

REPORT OF THE

Expert Consultative Services Rendered to The Co-operative Training Centre in Nepal

FOR ORGANISING

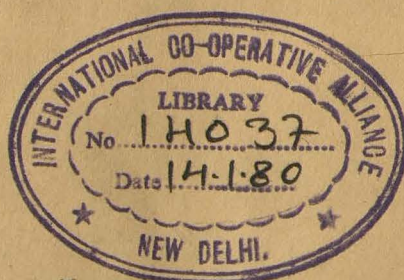
Their Library and Documentation Services

By

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INTERNATIONAL COOPERATIVE ALLIANCE

REGIONAL OFFICE & EDUCATION CENTRE FOR SOUTH-EAST ASIA

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REPORT OF THE EXPERT CONSULTATIVE SERVICES RENDERED TO THE CO-OPERATIVE
TRAINING CENTRE IN NEPAL FOR ORGANIZING THEIR LIBRARY AND DOCUMENTATION
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1. Introduction

1.1 I visited Nepal from 18th to 24th June 1978 at the invitation of His Majesty's Government of Nepal (Department of Cooperation). The purpose of my visit was to study the existing library facilities available with the Cooperative Training Centre and make recommendation for its improvement.

1.2 Co-operative Movement:

The Co-operative Movement was introduced in Nepal in 1953. The total number of all types of societies at present is about 1122 total number of membership is over one million. Almost 90% of cooperatives are agricultural. However, there are also other types of societies, viz., Health services, Transport, Consumers, Metal workers societies, Weavers' societies, Cottage Industries societies, etc.

The movement is managed and supervised by the following staff:
Co-operative Department: All types of staff about 900 persons.
Field staff, working in the societies, about 1,900 persons.

1.3 Co-operative Training Centre :

The Co-operative Training Centre was set up in 1962 under the Department of Co-operatives, to conduct different training programmes for the Departmental personnel, officials of the cooperative societies and the field staff of the allied agencies. This is the only institution in the country which imparts training to the people involved directly or indirectly in the cooperative movement.

Objectives:

The principal objectives of the Cooperative Training Centre are :

1. to prepare skilled manpower required for the development of cooperatives, and
2. to educate the officials and members cooperatives on various aspects of cooperation.

Functions :

the main functions of the Centre are :

1. to conduct different types and levels of training course,
2. to conduct member education camps in different districts through district cooperative offices,
3. to produce educational materials regarding co-operation,
4. to promote research activities in the field of training and cooperative development.

Training Courses and Duration

Some of the main training programmes offered by the Cooperative Training Centre are :

1.	Course for Co-operative Officers (Pre-service Training)	26 weeks
2.	" " " Inspectors "	12 "
3.	" " " Auditors "	12 "
4.	" " " Managers "	12 "
5.	" " " Sub-Inspectors "	26 "

Besides the Pre-service Training, the Centre also conducts the In-service and Refresher Training Course of one month's duration for co-operative Inspectors, Co-operative Auditors, Co-operative Managers and Co-operative Sub-Inspectors.

Subjects offered in the Training Programme :

At present the following subjects are offered in various courses of the Centre. The subjects are however, fixed for study in accordance with the level of courses mentioned above:

1. Co-operation,
2. Co-operative Management,
3. Co-operative Law, Rules and Bye-laws,
4. General Accounts and Co-operative Accounts,
5. Co-operative Auditing,
6. Co-operative Marketing,
7. Rural Economics,
8. Agricultural Science,
9. Banking, and
10. Population Education.

Physical Facilities :

The centre has its own building. It has a library which has been equipped with about 4000 books on cooperative and other related subjects. Hostel facility is also provided to the trainees.

Teaching Staff :

At present, the Centre has one Principal and seven instructors with specialisation in various subjects.

1.4 Library

The Centre's library has a total carpet area of 1,400 sq. feet. Presently the library has 4,000 books on cooperation and related subjects. It receives about 20 journals and 10 newspapers. The Library has an annual budget of Rs. 6,000/-. About 100 books are added annually. It is open from 10.00 a.m. to 5.00 p.m. and is being used mainly by the staff and student of the Centre. Researchers and co-operative officials are also allowed to use the library.

Physical Arrangements:

Books are kept in wooden cupboards having glass covering on them. Cupboards are locked. Journals and newspapers are displayed on reading tables. The library has good lighting arrangements. It also has excellent ventilation and is provided with fans.

Technical Work :

Books and other documents are not systematically accessioned, classified and catalogued. The issue system is also not systematic.

Staff:

At present there is^a Librarian, who is basically a field instructor, but temporarily looking after the library. The qualification of the Librarian is Intermediate (12th Standard) without any library science training. At present there are no library science training facilities available in Nepal. The Librarian has not been provided with any helping hand.

2. Documentation and Bibliographical Services:

~~These services are not available at the moment.~~

2. Definitions

~~For the purpose of this report the following terms will be used:~~

2.1 Document:

Any writing whether printed, cyclostyled, typewritten or produced in any form which can be reproduced for further use.

2.2 Library:

A collection of documents which has been scientifically organized to allow users to learn of its contents and to obtain the documents so organized.

2.3 Librarian:

A person trained to acquire, organize (through cataloguing, classification, and shelf arrangement), and help others to use the collection of documents.

Index :

2.4 A list of the contents of a document or a series of documents, arranged in some systematic order (e.g. by authors, by titles, by subjects, by country, by classification notation, etc.).

Journal:

2.5 Any publication which appears at regular intervals and is expected to be published indefinitely.

2.6 Review of the literature:

A synthesis and evaluation of a group of documents by a specialist in the subject being reviewed.

2.7 Serial:

A publication to be issued at intervals, but not regularly and usually at intervals of a year or more.

2.8 Selective Dissemination of Information:

A system whereby notices of newly received documents in particular fields of interest are automatically called to the attention of concerned key workers in the organization.

2.9 Documentation Center :

An institution which collects and makes available to others documents in a special field, and, and which itself, through its own staff investigates and exploits the documents, publishes the key to them and evaluates the information contained in them. It includes a library (2.2), but goes beyond the work of a Library.

2.10 Documentation Service:

The service offered by documentation center. Traditionally these include (but are not limited to) providing copies of the documents from its own store or elsewhere, in original form or as photocopies, producing guides to the literature (indexes, abstracts, special bibliographies, union catalogues lists of the holdings of other collections, translations, reading, lists, etc.) and exploiting the literature (publishing evaluative reviews, reporting the state-of-art of the subject, calling the attention of competent authorities to gaps in information in certain areas of the field and suggesting research or other work to fill in these gaps). Often research in documentation is also undertaken.

2.11 Information Centre:

An organization whose function is to supply information which is derived from publications as well as from any other source, on specific subjects. It uses for this purpose the services of documentation centres, analysis centres, libraries and subject specialists, or any other source of information.

2.12 Information Network:

System integrating institutions such as: Libraries, documentation centre, information centres, analysis centres-into a coordinated whole, to provide a community of users with relevant input data, irrespective of its origin, format or physical location. An information network can be subject or mission-oriented.

3. Need for a well organized library for the cooperative movement of Nepal:

3.1 Need for a Library for the Co-operative Movement:

Except for the library of the Training Centre there is no other co-operative library in the country. To meet the need for providing information assisting research, and covering the general reading needs of the centre's staff and students as well as the co-operative officials, there is a great necessity for a well equipped well managed library manned by trained staff. This is perhaps one of the most important requirements of the cooperative movement of the country.

The need and purpose of cooperative libraries and documentation centre are elaborated in the best manner by the former Director of the International Co-operative Alliance, Mr. W.P. Watkins, in the foreward to the first edition of the "Manual for Co-operative Libraries and Documentation Services".

in the following words: " If education is an essential principle of Co-operation, Libraries are no less essential to co-operative education. Even in this age of mass communication-media the written, typed or printed word remains the most important medium for the recording and transmission of co-operative facts and ideas. No one to day can talk all co-operative knowledge for his province. Both the cooperator with the life time of experience and the young co-operative official doing pioneer work in a newly-developing country find a library indispensable for their understanding of co-operative problems.

Moreover, co-operative management and administration are, or should be ceasing to be matters of traditions, rule-of-thumb and more or less inspired guesswork. The director and manager of today need exact knowledge not obly of the movement, but of the economic and social world in which it has its being. That knowledge must be scientifically arranged and immediately accessible. A fully-equipped well-conducted library and documentation service is an indispensable part of the equipment of every co-operative organization, if it is to maintain and increase its efficiency."

3.2 Need for a well equipped library for a co-operative Training Centre:

A good cooperative educational programme entails a well-equipped library where students and teachers can undertake self-study. The library should contain all printed material on cooperation and allied subjects, with special reference to the country. For comparative study purpose it should have a good collection of cooperative documents from other countries. It should have a good collection of cooperative journals. It should also have audio-visual equipments and literature. It should maintain relations with national and international cooperative libraries for the purpose of inter-exchange and inter-lending of books documents.

A place where all these could be available is the cooperative library. However, a search for a library exclusively devoted to co-operative subjects, where those involved in cooperative work could make researches and studies is still wanting in the developing countries. Even a visit to some important cooperative libraries in Asian countries has shown limited resources and lack of relevant updated materials. If teachers and leaders engaged in cooperative work have to be aware of the latest trends and developments there is a need for a well-equipped cooperative library rich in reading materials and devices. Only then can it be said the cooperative teachers and leaders in Asia, after having studied and referred to the experiences and knowledge of others, (as learned from the wise use of what a good cooperative library offers, will be able to build up an effective educational programme fitted to the country's economic, cultural, political and social background needs.

4. General observations and recommendations

4.1 General Observations:

During my visit to Nepal I had opportunities to discuss the library and other matters with the Registrar, Acting Deputy Registrar, Principal, members of the Faculty of the Centre and the Librarian. I noticed a keen enthusiasm in them to develop their cooperative movement. They appreciated very much the help, and cooperation extended to Nepal by the ICA from time to time. The Principal and faculty Members felt that they have been greatly benefitted by their participation in various ICA training courses and seminars. Literature sent by CEMAS to the College was found very useful. In fact they were planning to translate some of the Manual into the Nepali language. I was also able to understand the difficulties faced by the Training Centre, and to appreciate their keenness in giving a proper shape to their reference and documentation services. The Training Centre in turn was able to appreciate the limitations within which the ICA Regional Office has to operate. The Registrar was very keen to form a Cooperative Federation of Nepal and thereby become a member of the ICA family which he felt would increase a cooperation with the ICA.

4.2 Recommendations:

Keeping in view their very positive attitude it is suggested that the ICA should come forward in a positive way to provide the requested support to the movement of the country. To discuss the possibilities of providing more support to the movement some high ranking official of the ICA should visit Nepal in the near future.

4.3 It is envisaged that the library of the Cooperative Centre should not only be a library in the traditional sense, but it should also be a documentation and information centre for the Cooperative Movement of Nepal. It should be developed on sound technical lines so that it could cover the general reading requirements of trainees and also be able to cater to the reference, research and information requirements of the Centre as well the movement as a whole. This can only be achieved through a well-organized library and documentation services.

- I. The Centre has enough space to house a good library, with all other facilities of lighting, ventilation etc.
- II. Furniture, etc. The present system of keeping books in closed cupboards under the given circumstances, seems to be all right. However, there should be standard display racks for journals and newspapers.

III. Collection of books, pamphlets, periodicals, etc.

It is recommended that besides the ordinary booksellers channels the library should have contact with other cooperative librarians for getting their accession lists, etc. The members of the International Working Party of Cooperative Librarians & Documentation Officers (of the ICA) should be contacted to get relevant English language literature on a complimentary basis. The best contact points will be ICA Regional Office in New Delhi, ICA London, Cooperative Union (UK), K.F. Library (Sweden), Swedish Cooperative Centre (SCC), Canadian Cooperative College, Plunkett Foundation, Cooperative League of U.S.A. Institute for the Development of Agricultural Cooperation in Asia (IDACA) Japan, Central Union of Agricultural Cooperatives in Japan, National Cooperative Union of India, National Council for Cooperative Training (NCCT), New Delhi, Vaikunth Mehta National Institute of Cooperative Management (VMNICM) Poona, etc.

IV. Accessioning, Cataloguing and Classification

All the documents viz. books, booklets, periodicals, newspapers, etc., received in the library should be accessioned, classified and catalogued so that documents can be made available quickly when required. This job can be done only by a technically trained librarian. Hence detailed recommendations on technical matters may not be of much use at this stage, as no trained librarian is presently available.

V. Routine general matters -

Book-shelving, circulation of periodicals and newspaper clippings, binding etc. can be better handled by a technically trained person.. As in any organisation, the need for trained manpower, is necessary. This is equally important in the case of a library which is expected to provide specialised services. Therefore I would like to stress that the Training Centre should have trained librarian at earliest possible. The fundamental personal characteristics qualification, duties of a librarian are given below:

VI. Staff, Librarian, Personal Characteristics Needed

Sound knowledge of technical work of librarianship, ability to plan and execute plans, supervising skill, attention to detail, interest in helping people, ability to make a favourable impression on individuals or groups, ability to get along with others and work cooperatively with colleagues, should be research minded.

VII. Qualification -

Should be at least a graduate, preferably a post-graduate degree holder with adequate training in librarianship.

VIII. Major duties -

Under the direction of the concerned authorities, the librarian should be responsible for procuring and processing of all documents, (viz. accessioning, classification, cataloguing, etc.) Services to the readers of the library's collection for maintaining all the pertinent records, etc.

IX. Status and Salary -

Status and salary would depend on the academic and professional qualifications of the librarian. However, it is suggested that a trained post graduate or graduate librarian should have a status equal to that of a lecturer.

4.4 Special Recommendations

I would like to suggest that we at ICA should extend technical assistance to Cooperative Centre. This can possibly be done in the following manner:-

4.4.1 Training facility to a librarian

Since there are no library training facilities available in Nepal at present, it is suggested that the ICA should finance the training of a librarian for the Training Centre of Nepal in India. It is further suggested that the training facility should be extended to a person having at least a degree, preferably a post-graduate degree in social sciences, viz. economics/Commerce/Sociology/Political Science, etc.

4.4.2 By making available some selected books and other relevant publications (either on gratis basis or by helping them in procuring these against payment), and

4.4.3 By assisting the Cooperative Training Centre in suggesting on appropriate layout of their library fixtures and by streamlining the documentation services.

This is the stage, in my opinion, to take a firm decision in the matter so that I could devote my time to making details of the above-mentioned suggestions.

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