Knowledge of tourism products	61	91.5	50.83 %
6	Tourism context	12	18	10.00 %
Total		120 sessions	180 hours	

Pond (1993) in her book suggest that a tour guide is one who is a leader capable of assuming responsibility (*leader*); an educator to help the guest understand the places they visit (*educator*); an ambassador who extends hospitality and presents the destination is a way that makes visitors want to return (*host*); a host who can create a comfortable environment for the guest (*tour manager*); and a facilitator who knows how and when to fulfil the previous four roles (*facilitator*). Clearly, tour guides have a number of responsibilities as providers of tourism experiences, with sometimes competing roles in order to meet the needs of visitors, employers and host communities (Weiler and Ham, 2002). However, very little emphasis have been given to two important components of training of direct importance to tour guides- 'Practical guiding skills (11.67 %)' and 'interpersonal/ behavioural skills (9.17 %)'. While guides are not expected to be experts of subject matter, they must still have key skills related to their profession. Beyond the classroom, as a part of training, they do have an opportunity to accompany instructors on a one week tour. However, the remaining 8-9 weeks of field training is again used by them to research about products and itinerary rather than honing skills.

To mature as professional service providers guides need to have skills to manage larger tours for the tour operators/ travel agencies. Tour guides are expected to graduate into entrepreneurs handling ground operations. In many countries tour guides operate as independ-
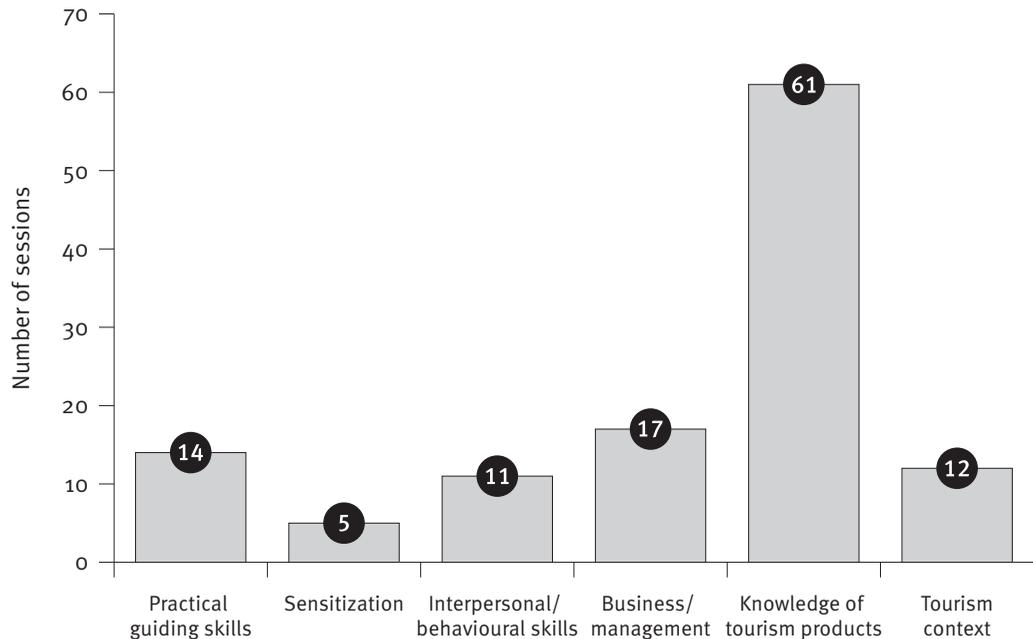
Figure 1. Loading of dimensions

ent micro level companies with up to 1 to 5 employees. Inputs related to tourism business/management account for a 14.17 % component of training. This is more than the previous two 'practical guiding skills' and 'interpersonal/ behavioural skills'. This seems rational as a large majority of trainees are having more than 5 years of experience. The number of trainees with less than 5 years of experience, or those with no experience is very little.

Interestingly, trainees with lesser experience are the one who expect informative inputs on tourism products and issues related to history, geography, culture, archaeology etc. Senior guides have already acquired this basic information while being in the trade and are interested in special and specific information regarding particular monuments. However, this may not be relevant for others.

Inputs regarding the context (10 %) are few. However, inputs listed in the battery (Annexure 1) are largely included in RLGTP. Sustainability of tourism is becoming increasingly important. However, neither the trainers nor the trainees seem to be aware of the importance of these concerns. Inputs related to sensitisation of guides are a mere 4.17 %. Sensitivities are very superficially discussed during the training programme.

Conclusion

Cheram (1977) suggests that tour guide training should include courses in interpretive methods, as well as field courses, research and theory. As noted earlier, Pond (1993) recommends training for desired qualities like broad-based knowledge about the area they are guiding within, enthusiasm, commitment to life long learning, empathy and sensitivity for people, flexibility, pride in serving others and the 'ability to interpret by painting mental pictures.' Knudson et al (1995) stress upon the oratory skills of the tour guides. They suggest

skills required to be an effective speaker are amiability, enthusiasm, confidence, delivery and organisation.

Guides in Indian context are viewed simply as disseminator of information. Accordingly, a lot of skewed emphasis is placed on information about tourism products of India in guide training programme. Further, it is assumed that the most important tourism products are heritage and products of archaeological importance. This appears to be is in line with the policy of Ministry of Tourism to retain focus on leisure tourism during the XI Five Year Plan (2007-12) (Ministry of Tourism, 2007). Tour guide trainees so far have had some work experience as escorts or unauthorised guides and so tourism context inputs take a back seat. In India, guides generally do not take up employment with travel agents/ tour operators and so business management inputs are also not included in content. Few inputs on interpersonal behavioural skills and tourism context are included. Sensitization to community and societal needs is conspicuously missing from the content. Practical guiding and information about products constitute the bulk of content. As tourism gets more organised this must change. More inputs on business/ management skills should be included. There must also be more emphasis on interpersonal/ behavioural skills. More activity based training has to be there where participants can try their hands at guiding under watchful eyes of the trainers, get feedback, and practice.

As a tourist destination grows and develops, alternate means of information dissemination become readily available to tourists. Availability of information would gradually become relatively less important component of tourists' expectations. It is important to reposition the perceived role of guide from a mere disseminator of information to focus on interpretation and also include facilitator and responsible leadership roles.

It is now generally accepted that trainees with little or no experience as guides would require training on three important components: (1) expansion and refinement of product knowledge (e.g. history, culture, flora, fauna, geology, and site knowledge); (2) language training where required; and (3) interpretive guiding skills for managing tourist experiences and delivering high-quality interpretation (GreenCOM, 1999; Ham and Weiler, 1999).

In developing countries, including India, inputs from different sources help develop the content for tour guide training programme. These include specific request from organisers which are mainly destination management organisations (private players in some cases); experiences of trainers and training organisations; and review of literature pertaining to tourism, guiding and other specific requirements like eco-tourism, adventure tourism, heritage walk, etc. (Cohen, 1985; Ham, 1992; Ham and Sutherland, 1992; Ham et al, 1995; Ham et al, 1993; Huszczo, 1990; Kaye and Jacobson, 1995, Pond 1993, Rios, 1998; Weaver, 1998; Weiler and Davis, 1993). In some countries like Australia and Canada, industry bodies identify competency standards for competency-based interpretive tour guide training (CTHRC, 1996; TTA, 1999; Weiler, 1999).

Another important consideration is that the training courses that are developed must be based on learning outcomes and methods that were educationally sound and industry relevant. At the same time the existing competencies of the tour guides must be assessed and an estimate of learning needs must be prepared (Weiler and Ham, 2002). It requires that expectations of end users like international and domestic tourists must be mapped. It must also be understood that such expectations change over time and vary from one place to another. It is therefore advised to continuously monitor the changing expectations on one hand and skill gaps should be identified to be addressed through continuous training programmes- frequently organised short duration programmes that focus on specific inputs. It

is also important to ask learners about their expectations. Learning needs of less experienced guides is different from those who have been in trade for a longer duration. Similarly, expectations of tour operators and travel agents must also be assessed- what do they expect tour guides engaged by them to do. Destination managers' opinion about the tour guides role and performance should also be assessed.

Researchers also advise to uses a variety of training methods so that learners who are not able to learn from one teaching methods/ learning styles can benefit from other styles (Gardner, 1993; Gutloff, 1996).Further, it must also be understood that information rich tourism products related inputs should be offered as short duration specialist modules rather than as compulsory modules of main training.

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Annexure 1: *Battery of training inputs (As suggested by Chowdhary and Prakash, 2008)*

Training dimension*	Inputs	

Practical guiding Skills (Practical elements of guiding- variety of guiding scenarios, terminology, itinerary preparation etc.)	• Components of tourism value chain
	• Trade terminology (abbreviations and other terms in air, rail, road and sea travel, Indian airlines, Indian railways, ABC, TIM, Air Tariff Manual, large tariff manual, hotel booking)
	• Profile of a tour guide
	• Roles and duties of a tour guide
	• Qualities of a good tour guide
	• Making itinerary
	• Organizing oneself in work place
	• Scheduling and keeping schedules
	• Guest arrival and departure formalities
	   – Pre- arrival
	   – Meeting on arrival
	   – On tour
	   – Departure
		• Seminar on presentation skills (including Storytelling techniques, use of props and audio-visual aids when delivering commentary, use of microphones and communication equipment)
		• Care for customers
		• Maintain occupational health & safety
		
		Electives:
		• Guiding on a heritage walk
		• Guiding on a eco-trail
		• Guiding an archaeological Site
		• Guiding a museum or art gallery
		• Guiding a spiritual site (Church, Mosque, temple or Synagogue)
		• Guiding on safari or wilderness
		• Guiding on a moving vehicle

Sensitization (Building a philosophical premise for tourist guiding. This includes issues of concern for the host community, society and the nation)	• Do's and Don't in India • Environment and sustainable development • Sensitivities of local community • Responsible tourism practices • Relationships with colleagues	• Responsibilities to travellers • Personal values and ethical practices • Work with people who have special needs • National concerns • Professional handling of gratuities
Interpersonal/ behavioural skills (Targeted at individual and group behaviour including cross-cultural settings)	• Verbal and non-verbal communication (including telephone mannerism) • Barriers to communication • Manners and Etiquettes • Receiving complaints and offering apologies • The art of listening • Questioning skills • Types of questions	• Group behaviour and handling groups • Leading and motivating the group • Handling conflicts • Empathy and respect • Showing respect and courtesy • Respect for social and cultural differences • Servitude • Counselling tourists
Business/ management (Issues those help in developing guiding as a business- both entrepreneurial and managerial inputs)	• Guides role in tourism value chain • Links with other players in the network • Organizing a professional guiding business • Tour arrangement procedures • Pre-tour research • Familiarization of geographic layout of guiding route • Doing business with travel and tour companies (including maintaining relationships with them) • Role and functions of travel agents and tour operators, providing travel information • Tourism marketing-elementary	• Coordination with ground operators • Post tour-evaluation *Electives:* • Airlines, airports and air ticketing • Procedure of ticketing and ticket bookings, cancellation, changing tickets in railways road transport & sea travel for International & domestic travel. • Procedure of travel insurance covering life, baggage, sickness etc. • Hotel services and amenities • Checking in and checking out • Types of rooms and accommodations

* As adopted for study. First four adapted from WFTGA model.

Training dimension*	Inputs	
Knowledge of tourism products (Various types of tourism products that can possibly be demanded by tourist)	• History of India • Geography of India • Religions of India • Socio-politico-economic scenario in India • India's relations with its neighbours • Hinduism • Indian art, culture, tradition • Wildlife parks • Sports and adventure tourism facilities in India • Tourist centre of India • Cricket and films	*Electives:* • Local history, monuments , art and architecture • Dance, music, sculpture of India • Local flora and fauna • Local rural tourism circuits • Special eco-trails • Cuisine • Museums • Local crafts • Fairs and festivals • Religions in India • Yoga and spiritualism • Agro-tourism, • Astrology • Any special products
Tourism context (Inputs that would connect the guide to his/ her work environment, legal framework, facilitating agencies and mechanisms)	• Role and functions of Government and Tourist Boards, ITDC, • State Government Tourist Departments and Tourism Corporations, • National Trade Associations and International organisations	• Procedure for approval of Travel agents, tour operators by Department of Tourism, Government of India • IATA rules and regulations and procedure for getting IATA Certificate.

Annexure 2: Contents of Regional Level Guide Training Programme (RLGTP)

Practical guiding skills	Conceptual framework of tourism and tour guiding (2); Tour guides- Roles responsibilities and challenges for tour guides (1); Visitor interpretation and guiding (1); Itinerary planning and tour operation procedure (2); Meeting the participants for a sightseeing/ excursion (2); Guest arrival and departure formalities- pre arrival, meeting on arrival, on tour, departure (1); Establishing good security measures tourists (1); Conducting a tour at museum and cultural centres (2); Tour commentary and tourists Dos' and Don'ts (1); Handling emergencies and first-aid (1). *Total 14 sessions*
Sensitisation	Conducting tours for specialised sightseeing, conducting tours for people with people special needs (2); Themes of national importance- current affairs (2); Responsibilities to traveller, personal values, ethical practices and national concerns (1). *Total 5 sessions*
Interpersonal/ behavioural skills	Handling of tourist complaints (1); Interpersonal and group behaviour (2); Communication skills- verbal and non verbal (2); Management of conflict and stress (2); Etiquettes and mannerism (2); Leading and motivation techniques (1); Decision making (1). *Total 11 sessions*
Business/ management	Tourism industry and linkages: introduction to travel service, role of travel agents and tour operator, travel terminology/ travel lingo (2); Role of IT in tourism (1); Hospitality sector: types and classification, HRACC and its role (2); Aviation industry in India: Domestic and International Airports and Airlines in India (2); Transportation in tourism industry: with special emphasis on surface transport, highway networks. Different forms of transportation- bicycle, rickshaw, horseback, horse carriage, walking tours, etc. (2); Check-in, check-out and reservation procedures in hotels (2); Frontier formalities/ documentation (1); Virtual tourism (1); Meal plan (continental and inter continental) (1); Passenger and baggage, check-in formalities at the airport (1); Facilities offered by the Indian Railways for tourists i.e., Indrail passes, handling of baggage, Rail Yatri Niwas, E-ticketing, IRCTC counters, International Tourist Bureau, IRCTC and its role in Tourism Promotion. (2); Important tourist trains of India, i.e., palace on wheels, Deccan Odyssey, Golden Chariot, etc. (1). *Total 17 sessions*
Knowledge of tourism products	Concept of tourism product and major products (1); New form of tourism-I: Eco-tourism, wellness tourism, rural tourism and dark tourism, etc. (2); Basics of Indian geography- location, weather and climate, major land forms (2); Elementary knowledge of ATLAS map (1); Introduction to Indian culture and society (1); Introduction to ancient history (1); Introduction to medieval (2); Introduction to modern history (until independence) (2); Hinduism and their symbols (2); Religious sites of Hindus (2); Buddhism (2); Religious sites of Buddhists (1); Jainism (1); Religious sites of Jains (2); Sikhism (1); Religious sites of Sikhs (1); Islam (1); Religious sites of Islam (1); Christianity (1); Religious sites of Christians (1); Iconography (1); Museums of India: Archaeological (1); Sculptures of India (2); Museums of India: Palaces (2); Study of tourist circuits (specific regions) (2); Architectural styles in India (with corresponding monuments) (3); Indian handicrafts and souvenirs (2); UNESCO world heritage sites (2); Indian paintings and miniature (2); Major fairs and festivals in India (2); Indian classical dance forms (2); Classical music, musical instruments, gharanas (2); Major regional folk dances (2); Adventure and wildlife tourism (2); Ancient sciences: astrology and palmistry (1); Gems of India (1); Folklores of India (1); Important tourist trains of India, i.e., palace on wheels, Deccan Odyssey, Golden Chariot, etc. (1); Indian cuisine (1), *Total 61 sessions*
Tourism context	An overview of Indian tourism- inbound/ outbound/ domestic tourism, strategy for tourism in the XI plan period (1); Indian tourism offices working in India and abroad; overseas tour operators and their 'fam' tours; important countries of tourist origin to India (2); IATO/TAAI/TGFI (2); ITDC/STDC (2); Travel legislations- accommodation, transportation and shopping, etc. (2); ASI and its role (2); Role and functions of Department of Tourism, Government of India, Tourism Policy of India (1). *Total 12 sessions*
Total number of sessions)	120

*Value in parenthesis represents number of sessions of 90 minutes duration each.