Chapter –I

1. Introduction

1.1 Background of the Study

Information is an intrinsic property of various systems, which exists irrespective of whether any human or other forms of intelligence perceive it or utilize it. Information is something that one person communicates to another, the meaning of which can only be understood in a socio-cultural context. Information has to make sense and in order to do this, it has either to fit with pre-existing meaning or be capable of integrating with them and possibly transforming them.[1]

Information, as vital resources for problem solving, decision-making, education and knowledge updating, has also its won boundaries. Every body, state and society requires it to achieve the said goals and objectives. Therefore it is considered as a power resource as equal to other natural resources in some cases more important than other resources. It has played significant role for the over all development of the societies since ancient time. Hence, information, as an important asset, has come toward as the driver of all scientific, technological, social, economical and political activities. And information is also considered as a basic need of human beings ranking after air, water, food and shelter.

Information is globally the fastest growing sector, which grows approximately at 5 percent per year as compare to that of world economy which grows approximately 3 percent a rate of the year. There is also a growing tendency to access relevant information at no time. The large volume and the redundancy of information pose as a problem of information handling and facilitation of timely access to relevant information. Therefore, the reorganization, acquisition, storage, process, retrieve and dissemination of right information to the right users at right time is a challenging job.

[1] Martin, William J, *the Global information society*; 2nd Rev. edn., New York, Aslib Gower pub, 1988

The information needs of Nepalese are varied and growing in nature due to the growth of literature and highly educated citizens. The Government of Nepal has provided some facilities for information dissemination to general public through different channels, methods, media and techniques. There is constitutional provision of right to information to all the citizens of Nepal. The constitution of the Kingdom of Nepal has provided many fundamental rights to the people of Nepal. Article 16 is the "Right to Information". Every citizen has the right to demand and receive any information of public importance.

Library and information systems can be considered as the foundation to fulfill the objective of Right to information of Nepalese people. Such systems can provide the facilities of laboratories for information access to meet the varieties of information needs of heterogeneous users. Both the subjects e.g. Right to information and Library and information systems are interlinked and interdisciplinary to each other.

The Government of Nepal has not recognized library and information systems as an important area to fulfill constitutional provision of Right to information. Due consideration has not been given to Great congeal and favorable atmosphere to avail all sorts of information & public importance as a matter of right through a scientifically developed and designed library and information system. The lacking of government interest to develop this sector, the existing libraries and information centers are handicapped by economic crisis and legal protection and their services unable to meet the targeted to fulfill the right to information.

Mass media have played significant role for current information flow in Nepal. Telecommunication has no doubt revolutionized information communication services through telephone, satellites and electronic mail, internet etc. As far as global information access and transfer to fulfill the right to information, are concerned Nepalese are no longer separated by oceans, mountains and deserts. To day every Nepalese can directly dial almost everywhere in the world. Voice and visual communications through computer, radio, television and telephone are possible, Journalists, press and publishers,

postal services etc have contributed a lot to disseminate the information generated by scientists, politicians, Social scientists, government agencies, NGO, INGO etc to the required information seekers. But the identical one way message or information through voice and visual methods except print media, to a large numbers of physically separated masses can not be an affective means gather the wealth of information to fulfill the right to information generated by mass over the year for the present and the posterity. The important areas of information communications such as radio, television, telecommunication, press and publisher etc have recognized by government through a provision of laws and by laws. But library and information system, having great importance for information generation to utilization as a matter of information right has not been recognized through acts, rules and regulation by the government. [2]

Shannon, Claude E defines information as "a selection from set available messages, a selection which reduces uncertainty". He treated information as an invariant property of something else-a message, a signal, or document.

According to Shera "Information is a fact. It is the similar we receive through our sense. It may be an isolated fact or a whole cluster of facts; but it is still a unit, it is a unit of thought"

According to Neelameghan, "In a generic sense, it is content (message) which is exchanged when adjusts it environment and as the environment in terms is changed by the reaction of organism".

According to G.Bhattacharya "A message conveyed or intended to be conveyed by a systematized body of ideas".

The information needs of the users are of central concern to providers of information service. The ultimate aim of any information retrieval system is to supply and deliver the information which can precisely match the information request or

[2] Karki, Madhusudan; *TULSSAA*, V.1.No.1 Issue No.8, Oct, 2006

requirements. It is beyond doubt that the success of the information service is more likely to be achieved by adjusting the services to meet the specific needs of an individual rather than trying to match the output of the information systems. There is no field of human activity wherein information is not a component. Whether it is research and development, business and industry, the information has to be acquired, processed, stored, retrieved and disseminated for communication. Indeed the effectiveness of performance in all these spheres of activity depends largely upon the availability of information at the right time in right quantity. Information is for use. It is capable of converting natural resources into artifacts and consumable products. Information generation, dissemination, transfer and communication take place between people through channels and media in a variety of contexts and environments. In other words individuals have to operate in an information communication environment of their own. Hence a fairly accurate assessment of information needs of users has to be made because this will alone form the basis for all information activities. The information needs of users have to be assessed for the effective provision of information service meeting their needs.

Information functions exist at all levels because there are users whose needs must be satisfied. This need must be satisfied. This need must be assessed and determined. The users are an important component in any information system. Almost every one and every one at one or the other time makes use of information and hence they are all users. Users are the important link in the information communication systems. The information systems exist to satisfy the information needs of the users depending on the extent of use of the information.[3]

Libraries attempt to meet the needs of a diverse and complex group of users, who have wide-ranging interests and complex sets of demands. Historically, the fundamental aim of libraries was to formulate a philosophy of intellectual freedom, and to provide access to a finite amount of print information. Over the course of the last decade, very valuable resources of information have become available on the Internet and through

[3] Shokeen, Ashu…etal; Information: management, sources and other studies, essays in honour of professor K.Kavalani vol 1. Ess Ess Publication

other electronic databases, and libraries are currently playing a very different role from before. Not only do libraries continue to collect and provide access to printed materials, but also they have to manage the ever-increasing amounts of electronic resources. Owing to an increased use of online indexes, databases, and of course, the Internet, the role of librarians has changed. They are expected to have specialized knowledge of these new information tools to enable them to help their clients with online searching, and to find the best information available on any given subject. How can libraries provide professional assistance to users, who are searching for useful information in the vast ocean of the Internet and other electronic resources? What techniques do librarians use when collecting electronic resources?

It is now approximately 10 years since academic libraries began to make a determined move towards the provision of enhanced electronic access to information for their client communities. The reasons for this move are well documented, but they can be summed up by saying that it was in response to what became known as a ‘crisis’ in the system of scholarly communication. This was not, however, something that occurred in isolation; it was part of an almost unprecedented period of rapid and continuous global change. As well as a new political world order and global economic instability, the period saw new technologies change the way we work, communicate, conduct wars, treat disease, entertain ourselves and conduct our finances. Information expanded exponentially and computers revolutionized the way we used it. Knowledge is not only increased, but became increasingly specialized.

Academic libraries and their client communities are two elements in the ‘the system of scholarly communication’. ‘Scholarly communication’ was defined simply by Shaughnessy as ‘the social phenomenon whereby intellectual and creative activity is passed from one scholar to another.’ However, the ‘organization’ that is known as the ‘system of scholarly communication’ represents a complex process involving several important elements: the scholars themselves, academic libraries, publishers of academic journals and books and the learned societies. That this form of communication functions as a system was both a premise and a conclusion of the National Enquiry into Scholarly Communication. Up until that point, while there was a large amount of literature on each

of the separate components, never before had the process been viewed as a holistic system. Significantly, the report also noted that all parts of the system were fundamentally dependent on the others and that the single system, in all its parts, was highly sensitive to influence from two outside factors: the actions of the funding agencies, and the developments of new technologies.[4]

Information exchanges, as a crucial element in the development process, is both a tool and a resources for development practitioners worldwide. The increasing demand for information for accelerating the whole development processes at all levels has necessitates the need of promoting networking in different fields of human activities. Now the specialists use the term 'Development network' stressing a two-way flow of information as well as activities than can meet the needs of these participating members in the networks. The development network aims to the need for information sharing, coordination of member's endeavors and provision of mutual support in common action. Since 1960's there has been increasing demand for the flow and exchange of information at global level. Specially non- governmental agencies started to develop the concept of resource- sharing through networking. The United Nations General Assembly at its 30th session (1975) adopted a resolution regarding the establishment of a network for the exchange of technology information. Accordingly, the Inter- Agency Task Force on Information System (IATFS) was established in February 1976. In its June 1976 report IATFIS stressed the need for the exchange of technological information as composed of a large number of individual's nodes and the links between them, the nodes could be both sources and users of technological information at the national, regional and international level in the private and public sector.[5]

The remote access to electronic databases has formed the basis of an international information services industry for several decades. The increasing globalization of the electronic domain carries major implications for those currently engaged in the industry. It has been largely a matter of database hosts and providers, of the increasing range and

[4] PERI\Academic libraries.htm/ Milne, Patrica, Electronic access to information and its impact on scholarly communication (Dec., 2006)
[5] Rab, Syed Fazle; *The changing Frontier of Library & Information science: Concept, Models &Applications*, New Delhi, Commonwealth publication, 1994

sophistication of information services available –in full text and multimedia formats, and of the likely impact of CD-ROM on online provision, or of the end user on the intermediary. The interactive multimedia is largely comprised of CD-Rom discs that are played on personal computers with color screens, sound cards, hard disk and CD- ROM drives. It also tends to be a term which is used extremely loosely, with the majority of currently available titles not truly interactive. However, interactive multimedia is fast becoming network-based, using global networks that link computer with computer and, thus, user with user. More importantly, these products define both the content and context in which the user can find, manipulate and interpret informative, educational and entertaining material. The internet is already emerging as a factor in the convergence battles within the information-based industries. What started out as a facility for the academic and research community is becoming increasing commercialized. Commercial users already generate a higher volume of traffic on the internet than do academic or non-commercial users. The demand of such that commercial electronic mail services have been forced to provide gateways to the internet. Using such facilities and capacity leased form network providers, computer users are now beginning to go into business for themselves and compete directly with telecommunication service companies. In spite of a significant increase in the amount of information that could be accessed electronically, the results indicated that the most important methods for keeping current in specialized areas were those that traditionally had always been important: journals, personal networks of colleagues and conferences. Individual electronic services were ranked the lowest of all methods used.

There are different types of Library Networks world wide. In USA, (Online computer Library Centre) OCLC Dublin, Ohio, (Research Libraries and Information Network) RLIN Standard, California and (Washington Library Network) WLN, Olympia, Washington are the important Library Network. UTLAS International CANADA, and Scientific and technical Information (STI) is the main Library Network in Canada. British Library Automated Information Service (BLAISE), United Kingdom Joint Academic Network (JANET), Scottish Libraries Cooperative Automation Project (SCOLCAP), Brimingham Libraries Cooperative network (BLCMP) are the important Library

networks of United Kingdom. In India there are many international as well as regional databases and other networking programmes as like International Information System for the Agricultural Sciences (AGRIS), Medical Literature Analysis and Retrieval System(MEDLARS), National Information Centre Network (NICNET), Information and Library Network(INFLIBNET) of India, Indian National Scientific Documentation Centre(INSDOC) New Delhi, Delhi Library Network (DELNET), Calcutta Library Network (CALIBNET), Bombay Library Network (BONET), Indian Commercial Computer Network (INDONET) etc.[6]

Here my concern is with PERI (Program for Enhancement of Research Information) it is a program of the INASP (International Network for the Availability of Scientific Publication). The mother of INASP is the ICSU (International Council for Science) which is founded in 1931 to promote international scientific activity in the different branches of science and its application for the benefit of humanity. It is one of the oldest non-governmental organizations in the world, which is established under the law of France. It represents the evolution and expansion of two earlier bodies known as the International Association of Academies (IAA; 1899-1914) and the International Research Council (IRC; 1919-1931). ICSU's strength and uniqueness lies in its dual membership, National Scientific Members and International Scientific Unions, whose wide spectrum of scientific expertise allows ICSU to address major, international, interdisciplinary issues which its Members could not handle alone.

ICSU seeks to accomplish its role in a number of ways. Over the years, it has addressed specific global issues through the creation of Interdisciplinary Bodies, and of Joint Initiatives in partnership with other organizations. Important programmes of the past include the International Geophysical Year (1957-58) and the International Biological Programme (1964-74). Major current programmes include the International Geosphere-Biosphere Programme: A Study of Global Change (IGBP), the World Climate Research Programme (WCRP), and DIVERSITAS: An Integrated Programme of

[6] Rab, Syed Fazle; *The changing Frontier of Library & Information science: Concept, Models & Applications*, New Delhi, Commonwealth publication, 1994

Biodiversity Science and the International Human Dimensions Programme on Global Environmental Change (IHDP).

Authorities of ICSU were anxious with the present trend of the development of Science. Some authorities expressed the opinion that if this trend continuous, the gap between western world and the rest of the world will be terrible difference. To reduce this gap an International network of information named INASP was established, as a program of the committee of the Dissemination of Scientific Information (CSDI)/ICSU press. [7]

In 1992, ICSU was invited to act as principal scientific adviser to the United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro and, again in 2002, to the World Summit on Sustainable Development (WSSD) in Johannesburg. Prior to UNCED, ICSU organized an International Conference on an Agenda of Science for Environment and Development into the 21st Century (ASCEND 21) in Vienna, in 1991, and ten years later, ICSU mobilized the scientific community even more broadly by organizing, with the help of other organizations, a Scientific Forum in parallel to the WSSD itself. ICSU is also actively participating in the World Summit on the Information Society (WSIS) in Geneva, 2003 and Tunis, 2005.

In 1998, Members agreed that the Council's current composition and activities would be better reflected by modifying the name to the **International Council for Science**, while its rich history and strong identity would be well served by retaining the existing acronym, ICSU. [8]

Programme for enhancement of Research Information (PERI) is a programme to support capacity building in the research sector in developing and transitional countries by strengthening the production, access and dissemination of information and knowledge. In 1999/2000 International Network for the availability of scientific Publication (INASP) was approached by research partners and librarians of Africa, Asia, Latin America and the New Independent States to assist them in the design and implementation of programme of complementary activities to support information and communication

[7] Bhandary, Krishna Mani, PERI in Nepal. Spotlight/July 25,2003
[8] http://www.inasp.info \ICSU Brief History.htm (Dec., 2006)

technologies (ICT). PERI began as a pilot program in 2001 in six African countries which quickly grew in includes eight countries. At present, PERI is active in more than 50countries throughout Sub-Saharan Africa and former Soviet Union plus Sri Lanka, Ecuador, Bolivia , Nepal and Vietnam.

The immediate objectives of the programme are to:

- Facilitate the acquisition of international and local information and knowledge;
- Improve access to local research through the improved preparation, production and management of local journals;
- Provide awareness or training in the use, evaluation and management of electronic information and communication technologies (ICTs);
- Support problem-solving of regional and local information access and dissemination challenges

PERI has four areas of Services, they are

1. Delivering Information to enable researcher and scientists to acquire international academic and scholarly information as on line full text journals.
2. Strengthening publishing providing opportunity for the enhancement of skills in book and journal publishing in print or electronic and enhancing information and
3. Enhancing information and Communication Technology (ICT) skills with in Library, University and research institute.
4. Access to national and regional research

1. Delivering information

Aims and objectives

- To provide researchers with access to international scholarly literature based on electronic delivery - unlimited access to journals, databases and articles across the widest range of disciplines.

- To develop a network of libraries, national and international, to interface with researchers in developing and transitional countries to maximize access to and use of international scholarly literature.

Process

Country Coordinators assist INASP in reviewing the current situation in their country with respect to the supply and availability of scholarly literature. In collaboration with the research community, the resource requirements for each country are identified. INASP negotiates access to as many required resources as possible with content owners and publishers.

The exact cost of each resource is related to the GDP of the country, and although many of the resources are available without cost as part of PERI, others are obtainable at up to 98% discount on the normal subscription rates.

PERI already includes:

- Over 25,000 full text online journals
- Many of the world's leading citation, bibliographic and reference databases
- Document delivery from over 20,000 research journals
- CD-ROM (or DVD) format can be provided where they are available.

2. Strengthening national research publications

The Second main functions of the PERI is to strengthening national research publications by improved local publication quality, visibility and sustainability

The Aims and objectives of the second main functions are as follows

- To increase dissemination opportunities for nationally produced information.
- To enhance sustainable access to the nationally produced research information.
- To ensure the provision of training and skill sharing to enhance editing, publishing, production and distribution skills.
- To ensure the improvement in quality of national publications.

3. ICT and E-resource management training

Aim and Objective

Enhanced skills in using electronic resources and tools within library, university and research communities throughout the developing and transitional world.

INASP ICT Training Workshops

A range of workshops and supporting training activities are available from INASP as part of PERI. All of the training materials are available to download for free under a Creative Commons license.

INASP ICT Training Characteristics

All training activities that INASP undertake support or are involved in aim to have the following characteristics:

- £ Participatory
- £ Evaluated (post-event)
- £ Demand led
- £ Replicable
- £ Locally contextualized
- £ Measurable outcome
- £ Quality assured (pre-event)
- £ Help to meet INASP strategic objectives

INASP ICT Training Methodology

INASP's 'traveling' training methodology has been developed through extensive engagement and feedback from partner organizations in library, university and research communities.

The key characteristics of the methodology are:

-) In-country training: promotes training that reflects and responds to participants daily working environment

- Multi-participant/single-site: encourages peer-support via a critical mass of trained people in each location
- National and regional facilitators: builds local skills and capacity both in the subject area and in the development and delivery of the training programme.
- National and regional 'cascades': supports networking, capacity building and extensive, cost-effective sharing of skills and training.
- Modular training materials: generates an adaptable resource bank of high-quality training and support materials.
- On-going monitoring and evaluation: maintains high standards and on-going improvements and response to learning.
- Participative: enhances learning and knowledge sharing through hands on, practical exercises and activity-based group work

INASP Training Activities and Materials

The following training workshop programmes and associated materials are available from INASP. Please note that most of the INASP workshops and training materials are designed with a traveling workshop methodology in mind.

- Accessing Information in Developing Countries

  This one-day workshop is intended to provide an outline of the issues associated with accessing information in developing countries. The workshop addresses the opportunities offered by electronic information resources and the changing role of the university library in the electronic era. Workshop materials are available in: English only at the moment.

- Bandwidth Optimization [updated: 8 June 2006]

  A new workshop series currently under development. The workshops will look at the issues surrounding the optimization of bandwidth and will be aimed at; Librarians - training and information related policies; senior management - policies and procedures; IT staff - technical policies, tools and solutions.

- Electronic Information Resources for Health Workers

  3-5 day hands-on workshop. Elements from the Using the Internet and Electronic Journals workshops (above) have been adapted specifically with health

workers (in particular librarians) and researchers in mind. Particular emphasis is given to using electronic information resources that are available through PERI that are of most interest to those working in health-related disciplines. Workshop materials are available in: English only at the moment.

- Developing an Information Literacy Programme [updated: 24 May 2006]

  A three day workshop that aims to provide librarians and information workers with methodologies and techniques to develop an information literacy programme for users or for other librarians and information workers in their institutions.

- INFORM Electronic Information Resources for Health Researchers and Professionals [updated: 17 January 2006]

  A multi day hands-on workshop covering detailed guidance and instruction on accessing and using online information resources of interest to people working in the health sector. Workshop materials are available in: English only at the moment.

- Electronic Journals and Electronic Resources Library Management

  4-5 day hands-on workshop. Modules include: Electronic library resources overview; Supply models; Software requirements; PERI programme resources review; Downloading and document delivery; Effective searching; Archiving; Copyright and licensing; Monitoring and evaluating use; Managing access and purchase; Managing implementation and user access. These workshop materials are available in: English, French, Russian, Spanish and Portuguese.

- Introduction to "Using the Internet"

  3-5 day hands-on workshop. Modules include: Introduction to the Internet; Web browsers; Search engines and effective searching; Subject-based information gateways; Internet for teaching, learning and research; Evaluating the quality of Internet information; Copyright; Costing the use of the Internet; Internet training for others. These workshop materials are available in: English, French, Russian, Spanish and Portuguese.

- Introducing the Internet for Public Libraries in Africa

  5 day hands-on workshop. Adapted, revised and updated "Using the Internet" workshop that targets the particular issues faced by public libraries in the use of the Internet as organizations and as an end user library service. Workshop materials are available in: English only at the moment.

- Licensing and negotiation skills [updated: 17 January 2006]

  This workshop is currently under development. The purpose of the workshop is to enhance skills and knowledge in the areas of licensing and negotiation skills for those consortium members and information managers likely to be most involved in building and developing relationships with publishers on behalf of their institute, consortium or country.

- Monitoring and evaluation of e-resource use [updated: 13 June 2006]

  This 3-day workshop has been developed for 2006, in association with Evidence Base at the University of Central England, using their eVALUEd tool kit. It covers the collection and use of quantitative and qualitative data for evaluating e-resource usage.

- PC Troubleshooting for Library Personnel

  4 day workshop - modules available include: Troubleshooting - What's it all about? Introduction to Computers, Common Hardware Problems, Common Software Problems, Common Software Problems, Networking and Internet, Security, Maintenance and Management, Seeking Additional Help. Workshop materials are available in: English and French.

- Proactive Librarianship: Marketing and Public Relations: A Manual for Workshop Presenters

  This training manual has been prepared following workshops held in Africa on "Proactive Librarianship: Marketing and Public Relations" for librarians and information workers, professional and paraprofessional, working in any type of library. The manual has been created to provide a practical guide for organizers and presenters of workshops in running successful training events in their own region. Materials are available in: English only at the moment.

- Train the trainer: administering and facilitating effective training events Partial set of materials to support "training the trainer." Written for trainers operating in an information and technology-training context. The modules and units can either be used to guide the planning and implementation of training events or as a basis for training of trainers. Materials are available in: English only at the moment.
- Web Page Design and Authoring, leading to Library Web Pages

  4-5 day hands-on workshop. Modules available include: Web authoring tools; HTML; Principles of Web design; Reverse engineering; Effective Web design; Images for the Web; Graphics tools; Information architecture; Optimal navigation techniques; Evaluation techniques (user analysis, task analysis, stakeholder analysis); Project management and project costing; Developing library Web sites. Workshop materials are available in: English only at the moment.
- Working together to support research: optimizing the use of e-resources [updated: 6 February 2006]

  3-day workshop which brings together information professionals and researchers to work together on strategies for optimizing the use of e-resources. Workshop materials are available in: English only at the moment.
- Other training programmes

  INASP also conduct and participate in training programmes in a number of other areas including; journals management and journals production.

4. Research and development

To support PERI and other INASP activities, we undertake research projects to investigate new methodologies for accessing, managing and using information, and methods of improving existing systems.

Optimizing bandwidth in research and higher education

This research was commissioned by INASP in 2003 in response to concerns of partner organizations in Africa, Asia and Latin America that their use of costly Internet bandwidth was not as effective as it could be. The report was prepared with input from

eight countries (from Africa, Asia and Europe), and has been written for three main audiences – senior management, librarians and IT managers. Both the full report and a short Info Brief that summarizes the issues are available on the INASP website.

As a result of these research activities, a programmed of workshops and training activities will be delivered in this area. Targeted at optimizing the use of bandwidth and focused on each of the three main groups mentioned above, a collection of bandwidth optimization workshops and training materials are under development. A press release explaining the background to these is also available.

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Search tools for low bandwidth environments

Participants in PERI now have a wide range of resources available to them online – however finding relevant content remains a time-consuming and skilled operation. To maximize the use of limited and costly internet connections, and provide an efficient searching mechanism INASP has linked with Lund University Libraries, Sweden, to adapt the **Electronic Library Information Navigator (ELIN@)** for use by organizations in developing countries.

ELIN@ provides a technology solution in cooperation with a wide range of publishers and information providers, using a single interface to search across multiple resources. The resources available can be tailored to ensure they comply with the licenses and access rights of the organizations.

The development of the current ELIN@ application will optimize it for (s) lower bandwidth environments. It will be tested in several different situations in Africa and Asia. If the pilot proves to be successful, an open source version will be made available for free downloading and use by libraries in developing countries.

INASP/PERI program is devoted for the development of Library too. The functional area of its Library development program is as follows

Supporting country collaboration and networking

Organizing and providing access to the increasing information and knowledge base is proving to be far beyond the capacity of any single organization. There is a need for organizations and information providers to collaborate to pool resources and jointly provide access and services that people need.

At the country level, various kinds of networking and cooperation mechanisms are emerging; seeking to ensure that locally-produced as well as 'imported' information is shared and used to its full potential.

INASP operates a range of activities to promote and support country networking. Initiatives include the following.

Spaces for discussion and collaboration

Individuals need to discuss issues of relevance to their own situation to share and build capacities to manage information resources. To enable this exchange, INASP provide various fora for discussion, these include:

- annual meetings of country coordinators
- *ad hoc* meetings, workshops and other events to bring together participants in-country

INASP also supports complementary networking activities under its Health, Library Development, Publishing and Rural programmes. In particular support to conferences and workshops of professional associations and Email discussion lists, such as HIF-net at WHO.

Connecting knowledge and expertise

INASP maintains a global knowledge base from which it provides information, advice and specific answers. Through its directories and networks, information activities

are ‘mapped’ and people with queries are connected to institutions and individuals with relevant expertise.

The *INASP Directory* contains over 300 detailed profiles of organizations and activities supporting any aspect of production, access to, and dissemination of, information and knowledge. Other examples are the *INASP-Health Directory* and the *INASP Rural Development Directory* .

Negotiation and licensing skills for library networks

As librarians become more skilled in managing electronic resources the next challenge is to manage country networks for purchasing, managing and disseminating the resources available. In May 2004 INASP supported participation in an Association of Research Libraries (ARL) distance learning course on Licensing and Negotiation. Delegates came from Kenya, Tanzania, Ethiopia and Malawi.

In collaboration with the ARL, the course participants and librarians in partner countries, INASP hopes to develop elements of the course for wider implementation through its training programmes, adapting modules to conditions experienced within developing countries.

Strengthen Professional Associations

The revitalization and renewal of university libraries is essential if the quality of higher education in Africa is to improve. Regional professional library associations play a crucial role. Starting in 1999, with funding from Danida, this project aims to strengthen the capacities of two regional library associations in Sub-Saharan Africa, SCANUL-ECS and SCAULWA.

It supports activities that lead to the collection of research data, publication of reports and newsletters, implementation of action plans, policy determination and exchange of experiences and information. The support takes the form of professional expert guidance and financial assistance. At the end of the period, it is hoped that the

associations will have developed the confidence, experience and skills to continue such work without outside support.

PERI in Nepal

Tribhuvan University Central Library (TUCL) is the national coordinating institute for International Network for the Availability for Scientific Publication (INASP). INASP, a programme under International Council for Science (ICSU) was established in 1992 to provide access to scientific information particularly to the developing nations.

Programme for the Enhancement of Research Information (PERI) is one of the important programmes of INASP. After PERI's implementation, Nepalese researchers, scientists, students, graduates, professors, scholars and all those interested in Science and Technology will have access to Full Text database of World's more than 25,000 high quality scientific journals. Likewise, they will have a full access to contents, abstracts from 20,000 scientific journals. The PERI has been implemented in more than 50 countries to reduce the digital divide between the developing and developed countries. Latest being in Bolivia, Ghana, Senegal and Nepal in 2002. Sri Lanka is the first country to introduce this programme in South Asia.

The Danish government has helped to implement the PERI programme by providing £25,000 each year for the years 2004-2005.[9] Resources available in PERI programme under the Country Nepal are as follows:

Annual reviews

- 29 scientific disciplines

Blackwell Publishing

- Over 800 per-reviewed journals in a wide range of academic disciplines

Beech Tree Publications

[9] Annual Report of T.U. Central Library Fiscal year 2004/2005, Kathmandu, TUCL, 2005

- Three international, peer reviewed academic journals

CAB Compendia

- Encyclopedic, multimedia tools in forestry, crop protection, and animal health and production

The Cochrane Library

- An internationally acclaimed database of regularly updated evidence-based medicine systematic reviews

Cambridge Journals Online

- Trial access form 1 March to 31st May 2005 to over 190 leading titles in Linguistics, Politics, Medicine, Science, Technology, Social Science and Humanities

EBSCO

- Over 10,000 full text, peer reviewed journals and over 16,000 abstracted and indexed titles. Access to 8 major databases; Academic Search Premier, Business Source Premier; Eric; Master file Premier; Newspaper Source; Health Source, Nursing Academic; Health Source Consumer Edition; Medicine

Emerald Group Publishing Limited

- Access to the world's widest range of management and Library and Information science Journals

Institute of Physics Publishing

- 37 of the world's prestigious journals in physical and related disciplines

Mary Ann Liebert Inc

- 55 authoritative publications in the most exciting and promising areas of biomedical research, clinical medicine, surgery, Law and Science

National Academy Press

- Over 2,800 reports, e- newsletters and journals from US National Academy of Science, the National Academy of Engineering, the institute of Medicine, and the National Research Council

Oxford Journals

- Over 170 leading titles in science, technology, medicine, humanities and social sciences.

Springer

- Over 1030 high quality peer- reviewed journals in a wide range of academic disciplines

Document delivery service

- African Journals Online

  Table of contents and abstract of over 200 African journals with document delivery

Complementary Programmes to PERI

AGORA

- Free of low-cost access to major scientific journals in agriculture and related biological environmental and social sciences for public academic institutions in developing countries

HINARI phase I

- Free access to 2300 biomedical and related social sciences journals and other resources for health sector and academic institutions in 120 developing countries

TEEAL

- The essential Electronic Agricultural Library is a comprehensive full-text collection of core journals in the field of over 140 agricultural and related sciences.

1.2 Statement of the Problem

Programme to support the enhancement of research information (PERI) is started in Nepal from the year 2003. Tribhuvan University Central Library is the national coordinating Agency for the implementation of PERI in Nepal. Total 200 educational and research institutions are the members of the PERI progrmme in Nepal. The programme provides the access to over 25,000 e-journals full text free of cost for the first few years.

So, here in my study, I want to see whether such documents are properly used or not by the research and educational institute of Nepal and entitled the dissertation as "PERI e-resources used in Educational and Research Institutions of Nepal".

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to find out the uses of PERI e-resources in Nepal.

1.3.2 Specific Objective

The specific objectives of the study are:

1. To find out the usefulness of e-resources under PERI
2. To find out the uses of e-resources under PERI in different sectors i.e.
   - a. Management
   - b. Medical
   - c. Science and Technology
   - d. Education
   - e. Humanities
   - d. Agricultural science
3. To find out the reasons, why e-resources under PERI are not used.
4. To find out the mechanization for the sustainable access to e-resources under PERI.
5. To find out the suggestion for the better management of e-resources under PERI.

1.4 Hypothesis of the Study

The hypothesis of this study is that the PERI resources are very helpful for the Research and Educational sector of Nepal. The Resources are beneficial as well as informative and academic for both educationalist and Researcher. The resources will certainly enhance the research and academic activity of Nepal.

1.5 Scope and Limitation of the Study

This study is concerned with the e- resources available in Nepal. E –resources are of different nature but PERI resources are fully academic and research type of resources. The resources are very useful for those people who are in academic and research sectors. These types of resources will enhanced the research work and help the academician for the new achievements on their subject matter.

The Limitation of the study is that the study will focused only on PERI resources not on all resources. It will inform only about the resources available in Nepal. It will study of the e-resources subscribe by Nepal for few years. The study will not include the e-resources not subscribed by Nepal.

1.6 Significance of the Study

The importance of Journal is much more than the information provided by a book. If any new discipline is came in market, such new things are informed only through the Journal. An online journal can give the information about the new discovery in very short period of time. So the e-resources are very important and useful for the developing country like us. The e-resource provides us the new technology and development of the world in very short and economic way. PERI has more than 20,000 full text articles and if we go on cost point of view, an article may cost more than $20, and we are getting such expensive articles in free of cost. So the PERI resources are very significance for the country like Nepal.

1.7 Definitions of Terms

Information: The essential ingredient of any control system.[10]

Information retrieval: A branch of computing technology which is related to the storage and categorization of large quantities of information and automatic retrieval of specific items from the files and indexes maintained.[11]

Information system: A general term including all the operations and procedures involved in data processing system.[12]

Electronic Journal: In publishing an electronic publishing system which can by pass traditional scientific journal publishing. All the staged in the preparation of the electronic journal i.e. writing, refereeing, editing, proofing and publishing, are performed within a distributed computing system.[13]

Database: An organization of data files having information or reference material on a particular subject or subjects.[14]

Internet: The internet is a network infrastructure of computers, communications lines, and switches (really other computers) that uses a set of computer hardware and software stands, or protocols, which allow computers to exchange data with other computers.[15]

Bandwidth: The transmission capacity of communication measured in bits per second. Ethernet has bandwidth of 10mbps.[16]

1.8 Organization of the Study

The study will be organized as follows:

The first chapter deals with introduction which includes background of the study, Statement of the Problem, Objectives, Scope and limitations, Significance of the study, Definition of the Terms and organization of the study.

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[10] Encyclopaedic dictionary of Library and information science- v.I-IV, 1989
[11] ibid
[12] ibid
[13] ibid
[14] ibid
[15] Matthews, Martin S…etal-Microsoft office and Front page 2003.
[16]Shrestha, Kedar Lal, Project work on computer network system of NB bank, Kathmandu, 2003

The second chapter deals with relevant studies of the Literature i.e. Literature Reviews.

The Third Chapter deals with the focus of the study. This chapter deals of the promotional program of PERI e- resources by the country coordinator agency TUCL.

The fourth chapter deals with Research methodology, research design, Population Sampling procedure, Data collection procedure and data analysis procedures.

The fifth chapter deals with analysis and presentation of the study.

The final chapter deals with summaries, conclusions and recommendations.

Chapter II

2. Literature Reviews

Krishna Mani Bhandary on his article "PERI in Nepal" says PERI which is stands for Program of Enhancement of Research Information a part program of International Network for the Availability of Scientific Publication (INASP). INASP has nominated Tribhuvan University Central Library as National Coordinating Agency for the implementation of PERI program in February 2003. PERI has four areas of services and he expressed the PERI program will bridge up the digital gap between developing and developed countries. PERI works for promoting the quality publication in the country, it enable researchers and scientists to acquire international academic and scholarly information as on-line full text journals. It strengthen publishing providing opportunity for the enhancement of skills in book and journal publishing in print or electronic and enhancing information and Communication Technology skills with in library, university and research institutes. He is very serious about the sustainability of this program as PERI is very important for the Nepalese Researchers, Scientists, Students, graduates, Professors, Scholars and all those interested in research in science and technology.[17]

Dilip Man Sthaphit on his article "The International Network for the Availability of Scientific Publication (INASP), Program for the Enhancement of the Research Information (PERI) and Nepal" published in Nepali language mentioned that Director of INASP Mrs. Carol Prestly after visiting Nepal on January 28-29 and discussed with Authorities of Government body and nominated Tribhuvan University Central Library as National Coordinator Agency of PERI program. He has mentioned the objectives of the PERI program and functions of it on this article. He has mentioned the Registration

[17]Bhandary, Krishna Mani *PERI in Nepal*, Spotlight, July 25, 2003

process of PERI resources as it can be registered through non-profit research and education institution only.[18]

Krishna Mani Bhandary, Chief Librarian as well as PERI Coordinator of Nepal explains about the PERI resources in Nepal on his article "Flood of discoveries in Nepal!: Access to full text of word's 7,000 leading journals will revalue the role of TUCL." TUCL is nominated as Country Coordinating agency of PERI program in February 2003. As the increasing gap between haves and haves-nots poses an increasing threat to world stability, it is essential that Nepal and other developing countries take steps to strengthen their scientific base. Scientists, Researchers, academicians and students in Nepal are expected to benefit greatly from the program. The Information resources of PERI would normally cost over one million sterling pounds. PERI pays this sum to the Publishers. These resources have been made arrangements with Danish Ministry of Foreign Affairs (DMFA) to cover £27,500. Promoting quality publications in the countries where the program is implemented is also one of the objectives of PERI which puts them on its website for worldwide dissemination. This would benefit Nepalese Publication to get international recognition.[19]

International Bulletin of the Centre for international Relations Tribhuvan University also includes about the PERI program in Nepal. On the article "Recent activities of Tribhuvan University Central Library", the Bulletin includes the four components of PERI program and it also requests the institutions for the register of different 8 program by providing the registration process. The article also includes the activities, workshop and training program held by Tribhuvan Univesity Central Library in the behalf of the PERI promotion Program. [20]

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[18] Sthapit, Dilip Man, *The International Network for the Availability of Scientific Publication (INASP), Program for the Enhancement of the Research Information (PERI) and Nepal*, TULSSAA, July 2005, Vol.4, No 1.

[19] Bhandary, Krishna Mani. *Flood of discoveries in Nepal! : Access to full text of word's 7,000 leading journals will revalue the role of TUCL*, Himalayan Journal of Sciences, Vol. 1, Issue 2, July2003

[20] *Recent activities of Tribhuvan University Central Library (TUCL)*, International Bulletin of the Centre for international Relations Tribhuvan University, No.9, July 2004

Krihna Mani Bhandary on his article "PERI: vast resources of electronic information" shows the importance of electronic resources and discuss about the PERI resources. He tells that PERI is only for NOT FOR PROFIT MAKING. It is very research, Education and Scholar purpose. He informs about the registration process of each and every resources which is available on PERI program. He has further included about the sustainability of the resources. As it is supported by Danish Government's Ministry of Foreign affairs up to now but regular external funding may not be possible so all Nepali institutions that are using PERI service may join to rise required funding for the continuous access to PERI resources. [21]

Bruce Heterick on his article "JSTOR: the scholarly Journal archive" says about the JSTOR on following way: JSTOR is a not-for-profit organisation founded in 1995 with a broad mission to help the scholarly community take advantage of advances in electronic technologies. Its initial objective has been to build an archive comprised of the back volumes of important scholarly research journals, including a significant corpus of humanities and social sciences literature. The goal in building this centrally shared electronic archive has been to lower the system-wide costs associated with storing and preserving these academic materials while simultaneously increasing their use. Today, nearly 2100 academic institutions in 82 countries have licensed access to the archive, contributing fees to support the preservation and ongoing maintenance of the archive. JSTOR's approach to archiving seeks to balance the needs of libraries, publishers and scholars for the good of the entire community. For example: JSTOR always digitises journals back to volume 1, issue 1. In doing so, we retain the look and feel of the original publication for preservation purposes, and also employ technology to allow enhanced usability for scholars. Users see exact replicas of the original published pages and can navigate through an issue just as they would in the print version. The JSTOR archive does not include current issues. It has always been important to us to not jeopardise our participating publishers' current content revenue streams. We allow publishers to select a moving wall, which defines the gap between coverage in JSTOR and the most recently published volume of the journal. For example, if a journal has a

[21] Bhandary, Krishna Mani. *PERI: vast resources of electronic information*, TU Special bulletin, TU, 2004.

moving wall of 3 years, and it is presently the year 2004, journals will be available up to 2001. The length of the moving wall, 3 years, is constant, but the wall moves with the passage of time. At the end of the year, a new volume will be added. Important in the context of this discussion, the moving wall also provides libraries with an archive of material on which they (and their constituents) can rely. Today, there are over 250 publishers contributing journals to the archive. Eleven collections are available online, representing some 400 journals and over 14 million journal pages of content. During 2003, nearly 16 million articles were printed from JSTOR, and users searched the archive more than 130 million times. For many institutions in the international community, participation in JSTOR is helping provide access to many important scholarly journals that the library never owned previously in paper, and probably never would be able to afford to own, in any format, in the future. These institutions have been enthusiastic in their support of JSTOR and in their use of the archive. Creating a framework for building these 'communities' of JSTOR participants that will benefit the participants in their use of the archive will continue as our outreach to the international library community expands. It is our hope that we can use the feedback from our international participants to enhance our collections and our services, thus improving the value of the JSTOR archive to scholars, students, and libraries around the world.[22]

Giriraj G Halkar on his article Electronic publishing: issues and challenges says, Electronic publishing sis the dissemination of information in electronic form and is distribution of potential users either on electronic networks such as Internet and local Area Networks or in formats such as CD-ROM, and diskettes. The information so disseminated in intended for the user to read, print and download for later use, within the limits imposed by copyright laws, including incorporation of selected information into other electronic documents. Electronic publishing is defined as a process for production of typeset, quality documents containing text, graphics, pictures, tables, equations etc with the assistance of data processing system. The need to control and provide easy access to ever increasing volume of information, the explosive growth of the cost of raw materials used in publishing, the need to reduce the time required in conventional

[22]Heterick, Bruce, JSTOR: the scholarly Journal archive, INASP Newsletter No. 26, June 2004

publishing and the realization of the potential and unique features of electronic media are some reasons which have resulted in the shift of emphasis from conventional publishing to electronic publishing. Reduction in the numbers of costly subscription to periodicals and journals, reduction in the space required to store paper based information and is providing easy access to update information are the important benefit of the electronic publishing. [23]

Dr S.S. Murthy on his article says, any library professional who keeps in touch with the literature on the use of IT in libraries can have reasonably clear visualization of the functioning of libraries in future. One can say the future libraries will have collection in multiple media, their activities and services fully automated, be networked, use Internet and other information networks and so on. Using the Virtual Reality equipment and facilities, one would be able to enter a virtual library, brows around its rooms and shelves, use an index or catalogue, select a book (by pointing to and touching it), open and read it. Of course, the only place where the book really exists is in the computer and within the minds of its readers.[24]

Rajani Tiwari on Library Herald in her article 'Internet and Library Services' says, All libraries are not self sufficient and the easy access to information and the physical availability of needed information have become main concern of librarians world-wide as essential function in the library systems, cooperative activities have been shifted from the internal simple inter-relationship among a few libraries in the same locality to a large, comprehensive and sophisticated format system beyond the national boundaries of any country. In this age of networking, libraries all over the world are shifting their emphasis from local collection to reliance on access to a wider scope of materials through a resource-sharing environment. Not only the library cooperation can take place easily with the help of Internet but the various emerging new trends in information system such as, Multiplexing, Telefascimile devices, E-mail,

[23] Halkar, Giriraj G, *Electronic Publishing: issues and challenges*, International information communication and Education, Vol 19, Num 1. March 2000.
[24] Murthy, *S.S, Library and information Services in the Electronic Information Era*, Journal of Library and Information Science, Vol. 24, No. 1, June, 1999.

Teleconferencing, Interactive video disk system, Word processing are some of the new terms which have evolved very rapidly in recent years. Internet can play an important role in making true the dreams of Lancaster of "Paperless society".[25]

Questia is the first and world's largest online collection of books and journal articles in the humanities and social science, plus magazine and newspaper articles. One can search each and every word of all cover. Questia offers a range of search, note taking and writing tools, which helps students locate the most relevant information on their topic quickly, quote and site correctly and create properly formatted footnotes and bibliographies automatically. Questia provides a comprehensive research environment to meet student's academic needs.

Questia offer one by following service:

* As it is the world's largest online collection of complete books, journals and articles, searchable by word, phrase, title, author, or subject.
* Scholarly, high quality books and journal articles form over 250 acclaimed publishers in the humanities and social sciences.
* Unlimited use of the books and articles in the collection.
* Tools to write notes in the margins and highlight passage.
* Easy use tool to create footnotes and bibliographies.
* State of the art customer service
* The library is never closed.[26]

African Journal Online (AJOL) is a database of journals published in Africa, covering the full range of academic disciplines. The objective of AJOL is to give greater visibility to the participating journals, and to the research they convey. Its primary goal is to facilitate worldwide access to the full text of African Journals either by hosting the full text online or redirecting users seamlessly to existing websites. AJOL provides information on each participating journal, including aims and scope, contact details and

[25] Tiwari, Rajani, *Internet and Library Services*, Library Herald , vol. 38 No 3&4 Oct-Dec, 2004.
26 http:// www.questia.com, April, 2006

general information. It also provides Tables of contents and abstract for all articles published within these journals. Some full text articles are also available. All the material on AJOL is free to view, search and browse, however copyright of all content is retained by the journals or authors- each journals will need to give permission for any use or re-use of the content that falls outside Fair use. The journals can be listed by subject area, country or alphabetically, to help researchers to find journals of relevance and allow browsing of the journals. The website has a sophisticated searching tool, to help researchers locate articles of interest and relevance to their area of the study. Each journal has its own home page, where researchers can find information about the aims and scope of the journal, and information on how to submit articles to each journal. AJOL hosts over 240 journal from 21 countries and there are currently more than 22,500 article abstract available on the website.[27]

Nepal Journals online (NepJol) is a open journal system which is a service to provide access to Nepalese published research, and increase worldwide knowledge of indigenous scholarship. The NepJol programme is supported by INASP. NepJol includes following Journals:

Economic journal of Nepal
Ecoprint: An international journal of Ecology
Himalayan Journal of sciences
Journal of Nepal chemical society
Water Nepal
Journal of Natural history museum
Journal of Nepal Geological society
Journal of Nepalese business studies
Nepalese Journal of Engineering
Voice of History
Journal of Institute of Medicine
Tribhuvan University Journal[28]

27 http://www.ajol.info (2006, November)

28 http://www.journals.sfu.ca/nepal (2006, November)

Praditta Siripan on her Article “APIN- the Asia- Pacific Information Network” tells about the APIN on following ways: APIN is a regional sister of UNESCO’s Information for All Programme (IFA), and was formed in 2002 by merging the Regional Network for the Exchange of Information and Experiences, the Regional Informatics Network for Southeast Asia and the Pacific, and the Regional Informatics Network for South and Central Asia.

APIN member countries met for the first time in December 2002, in Bangkok, Thailand, to agree the network constitution, membership of the Observatory for the Information Society, and a detailed action plan. Twenty-five government representatives and observers from eighteen countries attended the meeting: Bhutan, Fiji, India, Indonesia, Iran, Japan, North and South Korea, Laos, Malaysia, Maldives, Mongolia, Nepal, New Zealand, Philippines, Sri Lanka, Thailand and Vietnam.

Simultaneous with this meeting, the UNESCO Bangkok Office organised a Regional Seminar on the World Summit on the Information Society which involved the APIN National Units (NUs). This meeting submitted its outputs for presentation to the Asian Regional Conference on WSIS in Tokyo, Japan, January 2003.

The responsibility of each APIN member country is related to the structure of UNESCO operations, and under the APIN Constitution each country needs to contribute to the activities of the network (in money and in kind) – although support is available from UNESCO and donor countries for the least developed countries within the network. The primary objective of APIN is to support the development of common strategies, methods and tools for building a just and free information society. To achieve this, APIN seeks to develop appropriate information policies and promote ICT applications in the support of national development plans and programmes; support the production of local content and foster the availability of indigenous knowledge through basic literacy and ICT literacy training; promote the use of international standards and best practices in communication, information and informatics in UNESCO’s fields of competence;

Promote information and knowledge networking; develop the technical and organisational infrastructure with a view to promoting the flow and the sharing of information resources; and promote ICT literacy and the application of ICT in UNESCO's four areas of interest: education, science, culture and communication.

One activity of note is the creation of an Observatory for ICT within the region. The objectives of this are to provide updated information on the evolution of the Information Society at national and international levels, and to foster debates on related issues. The Widyatama University in Bundung, Indonesia has been designated as the host and Coordinator of the Regional Observatory of the Information Society in Asia (ROISA). Countries throughout Asia are urged to set up a National Observatory of the Information Society to collaborate with relevant organisations within the country and to provide inputs to the ROISA.[29]

National inquiry service Centre South Africa (NISC SA) is opened in Grahamstown in May 1995. It is the publishers of information databases, academic journal and books about the indigenous information of Africa. NISC SA is also a bibliographic databases of South Africa. NISC SA has following Academic Journals:

African Journal of AIDS research
African Journal of Aquatic Science
African Journal of Marine Science
African Journal of Range & Forage Science
Journal of Child and Adolescent mental health
Ostrich Journal of African ornithology
Quaestiones Mathematicae
South African Linguestic and applied language studies

The NISC SA has the following books as e-books

Coastal Fishes of Southern Africa

[29] Siripan, Praditta, *APIN- the Asia- Pacific Information Network*, INASP Newsletter, No 31,2006.

Catalogue of Eastern Cape Craft[30]

Mehram Siddhrth on his article 'Electronic Journal: Perspectives and Issues says Technological advances like CD-Rom, GUIs, FTP and Web browser including Netscap Navigator, Microsoft Internet explorer etc. have revolutionized information delivery and in specific electronic journals are leading to a new era of scholarly communication. The objective of this paper are to enumerate characteristics, perspectives, issues/problems of the electronic journals. The paper enumerates characteristics of second generation of e-journals. On the basis of distribution methods, identifies four types of e-journals. On the basis of distribution methods, identifies four types of e-journals and estimates of number of currently publishing electronic journals are given. Some of the issues /problems identified are format and intellectual quality, high-subscription rates, legitimacy, archival and cataloguing etc. of the electronic journals. Concludes that the evolving information technologies are imposing unpredicted challenges in the field of library management but these technologies are taking closer to the sacred mission of libraries i.e. providing right information to right person at right time. The electronic journals are infant and the issues are problems discussed in the paper are bound to find remedies.[31]

To provide an insider's review of the journal management and publishing software, Open Journal Systems (OJS), from the Public Knowledge Project, which the author directs at the University of British Columbia. The paper outlines the history, development, and features of OJS, including some of the experimental aspects, as well as early research results and work underway, on which it is based. OJS (http://pkp.sfu.ca/ojs) is an open source solution to managing and publishing scholarly journals online, which can reduce publishing costs compared to print and other traditional publishing processes. It is a highly flexible editor-operated journal management and publishing system that can be downloaded for free and installed on a local web server. OJS has been designed to reduce the time and energy devoted to the clerical and managerial tasks associated with editing a journal, while improving the record keeping

[30] http://www.nisc.ca.za (2006, November)
[31] Meharam, Siddarth, Library Herald, v. 38 No1. April –June 2000.

and efficiency of editorial processes. It seeks to improve the scholarly and public quality of journal publishing through a number of innovations, from making journal policies more transparent to improving indexing.[32]

HighWire Press is the largest archive of free full-text science on Earth**!** The site is assisting in the online publication of 1,578,509 free full-text articles and 4,085,734 total articles. There are 42 sites with free trial periods, and 35 completely free sites. 234 sites have free back issues, and 898 sites have pay per view!

"Free back issues":

Articles from the specified time period are available free of charge.

"Free trial period":

For a limited time, all articles are available free of charge.

"Free site":

All articles are available free of charge.

To be notified whenever HighWire Press adds a journal to the "Upcoming Journals" list, send email to additions@highwire.stanford.edu. To be notified whenever HighWire Press launches a journal, or a journal adds significant back files of full text content, send email to @highwire.stanford.edu. To be notified only when they launch a journal of interest to you, follow the instructions on concerned list. To be notified when sites begin to require subscriptions, or adds or changes a free back issues policy, send email to subscriptions@highwire.stanford.edu .[33]

FreeFullText.com provides direct links to over 7000 scholarly periodicals which allow some or all of their online content to be viewed by ANYONE with Internet access for free (though some may require free registration). The issue(s) which are available for free are indicated for each title on the alphabetical periodical lists. The design of this site is optimized for users seeking specific articles for which they already have the citation. If some of the articles you need are not available for free online, you may obtain them for a

[32] Willinsky, John, *Open Journal System: An example of open source for Journal management and publishing*, Library Hi Tech, vol.23, No. 4, 2005

[33] WWW.highwire press.com (Dec,2006)

fee through a document delivery service, such as Pinpoint Documents. If you wish to "search" for articles on a particular topic, please use a bibliographic database such as PubMed. This site does not attempt to list ALL periodicals on the Internet, only those which offer free full-text content. Titles will be removed from this list if they cease to offer any free full-text content.[34]

Free Medical Journals - Over the next few years, many important medical journals will be available online, free and in full-text. The user can sorted more than 400 Journal from the alphabetical Title. The unrestricted access to scientific knowledge will have a major impact on medical practice. Open access medical textbooks will soon become the standard in medical publishing.[35]

G. Sujatha says on his book Resource sharing and Networking of University Libraries that Resource sharing is nothing but sharing of resources by certain participating libraries among themselves on the basis of the principle of co-operation. This is applicable in the matter of use of document, manpower, facilities, service, building, space or equipment. In such a co-operative venture, it becomes possible for a user in any of the participating libraries to make use of the resources of non only his own library but also those of all the other participating libraries. Thus, through resources sharing, libraries can improve the total collection of reading material, consolidate their technological capabilities, improve their information, dissemination tools and extend their library and information services to a larger user community. Application of information technology in library and information field is called library automation. To provide the immediate information services more exhaustively and accurately from the ever-growing information revolution, it is a must to automate and computerize the activities of the libraries, to attend to the needs of users at large. Now the social and cultural affects are fully realized and computers have paved the way to an automated

[34] http://www.freefulltext.com(Dec, 2006)
[35] http://www.freemedicaljournals.com (Dec, 2006)

information society through local, regional, national and global communication networks.[36]

Tara Mani Dahal on his dissertation of Masters in Library and information Science includes the status of resources sharing among the science and technology libraries in Metro Manila. The dissertation is in conclusion that the librarians working on Science and Technology libraries are really interested in information resource sharing and they want to strengthen their libraries through computerization. Science and Technology resource sharing is a very vital factor in the development of library system and services in developing countries.[37]

[36] Sujatha, G, *Resource sharing and networking of University libraries*, New Delhi, Ess Ess Publication, 1999

[37] Dahal, Tara Mani, *A study of resource sharing among science and Technology libraries in Metro Manila with implication to Nepal*, Manila, 1998

CHAPTER III

3. Focus of the Study

Tribhuvan University Central Library (TUCL), established in 1959, is the largest library in Nepal in terms of collection, service, staff, library members, and its activities. Although, it's main objective is to support research and teaching within Tribhuvan University, the library is supporting the government ministries, foreign diplomatic missions and the general public. The library is trying to modernize and develop the library as one of the best libraries in Nepal, one noted for achieving remarkable success in its activities.

The library maintains contacts with the national and international organizations that supply books, periodicals, equipments and technical services. The main purpose of donating their publication and collection is to make them use by the large number of readers from pertinent organizations and to preserve them for future users.

Besides regular activities such as collection development, reader's services, workshops, exhibitions, and training programmes, the library is also involved in international activities.

TUCL is the National Agency for issuing International Standard Book Number (ISBN). It has distributed ISBN numbers to more than 11,000 Nepalese publications since the ISBN system began in January 2000.

TUCL conducts a library literacy programme for all first-year students enrolled in the Central Department of Tribhuvan University to make them familiar with the library collection, information retrieval techniques, bibliographic instructions, and library rules and regulations.

The library has over 2, 84,000 volumes of books and adds approximately 5,000 to 8,000 volumes annually.

The library has planned to develop it as a best research library to meet the requirements of students, researcher and scholars of Nepal.

The general objectives of the Library are as follows:

- To fulfill the teaching – related and research needs of the University
- To provide materials both in conventional and electronic formats and to furnish an environment conducive to study and research
- To encourage membership and promote information literacy, readership and life-long learning
- To preserve the intellectual heritage of the nation
- To promote resource sharing, networking and exchange of databases
- To provide documentation and information services and bring our relevant publications
- To help to develop and promote scholarly standards, guidelines and practices
- To promote professional expertise in information management and conduct training in librarianship.

The functions of the library are as follows:

- Book Collection
- Collection and organization of periodicals
- Collection development
- Compilation of press clippings
- E-mail/Internet/CD-ROM services, online and full text database service
- Library attachment training
- Membership distribution

  Maintenance of in-house databases
- Participation in exhibition programmes
- Publication of bibliographies, serials lists, annual reports and indexes

- Publication of Nepal National Bibliography(NNB)
- Technical processing
- User education

TUCL is the national coordinating agency of the International Network for the Availability of Scientific Publication (INASP) for the implementation of the Programme for Enhancement of Research Information (PERI). The library was nominated as a National coordination Agency for INASP/PERI in February 2003. The PERI progrmme has already been implemented in more than 50 countries, including 20 African countries. Sri Lanka was the first country to introduce this programme in South Asia, and Nepal the Second. The Programme brings global information on humanity from every corner of the earth, providing access to full text databases covering more than 25,000 high- quality scientific electronic journals as well as 20,000 abstract from scientific journals. Nepali scientists and scholars have access to it free of cost as the Danish government, DFID-UK and NORAD, Norway have helped to implement the Programme by providing £25,000 each year for the years 2004-2007. After registration in the PERI programme, articles of the journals can be browsed, downloaded and printed. The library is fully devoted to this service and the users are increasing each year. More than 200 institutes and organizations have registered to gain access to PERI resources.

Program for Enhancement of Research Information (PERI) is a program of INASP, an international network of information based in UK. PERI was started in African nations in 2001. INASP has developed initials for the selection and implementation of PERI in developing countries of Africa and Asia. Then criteria are based on the economic indicators published by the world bank. After successful implementation of PERI in more than 30 African nations, INASP was planning to expand PERI in Asia.

Madam Carol Priestley, then director of INASP, an farsighted visionary, bold far and experienced adorable leadership brought INASP at the present state. She was

exploring countries in Asia for PERI. She was traveling to Cambodia, Vietnam, and Laos to find an appropriate institute to locate country coordinating institute in above countries.

In January 28-29, 2003 Madam Carol Priestley visited Nepal in her way to Vietnam and Laos. Her visit to Nepal was coordinated by the Danish Embassy in Kathmandu. Danish government was one of the donors to support PERI in Nepal; and DANIDA itself was one of the living donors of Nepal.

While in Nepal Madam Carol first visited to the Ministry of Education, a Ph.D. program for the Education Faculty supported by Danish government. There she discussed about the importance of PERI, Process of PERI implementation and essential infrastructure needed for PERI. Authorities at the ministry welcomed her interest to implement PERI in Nepal. Next, she visited Tribhuvan University Central Library, where she communicated prior to her visit about her visit to Nepal.

TUCL organized an interaction program. Former rector, deans, executive directors, and researcher of Tribhuvan University participated in the interaction program Madam Carol Priestley explained in details, experience in other counties, funding mechanism, infrastructure required for locating country coordinating institute.

Next, she met Prof. Dr. Kedar Lal Shrestha, Chief Advisor at the Minister of Science and Technology government of Nepal. She briefly mentioned about the mission of her visit to Nepal, including all the above aspects of PERI.

In all the above meetings, all participants expressed their interest on PERI, need of PERI in Nepal and suggested to located country coordinator institute at TUCL.

Next, she met Prof. Dr. Suresh Raj Sharma, vice-chancellor, Kathmandu University at the Danish Embassy, Nepal. Vice- chancellor Dr. Sharma expressed his interest and offer to locate country coordinating institute at Kathmandu University Library.

There is an established process for the nomination of country cording institute. The potential institute which is supported by large number of users should apply/ request by the chief of the institute to INASP for the nomination.

In case of Nepal, as soon as Madam Carol returned to London from her visit to Nepal, Laos and Vietnam, nominated Tribhuvan University Central Library (TUCL) as a country coordinating Institute on February 9, 2003 and Mr. Krishna Mani Bhandary as a key person (country coordinator) to implement PERI in Nepal. Later, Prof. Dr. Govinda Prasad Sharma, vice- chancellor, Tribhuvan University thanked to Madam Carol Priestley for the nomination.

After nomination of country coordinating Institute, TUCL studied on Program, components of PERI and responsibility of TUCL for the effective implementation of PERI in Nepal.

On January 28, 2003 of her visit to Nepal a news on "Scientific Publications for Nepales scholars to be discussed" was published in a state English Daily 'The Rising Nepal' after implementation of PERI.

The PERI program in Nepal was organized in July, 2003, at TUCL and in Pokhara University. The program was conducted by Madam Sara Durrant. The objectives were to inform to the participants about the e- resources available in PERI under the Delivery Information component and familiarize the resources, and access process. The program were participated by 25 librarians of Nepal.

PERI began as a pilot program in 2001 in six African countries, which quickly grew to include eight countries. At present, PERI is active in more than 30 African countries. PERI has been implemented to bridge up the digital gap between developing and developed world. In February 2003 TUCL was nominated by INASP as Country Coordinating institute of INASP in Nepal for the implementation of PERI.

Introductory workshop on PERI was organized by INASP on July 10-11, 2003, in association with the Country Coordinating institute, Tribhuvan University Central Library at TUCL, Kirtipur, and Kathmandu and at Pokhara University, Pokhara. The objective of the workshop was to introduce information resources i.e. full text database of several publishers to the librarians of Nepal. Fifteen librarians of different institutes from western development region participated in Pokhara workshop and Twenty five librarians from different institute from Kathmandu participated in the Workshop at TUCL. In the beginning (July 2003) Nepal was allowed to have access only with the eight commercial database of 13,000 electronic journals. The Databases are as follows:

1. African Journal online: More than 170 African journals on Agricultural science and resource management, Arts, Culture, Language and Literature, health, Science and Technology, Social Science.
2. Blackwell Synergy: Full text of over 713 leading journals in natural, physical and social sciences; technology, medicine and humanities.
3. CABI Compendia: Many Journals in agriculture, forestry, management and conservation of natural resources.
4. Cochrane Medical Library: Good resources for Medical and health Science
5. EBSCO Host: Full text of 6,000 journals, abstract and content of 7,300 journals in all branches of science, technology, medicine, social science and humanities.
6. MCB Emerald: Full text of 100 journals in marketing, business, engineering material science.
7. Oxford University Press: Full text of over 120 leading journals in science, technology, medicine, humanities and social science.
8. Springer Verlag: Full Text of 432 high quality journals in many disciplines.

Tribhuvan University Central Library is a National Coordinating Agency of INASP for the implementation of PERI in Nepal. TUCL and INASP jointly organized following activities since July 2003.

1. Workshop on Introduction to Using the Internet, Electronic Journals and Electronic Resources

   This workshop was held in TUCL on November 24-28, 2003. There were twenty six participants from among the librarians of different universities, government organization and academic institutes and campuses of Nepal. There was one participated form Colombo University, Sri Lanka.

2. Workshop for Scholarly journal editors

   Workshop for Scholarly Journals; organized by International Network for the Availability of Scientific Publication (INASP) and Co- facilitated by Tribhuvan University Central Library (TUCL) and the Himalayan Journal of Sciences, was conducted on December 8-11, 2003 at TUCL.

Activities by PERI Country Coordinator

1. Formation of Planning Team:

   The 11 member planning Team was formed on March 18, 2004 under the Chairman of Prof. Dr. Mahendra Singh, Rector TU for the implementation of NEPJOL in Nepal.

2. Formation of Core Team:

   The 5 members Core Team was formed under the Coordination of Mr. Krishna Mani Bhandary, Chief Librarian, TUCL on June 16, 2004.

3. Meeting on NepJol:

   Different meeting were held by Country Coordinator for implementation of NepJol Programme. The core team has submitted a proposal to INASP for the implementation of NepJol in Nepal. The INASP has provided US$ 3600 for the year 2004. Following meeting took place for the implementation of NepJol in Nepal.

   March 18, 2004 Chaired by Prof. Dr. Mahendra Singh , Rector, TU.

   May 26, 2004 Chaired by Mr. Krishna Mani Bhandary, Chief Librarian, TUCL

   June 16, 2004 Chaired by Prof. Dr. Mahendra Singh, Rector, TU.

4. PERI Dissemination Program:

Under the PERI dissemination program TUCL has conducted a meeting on January 22, 2004 for PERI promotion and decided to form 13 members "National Committee for the Promotion of PERI in Nepal" under the chairmanship of PERI coordinator Mr. Krishna Mani Bhandary and the first meeting of the Committee was held on August 9, 2004.

TUCL circulated a letter regarding PERI resources, its registration and accessioning methods to the over 300 different institutes of Nepal, including universities, Campuses, Research centers, etc for the publicity of PERI.

TUCL has organized PERI dissemination program by traveling training in different institutions. The following institutions have given the training in the year 2004:

1. Kathmandu College of Management	January 29, 2004
2. Nepal Commerce Campus	February 9, 2004
3. TUCL	June 6, 2004
4. RONAST	July 8, 2004
5. Campion College	August 3, 2004
6. People's Campus	August 12, 2004
7. Kathmandu engineering College	August

Mr. Krishna Mani Bhandary, country Coordinator of PERI has participated as PERI Review Team Member in the initial meeting and country peer review meeting in Tanzania, which was held in September 1-3, 2004.

The Review Team (RT) visited Nepal for the progress of PERI in Nepal on 11th – 14th October 2004. The team member are Dylan Winder (DFID), Paul Manda (CC Tanzania) Helena Asamoah – Hassan (CC Ghanan) and Krishna mani Bhandary (CC Nepal). The team has visited some institutions, and policy makers for interaction. Stakeholders meeting were held in Kathmandu University, Tribhuvan University Central

Library, Nepal Agricultural Research Council and the Prithivi Nararyan Campus of Tribhuvan University in Pokhara. It may be necessary to have another peer- review of PERI in Nepal in 21 months, say July, 2006….(Report of Peer Review team about Nepal is on Annex part)

Mr. Krishna Mani Bhandary Librarian and PERI Country Coordinator have published following articles on PERI in the journals.

i. Bhandary, Krishna Mani: PERI in Nepal. Spotlight. July, 2003.
ii. Bhandary, Krishna Mani: Flood of Discoveries in Nepal; Access to full text of World's 7000 leading journals will revalue the role of TUCL. Himalayan Journals of Science. VI, 2.2003.
iii. Bhandary, Krishna Mani: PERI, AVast Resources of Electronic Information. TU Bulletin, Special Edition.2003.
iv. Bhandary, Krishna Mani: Recent Activities of TU Central Library. International Bulletin of International Centre. TU. No 9, July 2004.

Summary of the Uses of PERI resources in Nepal from August 2003 to July 2004 are as follows:

Searched Performed	7,164
Table of Content downloaded in 1 year	6,011
Abstract downloaded in 1 year	6,368
Articles downloaded in 1 year	5,205
Articles downloaded (HTML) in 1 year	6,031
Total articles downloaded in 1 year	11,236

The Annual Report of the implementation of PERI programme in Nepal of 2004 is attached on Annex.

TUCL and INASP jointly organized a workshop titles "Working together to support research optimizing the e-resources" from Dec 12- 14th, 2005. The Workshop was facilitated by Dr. Ramesh Chandra Chitrakar, Director of Centre for Economic

Development and Administration (CEDA). The workshop consisted of 9 researchers and 10 librarians of different universities, research centers, academic institutions etc.

Use statistics of PERI resources in Nepal for the year 2005.

1. EBSCO Host	13,224
2. Blackwell Synergy	13,478
3. MCB Emerald	1,746
4. Springer	858
Total Article Downloaded	29,306

PERI Co-ordination and Promotion Team, Members NepJol planning Team, Members of NepJol Core Team and TU Central Library's staff were involved in PERI promotion, PERI services and PERI related activity in Nepal.

A meeting was organized on November 15, 2006 with authorities of University Grant Commission (UGC) for sustainability and Fund management for PERI resources. UGC authorities understand the importance, need and the value of PERI resources and interested to make sustainable access.

PERI promotional activities are continuously organized under the leadership and coordination of Country Coordinating Institute, PERI Coordination and promotion Team, NepJol Planning, Core Team and the other institute of Nepal were actively involved in different PERI promotional activity, such as meeting, user education (orientation), dissemination, awareness raising, etc. In this context country coordination Institute TUCL has included a topic on PERI resources in their regular ser education program to new members. Every year 1500-2000 Master level students attend the user education programme organized by TUCL.

Country Coordinating Institute TUCL has conducted following activities in the Year 2006 for the promotion of PERI resources in Nepal.

1. Users education Programme: Country Coordinating Institute TUCL has included a topic on PERI Resources in user education programme, which is conducted every year for new comer students of Post Graduate level. In these context 563 students of the different central department of Tribhuvan University Central Campus has participated in user education program in the year 2006. Details will be shown on Annex.

2. Workshop on Strategic Online Publishing Nepalese Journal: INASP workshop on Strategic Online Publishing Nepalese Journal organized on August 28-30, 2006 and the workshop were Administrated by Mr.Krishna Mani Bhandary, Chief Librarian, TUCL and Facilitated by Ms. Sioux Cumming, Programme Officer, INASP and Dr. John Haynes, UK. There were 20 participant participated from among the research journal and librarians of different universities, research centers, academic institutes, etc. of Nepal.

3. Workshop on Train the Trainer to Support Electronic Resource Usage: INASP workshop on Train the Trainer to Support Electronic Resource Usage was organized on September 19-22, 2006 and the workshop was administrated by Mr. Krishna Mani Bhandary, Country Coordinator of Nepal and Workshop was facilitated by Mr. Martin Belcher, Senior Programme Manager, INASP, UK.

Use Statistics of PERI Resources in Nepal for the Year 2006

Table 1

S.N.	Resources	No. of Register Institute	Total Download	
			Full Text	Abstract
1.	Blackwell Synergy	120	83,387	6,995
2.	EBSCO Host	34	19,970	13,381
3.	Emerald Publishing	77	9,839	N/A
5.	Oxford University Press Journal	91	721	50
6.	Cambridge University Press	57	428	171
7.	Institute of Physics Publishing	3	77	N/A
Total			1,17,149	20,597

List of Publishers (Resources) and subscription list for the following years:

Table 2

S.No.	Publishers (Resources)	Year & Cost			
		2003	2004	2005	2006
1.	Blackwell Synergy	£8,085	£8,108	£7,433	$ 14,682
2.	CABI Compendia	£1,341	£7,467	£7,190	$2,505
3.	EBSCO Host	£6,075	£7,839	£7,597	$13,750
4.	Cochrane Library	£660		£567	$1,017
5.	MCB Emerald	£1,282	£1,674	£1,627	$3,080
6.	Oxford University Press	Free	£600	Free	Free
7.	Springer Line	£2,428	£7,223	£2,619	$12,137
8.	Kluwer Academic Publishers		-	£3,741	-
9.	Ajol	Free	Free	Free	Free
10.	John Wiley	-	£618	-	-
11.	Cochrane Library CD	-	-	£110	-
	Total	£19,871	£35,529	£30,884	$47,171

Report of 2006 is also included in ANNEX part.

CHAPTER IV

4. Research Methodology

4.1 Concept

Research methodology may be defined as a systematic process that is adopted by the researcher in studying problem with certain objective in view. In other words research methodology describes the methods and process applied in the entire aspects of the study focus of data, data gathering instrument and procedure, data tabulating and processing and methods of analysis. Research methodology is an unavoidable guideline, which will be given due importance throughout the study. This chapter covers Research design, Population and Source of data, Data collection procedure, Data processing & tabulation and analytical tools used.

4.2 Research Design

A research design is the specification of methods and procedure for acquiring the information needed to structure or to solve problems. It is the overall framework of the research design as well as analytical research design. Firstly the historical data are collected and then analyze to achieve the objectives.

In this step some answers of Questionnaire are interviewed with the direct users who are coming to TUCL for e-resources specially PERI e-resources. And others questionnaires are sent to the concerned persons and some questionnaire are also sent through e-mail and received the answers.

4.3 Population

In this procedure four type of respondents are selected i.e. Teachers, Students, Research Scholars and Scientists. The population is selected from those institutions which are registered with PERI e-resources with the help of TUCL, as TUCL is National coordinator agency of PERI e-resources. The respondents are Lecturers, University Staffs, Students, Researchers and Scholars and scientist of the different field like

Management, Medical Sciences, Science and Technology, Education, Humanities and Agricultural science. Some one hundred questionnaires are distributed to the different population. Among them 10 questionnaires are received blanked. Therefore, total distribution of questionnaires is ninety. We have distributed the questionnaire to the following sample and received the completed questionnaire as indicated on the following table.

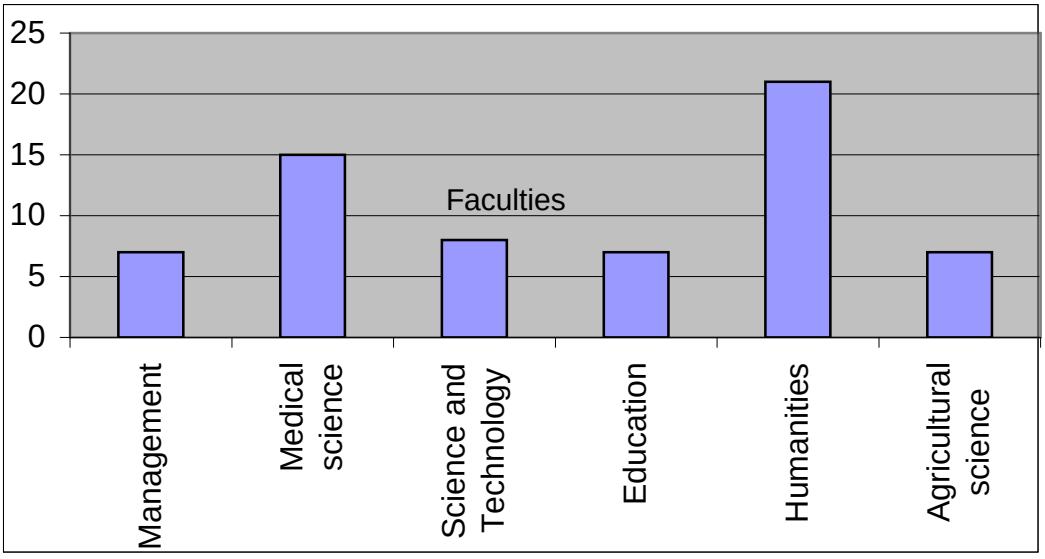
According to Faculty

Table 3

Faculty	**Questionnaire Distributed**	**Received Questionnaire**	**Not received Questionnaire**
Management	10	7	3
Medical Science	20	15	5
Science and Technology	10	8	2
Education	10	7	3
Humanities	30	21	9
Agricultural science	10	7	3
Total	90	65	25

Bar Diagram representing the faculties

Figure 1



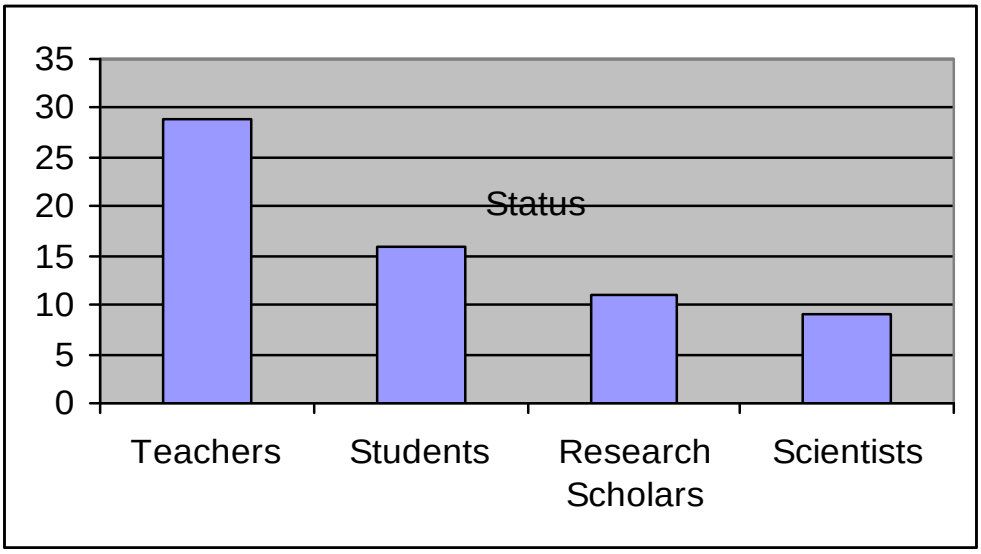
According to Status

Table 4

Status	Questionnaire distributed	Received Questionnaire	Not received Questionnaire
Teacher	35	29	6
Students	25	16	9
Research Scholars	15	11	4
Scientist	15	9	6
Total	90	65	25

Bar diagram representing the Status of the respondents

Figure 2



The questionnaires are distributed to the respondents of following institutions:

1. Tribhuvan University Central Library
2. Nepal Agriculture Research Council
3. Tribhuvan University Teaching Hospital and Nursing Campus
4. Kathmandu Medical College,
5. Public Youth Campus

6. Department of Population, Tribhuvan University,
7. Department of Education, Tribhuvan University and
8. Individuals who do not want to disclose their institution.

4.4 Sampling Procedure

Tribhuvan University Central Library has 600 members for the e-resources and most of them use the PERI e-resources. In all above institutions e- resources are used very heavily but PERI- resources were used very frequently so the sampling procedure was random one.

4.5 Data collection procedure

The data for the Research are collected by questionnaire method. Except questionnaire method, data are collected through internet and websites also. Some answers are collected through interview method. Interpersonal methods are also used for getting different types of data.

4.6 Data processing & tabulation

The data in the form of questionnaire have been collected, edited, coded, tabulated and classified for data analysis. The topic concerned data were classified as Teacher, Students, researcher with their Faculty. The questions of respondent have been analyzed and data are interpreted in the form of tabulation. The result of analysis could be found in table, making references relevant to the research relation studied, and drawing conclusions about the relations.

CHAPTER V

5. Analysis, Presentation and Interpretation of the Findings

In this chapter, the findings of the questionnaire are included. The questionnaires are divided in three groups. In first group general information of respondents like their name, age, sex, status and Faculty are included. In second group the respondents are asked about their familiarity with e-mail and internet, e-resources, use of e-resources for their study, and purpose of using e-resources and if they were familiar with PERI e-resources and , if they felt improvements after using PERI e-resources and how. In third group questionnaire are concentrated on the management and services of PERI resources. The responses of the respondents are presented on following data and figures.

The collected data are analyzed and grouped on the following parts:

Part A: Introduction

Part B: E-resources and

Part C: Management.

5.1 Introduction

5.1.1 Status of respondents

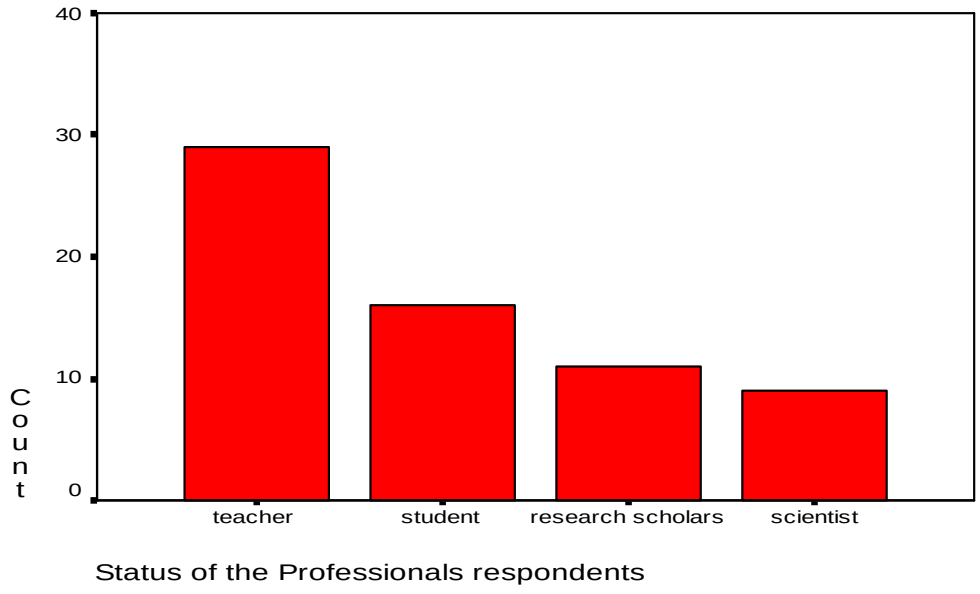
The first question asked about the status of the respondents. We have taken the sample from different groups. As PERI e-resources are for the educational and research types of persons, we have taken the sample from Teachers, Students, Research Scholars and Scientist. Following are the statistics of the respondent's status.

Status of the Professionals respondents

Table 5

Status	No. of respondents	Percent	Valid Percent	Cumulative Percent
Teacher	29	44.6	44.6	44.6
Student	16	24.6	24.6	69.2
Research scholars	11	16.9	16.9	86.2
Scientist	9	13.8	13.8	100.0
Total	65	100.0	100.0	

Figure 3



Total respondents are 65, among them 29 are teacher their percentage is 44 %, 16 are student, their percentage is 24%, 11 are Research Scholars, their percentage is 16% and 9 are Scientist, their percentage is 13%.

5.1.2 Faculty of the respondents

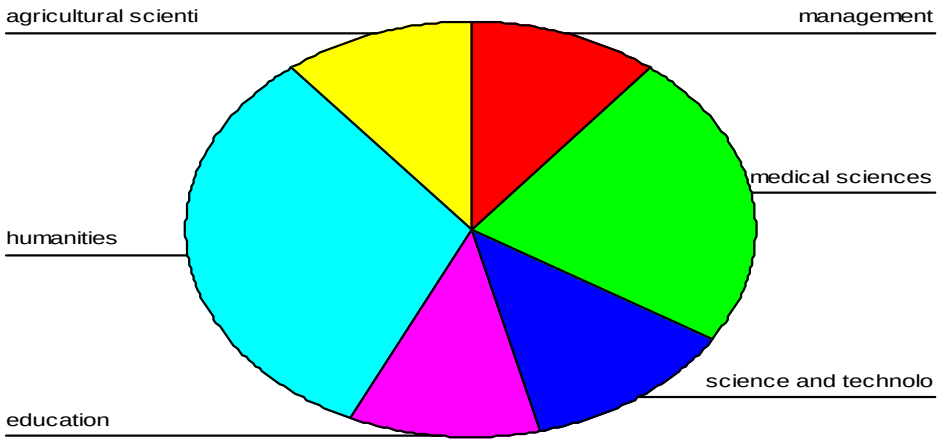
In this question we have attempt to see the respondent faculties. We have taken the data from Management, Medical science, Science and Technology, Education, Humanities and Agricultural science and we have got the following figures.

Faculty of the respondents

Table 6

Faculties	No. of respondents	Percent	Valid Percent	Cumulative Percent
Management	7	10.8	10.8	10.8
Medical sciences	15	23.1	23.1	33.8
Science and Technology	8	12.3	12.3	46.2
Education	7	10.8	10.8	56.9
Humanities	21	32.3	32.3	89.2
Agricultural scientist	7	10.8	10.8	100.0
Total	65	100.0	100.0	

Figure 4



Faculty of the respondents

Total respondents are 65, among them 7 are of Management faculty their percentage is 10%, 15 are of Medical science their percentage is 23%, 8 are of Science and Technology, their percentage is 12%, 7 are of Education, their percentage is 10%, 21 are of Humanities their percentage is 32 % and 7 are of Agriculture science their percentage is 10%.

5.2 About e-resources

5.2.1 Familiar with e-mail and internet

When asked about the familiarity about the e-mail and internet, all respondents said they are familiar with internet and e-mail. The questionnaires were filled only by those respondents who are familiar with e-mail and internet so the result is 100% which are shown below:

Familiar with e-mail and internet

Table 7

	No of respondents	Percent	Valid Percent	Cumulative Percent
Yes	65	100.0	100.0	100.0

5.2.2 Know about e-resources

When asked about the familiarity about the e-resources all respondents are said familiar with e-resources. The questionnaires were filled only by those respondents who are familiar with e-resources so the result is 100% which are shown below:

Know about e-resources

Table 8

	No of respondents	Percent	Valid Percent	Cumulative Percent
Yes	65	100.0	100.0	100.0

5.2.3 Do you use E- resources

When asked about the using of the e-resources, all respondents said they are using e-resources. The questionnaires were filled only by those respondents who are using e-resources so the result is 100% which are shown below:

Do you use E- resources

Table 9

	No of respondents	Percent	Valid Percent	Cumulative Percent
Yes	65	100.0	100.0	100.0

5.2.4 Purpose of use of E-resources

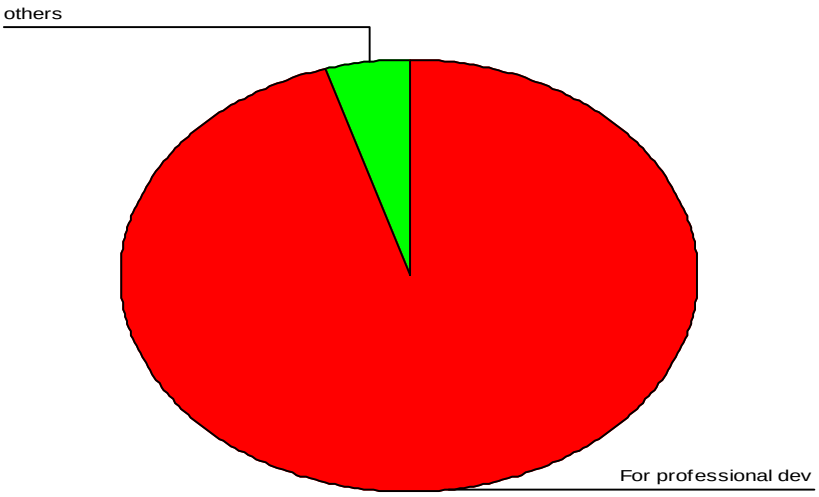
Here we have asked about the purpose of use of e-resources. The purpose of using the e-resources may be for the professional development, it may be for the entertainment and it may be for the other purpose. The respondents have provided the following answers which are given in table:

Purpose of use of E-resources

Table 10

No of respondents	Percent	Valid Percent	Cumulative Percent
62	95.4	95.4	95.4
3	4.6	4.6	100.0
65	100.0	100.0	

Figure 5



Purpose of use of E-resources

Here total respondents are 65, 62 are using e-resources for the professional development which are 95.4 % and only 3 are using e-resources for other purpose that is 4.6%.

5.2.5 Know about PERI e-resources

When asked about the PERI e- resources, whether the respondents are known about the PERI e-resources or not they answered on following way:

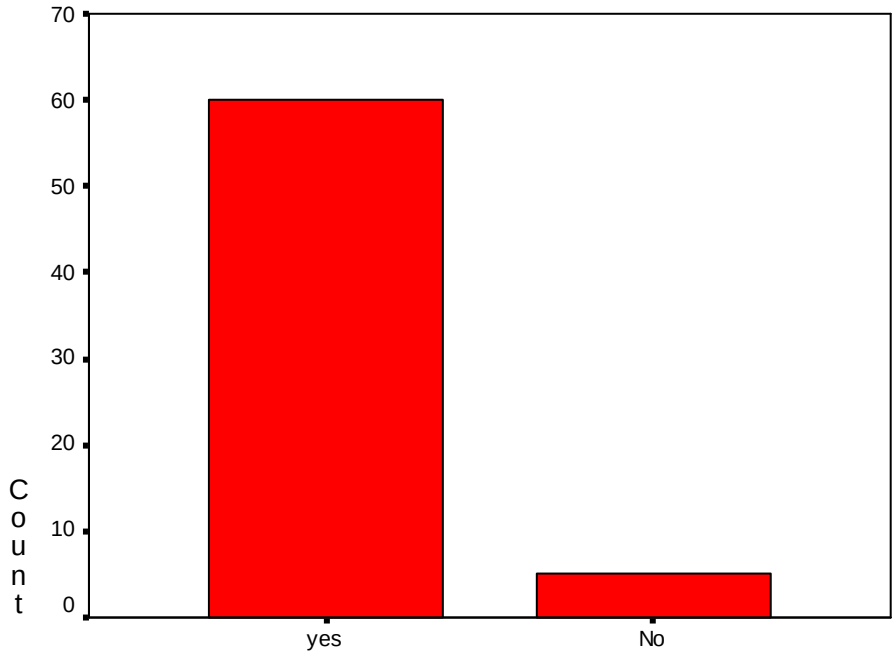
Know about PERI e-resources

Table 11

	No of respondents	Percent	Valid Percent	Cumulative Percent
Yes	60	92.3	92.3	92.3
No	5	7.7	7.7	100.0
Total	65	100.0	100.0	

Among the 65 respondents, 60 which are 92.3% are known about the PERI e-resources and 5 which are 7.7 % answered they do not known about the PERI e-resources.

Figure 6



5.2.6 How often you use PERI e-resources

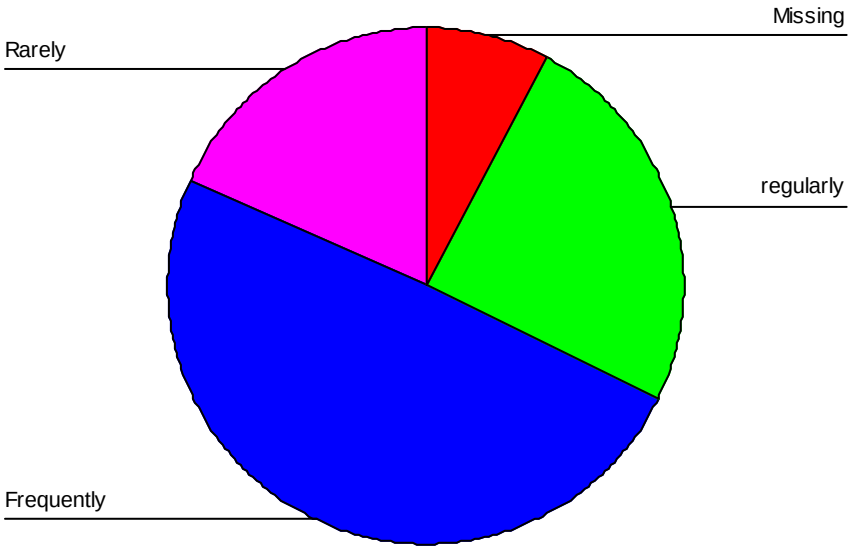
When asked whether PERI- e resources are used regularly or frequently or rarely to the respondents, their answers are as follows:

How often you use PERI resources

Table 12

	No of respondents	Percent	Valid Percent	Cumulative Percent
Regularly	16	24.6	26.7	26.7
Frequently	32	49.2	53.3	80.0
Rarely	12	18.5	20.0	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 7



How often you use PERI resources

Total respondents are 65, among them 5 do not know about the PERI e-resources so our data is with 60 respondents. Among 60, 16 which are more than 24% are using PERI e-resources regularly, 32 which are more than 49% are using the resources frequently and 12 which are more than 18% using the resources rarely.

2.5.7 Beneficial of PERI e-resources

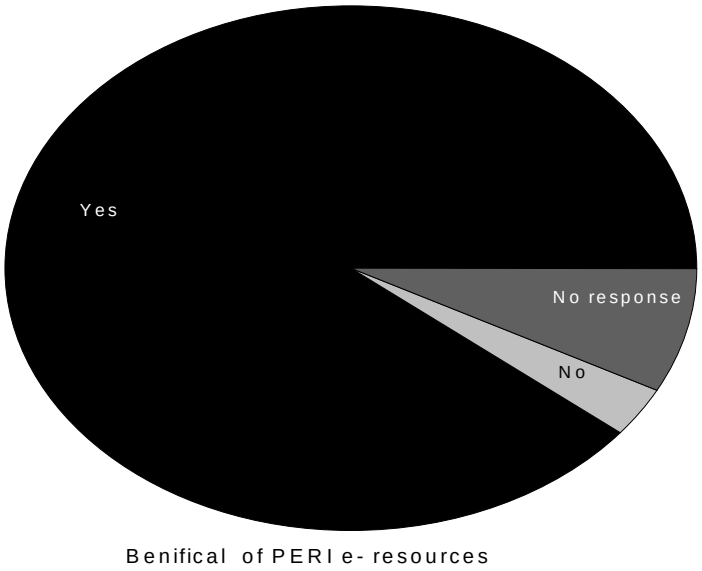
When asked whether the PERI e-resources are beneficial or not, 58 respondents i.e. 96.7% answered PERI e-resources are beneficial and only 2 respondents which are 3.3% answered PERI e-resources are not beneficial.

Beneficial of PERI e-resources

Table 13

	No of respondents	Percent	Valid Percent	Cumulative Percent
Yes	58	89.2	96.7	96.7
No	2	3.1	3.3	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 8



2.5.8 Felt improvement after use of PERI e-resources

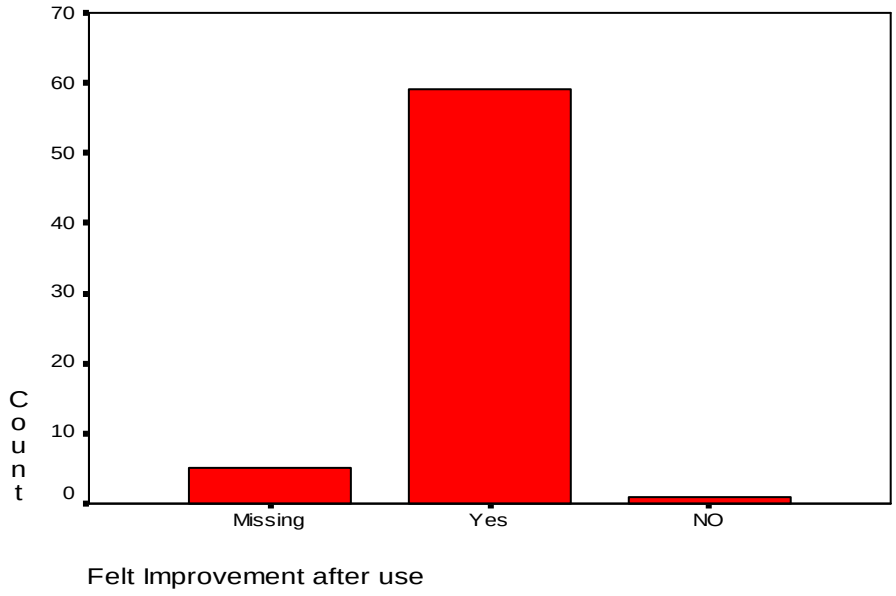
When asked whether the respondents felt about the improvement after the use of PERI e-resources, 59 which is more than 98% agree that they felt improvement after the use of PERI e-resources and only 1 which is more than 1% are not agreed about their improvement after the use of PERI e-resources. The data is shown on following table:

Felt Improvement after use of PERI e-resources

Table 14

	No of respondents	Percent	Valid Percent	Cumulative Percent
Yes	59	90.8	98.3	98.3
NO	1	1.5	1.7	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 9



The missing is equivalent to 5 respondents who said they do not know about the PERI e-resources.

2.5.9 How you felt your improvement

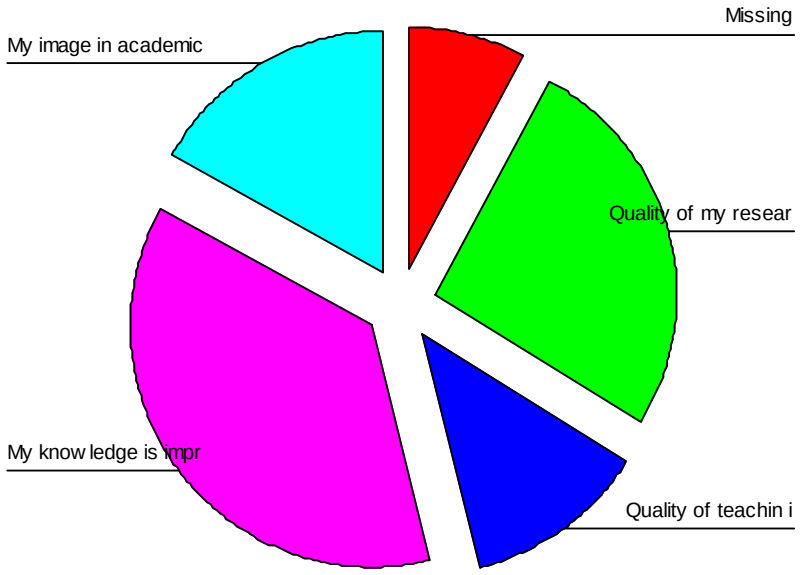
When asked how the respondents are felt their improvement. Whether their Quality of research are improved or Quality of teaching is improved, or Knowledge is improved or image in academic community is improved. They respond on following way:

How you felt your improvement

Table 15

	No of respondents	Percent	Valid Percent	Cumulative Percent
Qualities of my research is improved	17	26.2	28.3	28.3
Quality of teaching is improved	8	12.3	13.3	41.7
My knowledge is improved	24	36.9	40.0	81.7
My image in academic community is improved	11	16.9	18.3	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 10



How you felt your improvement

Out of 65 respondents, 5 How you felt your improvement respondents did not responded, among remaining 60 respondents 17 which are more than 28 % are saying that the resources has improved their Quality of research, 8 which are more than 13% are saying that the resources has improved their quality of teaching, 24 which are 40% are saying that the resources has improved their knowledge and 11 which are more than 18 % are telling that the resources has improved their image on the academic community.

5.3 About management

5.3.1 Nepal should have continuous access to PERI e-resources

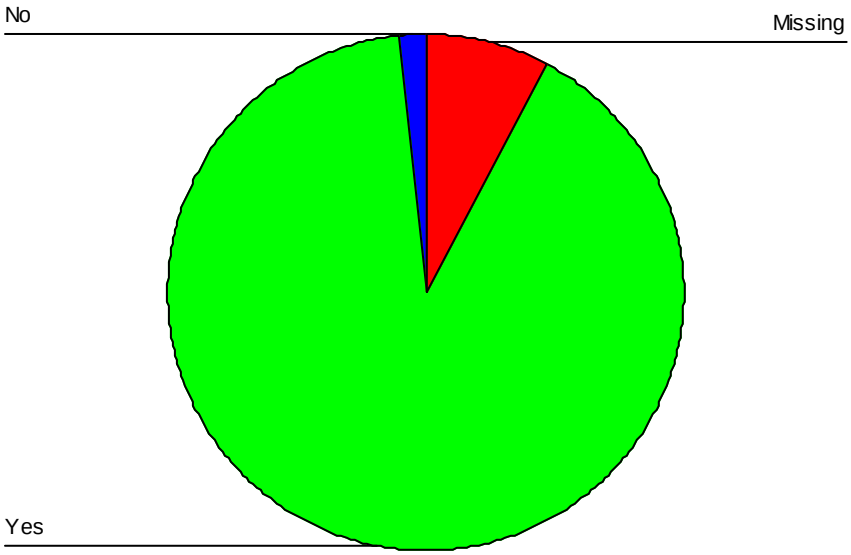
As the PERI e-resources are free up to the year 2007. So for the coming year too whether it is needed for or not to Nepal. On such regard we have asked the respondents whether the PERI e-resource should continuous access to Nepal or Not. The results of the respondents are shown as follows:

Nepal should have continuous access to PERI e-resources

Table 16

	No of respondents	**Percent**	**Valid Percent**	**Cumulative Percent**
Yes	59	90.8	98.3	98.3
No	1	1.5	1.7	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 11



Nepal should have continuous access to PERI e-resources

Five respondent who have not responded are shown as missing on chart and on 60 respondents 59 which are more than 98% are agree that Nepal should have continuous access of PERI e-resources for coming years too and only 1 person which is more than 1% is on negative point that Nepal should not have access for coming years.

5.3.2 Why Nepal should have continuous access to PERI e- resources

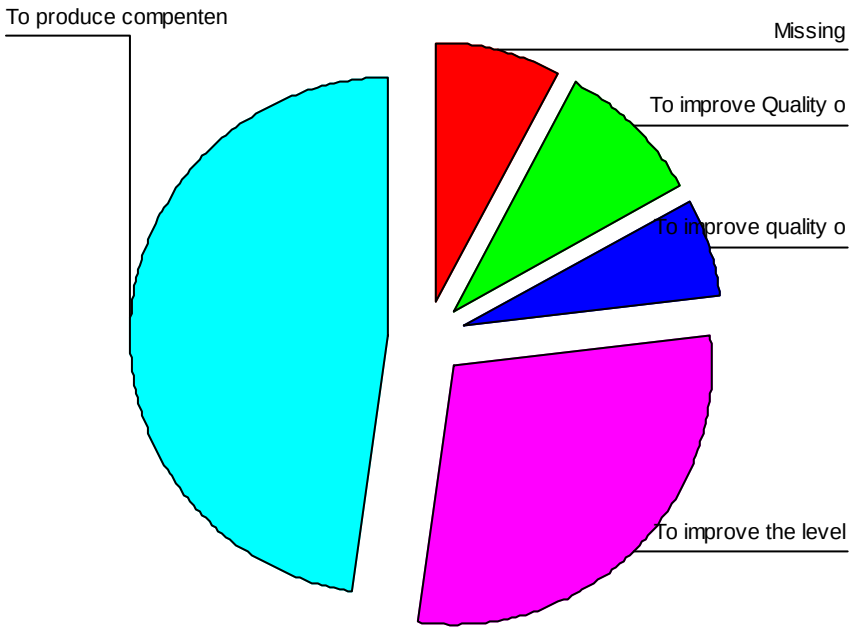
More than 98% agree that Nepal should have continuous access to PERI e-resources for coming years so we asked why these resources should have continuous access to Nepal. The responses are as follows:

Why Nepal should have continuous access to PERI e- resources

Table 17

	No. of respondents	Percent	Valid Percent	Cumulative Percent
To improve Quality of users	6	9.2	10.0	10.0
To improve quality of teaching	4	6.2	6.7	16.7
To improve the level of research	19	29.2	31.7	48.3
To produce competent human resources	31	47.7	51.7	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 12



Why Nepal should have continuous access to PERI e- resources

Out of 65 respondents 5 do not known about PERI e-resources so they are count as no response which is indicate by missing on figure. Among 60 respondents 6 which are 10% are saying that the resources will improve the quality of users, 4 which are more than 6% saying that the resources will improve the quality of teaching, 19 which are more than 30 % are saying that the resources will improve the level of research and 31 which is more than 51% are saying that the resources will help to produce the competent human resources for the country.

5.3.3 Who should contribute to Sustained the PERI E-resources

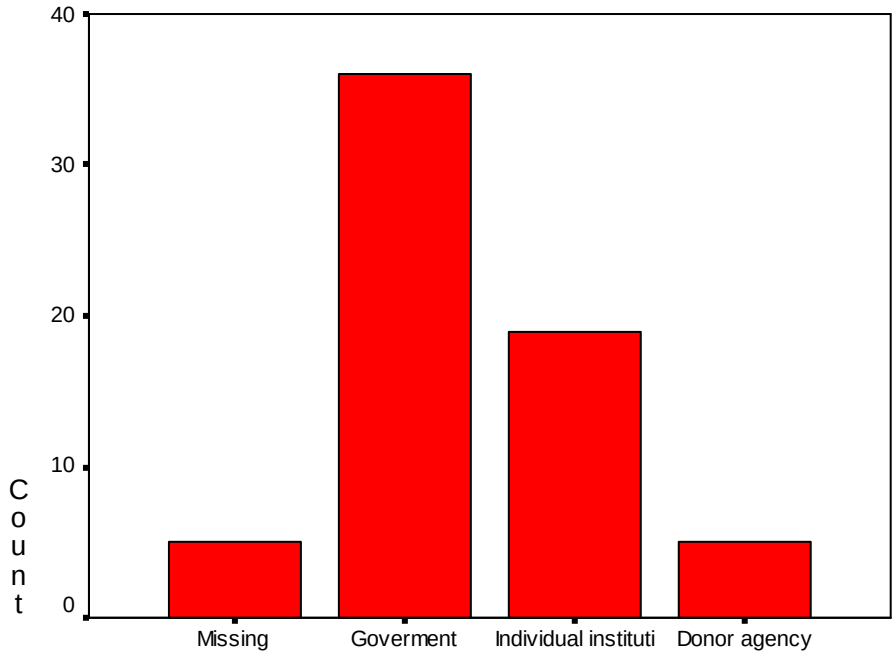
As the PERI e-resources will not free after some years so there must be some mechanism for sustainability of the resources so on regard we asked a question to the respondents who should contribute to sustain the PERI e- resources, whether it is the liability of the government, or Individual institution or Donor agency. The responses of the respondents are shown below in table:

Who should contribute to Sustained the PERI E- resources

Table 18

	No of respondents	**Percent**	**Valid Percent**	**Cumulative Percent**
Government	36	55.4	60.0	60.0
Individual institution	19	29.2	31.7	91.7
Donor agency	5	7.7	8.3	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 13



Who should contribute to Sustined

Among 65 respondents 5 are not known about PERI e-resources so they are count as no response and shown as missing on figure. On 60 respondents 36 that is 60% are telling that the Government is the responsible for contribution to sustain the PERI e-resources, 19 that is more than 30% are telling that the institutions which are using PERI e-resources should have contribution for the sustainability of the resources and 5 that is more than 8% are telling for the Donor agency should continuously contribute for the sustainability of the PERI e-resources.

5.3.4 Who should pay for Institution

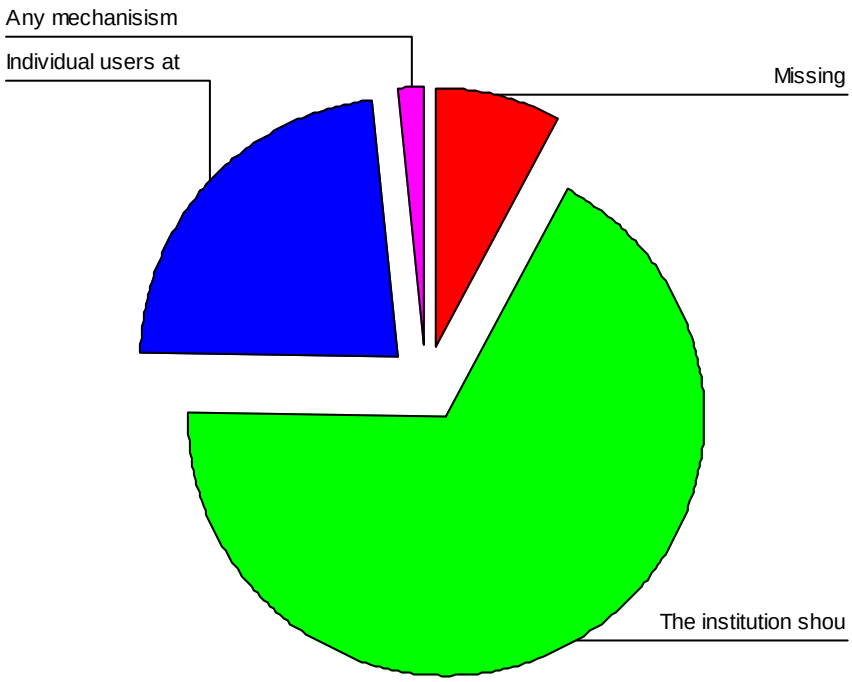
If any institution uses the PERI e- resources no doubt it should pay for the resources. The resources are free for certain period of time but after all it must be paid. So if the institution has to pay for the resources then how can it be paid. We have given certain option to the respondents whether the institution itself has to pay or Individual person who are using the resources on the behalf of the institution should pay or there is any other mechanism for paying. The responses are as follows:

Who should pay for institution

Table 19

	No of respondents	Percent	Valid Percent	Cumulative Percent
The institution should pay	44	67.7	73.3	73.3
Individual users at the institution should pay	15	23.1	25.0	98.3
Any other mechanism	1	1.5	1.7	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 14



Who should pay for institution

Here, on total 65 respondents 5 are unknown about PERI e-resources and assumed them as no response which are shown as missing on diagram. Among 60 respondents 44 which are more than 73% are telling that the institution should pay if it uses the resources and 15 which are 25% telling that the individual who are using resources on behalf of the institution should pay for the resources and only 1 respondent who is more than 1% is telling for the other mechanism that is donor agency should pay for the institution.

5.3.5 If institution has to pay how should pay

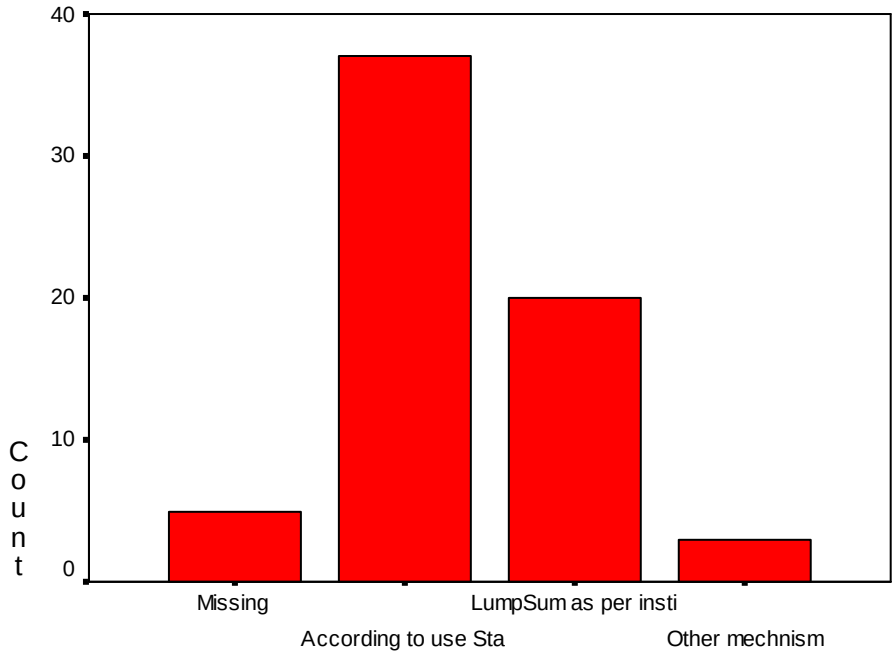
On this we have raised the question if the institution has to pay what is the mechanism of paying for the PERI e-resources. We have given some selection to the respondents such as according to use statistics of institution the payment can be made, in Lump Sum as per the institutional strength or any other mechanism. The answers of the respondents are as follows:

If institution has to pay how should pay

Table 20

	No of respondents	**Percent**	**Valid Percent**	**Cumulative Percent**
According to use Statistics of the institution	37	56.9	61.7	61.7
Lump Sum as per institutional strength	20	30.8	33.3	95.0
Other mechanism	3	4.6	5.0	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 15



Here among 65 respondents 5 respondents are not known about PERI resources so they are called as no response and shown as missing on figure. Among 60 respondents 37 which are more than 61% are telling that the institution should pay the amount according to the use statistics, 20 which is more than 33% are telling that the institution should pay according to Lump Sum as per the institutional strength and 3 which are 5% are telling that the institution should ask for the donor and government to pay the amount.

5.3.6 Problem in Searching PERI resources

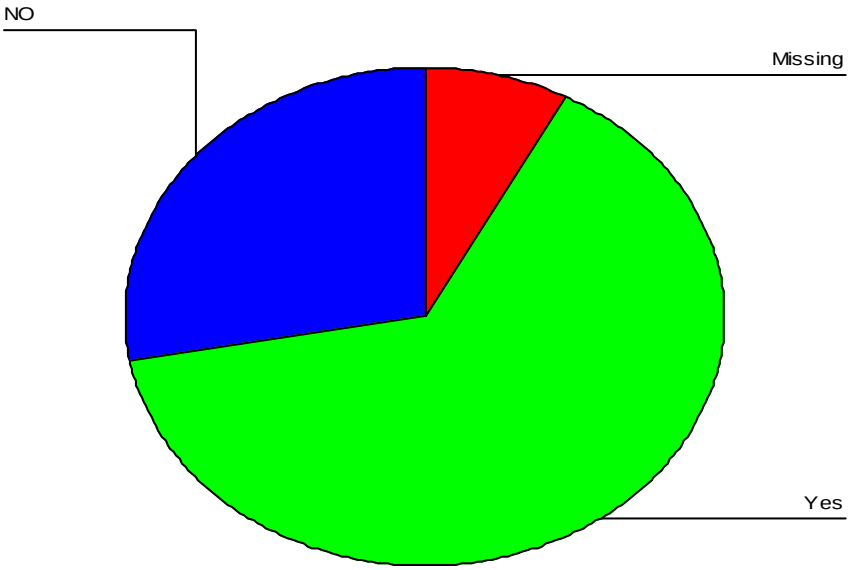
When asked whether the respondents are facing the problem in searching PERI e-resources, the respondents are giving following data:

Problem in Searching PERI resources

Table 21

	No of respondents	Percent	Valid Percent	Cumulative Percent
Yes	42	64.6	70.0	70.0
NO	18	27.7	30.0	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 16



Problem in Searching PERI resources

On 65 respondents 5 are not known about the PERI resources which are shown as no response and shown as missing of figure. Among 60 respondents 42 which is 70% are telling that they have the problem on searching the PERI e- resources and 18 which is 30% are not have any problem on searching the PERI e-resources.

5.3.7 What type of problem while searching PERI E-resources

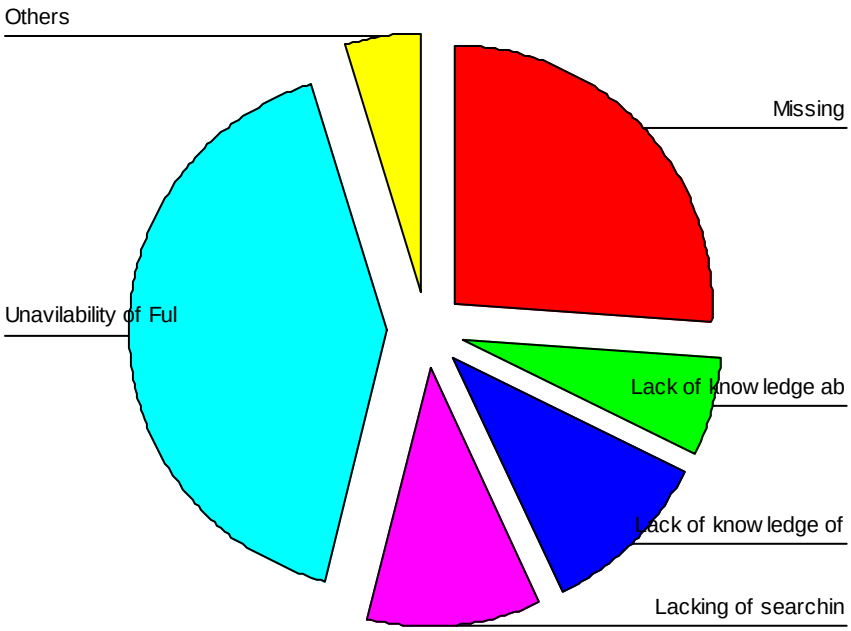
When the respondents have problem while searching the e-resources so we asked them what types of problems are they facing. We have given some selection of problem. Whether they are lacking of knowledge about available resources, or they are lacking of knowledge of registration process, or they are lacking of searching techniques or they are not accessioning full text article or they have any other types of problem. Following are their response:

What type of problem while searching PERI E- resources

Table 22

	No of respondents	**Percent**	**Valid Percent**	**Cumulative Percent**
Lack of knowledge about available resources	4	6.2	8.3	8.3
Lack of knowledge of registration process	7	10.8	14.6	22.9
Lacking of searching technique	7	10.8	14.6	37.5
Unavailability of Full text article	27	41.5	56.3	93.8
Others	3	4.6	6.3	100.0
Total	48	73.8	100.0	
No response	17	26.2		
	65	100.0		

Figure 17



What type of problem while searching PERI E- resources

Among 65 respondents, 17 respondents are not response on these questions which is shown as missing on figure. 4 are telling about the lack of knowledge about available resources. 7 and 7 are telling about lack of knowledge of registration process and lack of searching technique. 27 are telling about Unavailability of Full text article and 3 are telling that they are somewhat confused while searching article.

5.3.8 Satisfied with the Service of TUCL

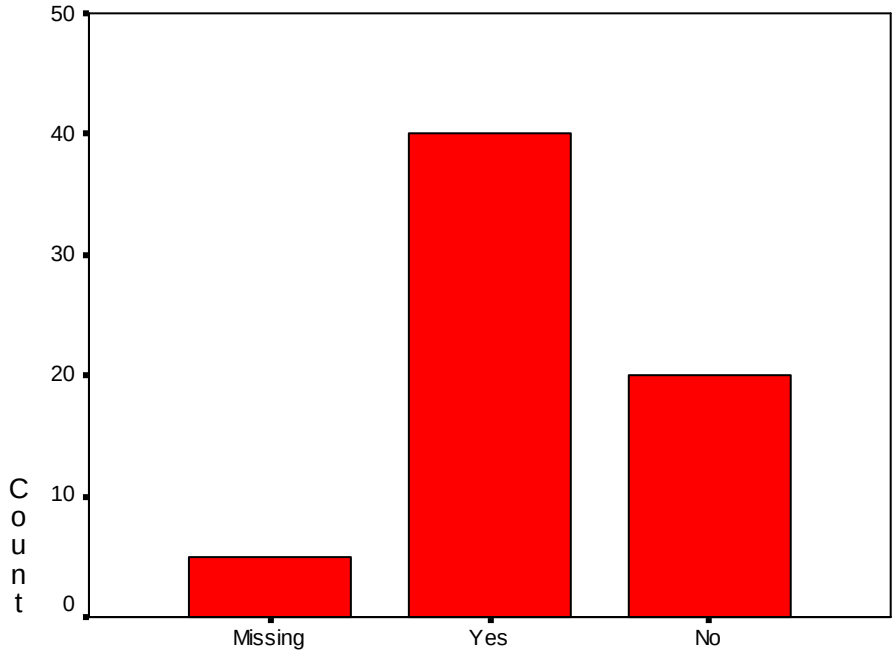
Tribhuvan University Central Library is the coordinator agency of PERI e-resources. Central library is working for the service of PERI e-resources so we have asked a question whether the respondents are satisfied with the service of Central Library about the PERI e- resources or not. The responses of the respondents are as follows:

Satisfied with the Service of TUCL

Table 22

	No of respondents	Percent	Valid Percent	Cumulative Percent
Yes	40	61.5	66.7	66.7
No	20	30.8	33.3	100.0
Total	60	92.3	100.0	
No response	5	7.7		
	65	100.0		

Figure 18



Among the 65 respondents 5 are not known about PERI e-resources so they are count as no response and shown as missing on figure. Among 60 respondents 40 which are more than 66% are satisfied with the service of Tribhuvan University Central Library on PERI e- resources and 20 which are more than 33% are not satisfied with the service of Tribhuvan University Central Library on PERI e-resources.

5.3.9 Opinion of the respondents to improve the service of PERI e- resources

At last we have asked the respondents how the service of PERI e-resources can be improved. The questionnaire is subjective type where respondents have to give their opinion. Among the 65 respondents only 36 respondents have given their opinion. The opinion of the respondents are different but while summarizing and sense study the opinion are divided into 9 points which are as bellows:

1. 9 respondents have the opinion that the resources should be popularized by different means. It must be advertised or marketed. Brief orientation about PERI e-resources should be given to each and every organization before the acceptance of registration.
2. 9 respondents have the opinion that the registration process should be easier and make easy access of full text documents.
3. 5 respondents have the opinion that they are not getting past password and users name so there must be the provision to provide the past password and users name so that it is not necessary to register again.
4. 3 respondents have the opinion that the password and the users name should be given immediately.
5. 3 respondents have the opinion that the PERI e- resources should have the access to all not only research and educationalist.
6. 2 respondents have the opinion that there must be the time to time training, workshop, and talk program for all level of users for PERI e-resources registration process and searching techniques.
7. 2 respondents have opinion that there must be other resources like PERI should be added on Tribhuvan University Central Library.
8. 2 respondents have the opinion that Tribhuvan University Central Library should add more computers so that it can increase its service.
9. 1 respondent has the opinion that the Bandwidth (speed) of internet of Tribhuvan University Central Library should be increased.

CHAPTER VI

6. Summary, Conclusion and Recommendation

6.1. Summary

Information is the vital source for learning and teaching. Internet, e- resources are very good example of information sharing process. Now a days e-resources are the vital sources for study and research sector. There are different types of e- journal and e-books in different databases in web. Some e- resources are free for the users and some are not. PERI e-resource is a database where full text of more than 25,000journals are available. PERI stands for Program for Enhancement of Research Information is a part program of the INASP (International Network for the Availability of Scientific Publication). PERI program has four areas of services. It delivers information to enable researcher and scientists to acquire international academic and scholarly information as on line full text journal. It strengthen publishing providing opportunity for the enhancement of skills in book and journal publishing in print or electronic and enhancing information. It enhance information and Communication Technology (ICT) skills with in Library, University and research institute and it provides access to national and regional research.

Tribhuvan University Central library (TUCL) is established in 1959 AD which has more than 300,000 documents. TUCL is the largest library of the country Nepal. TUCL is the country coordinating agency of PERI program for Nepal. Mr. Krishna Mani Bhandary is the country coordinator for Nepal. TUCL is the National ISBN (International Standard Book Number) Agency for Nepal to distribute ISBN to Nepalese publications since 2000 AD. TUCL is doing different program for promotion of PERI e-resources in Nepal. Nepali scholars, students, researchers and other users have extensively used PERI e- resources. Altogether more than 1,20,000articles from different database are downloaded in the year 2006. More than 200 institutions have registered to have access to PERI e- resources from Nepal in the year 2006. The numbers are increasing. The cost

of such e-resources is £47, 171. The amount which is needed for PERI e- resources is provided to Nepal by the Danish Government, DFID- UK and NORAD for the year 2006 A.D.

PERI e- resources is very important for Nepali Scholars, Researchers and Educationalist. In our survey near about 100% respondents agree that the PERI e-resources is very beneficial for the Nepalese educational sector. Different status group of education, scholars and scientist have agreed that the e-resources are needed for the all round development as well as improvements of all sectors.

6.2 Conclusions

PERI e-resources are very important for the all round development of research scholars. It is concluded that it is very necessary for the underdeveloped country like Nepal to fulfill the digital gap between the developing and developed countries. The low income groups of the underdeveloped country are provided the access to the valuable and costly journals through PERI e- resources. Thus these resources are needed to Nepal continuously. According to the response given by the respondents following major findings and conclusion are found:

1. As PERI e-resources are particularly for the Research and Educational sector so these resources are used by the Teachers, Students, Research scholars and Scientist. But scientific users are comparatively low in our findings.
2. PERI e- resources includes all subjects area of study, teaching and research though it emphasis is on Scientific journal. The users of other subjects are satisfactory but Faculty of science and Technology is found somewhat less. The Humanities faculty is using PERI e-resources heavily as there are many disciplines in Humanities and Social science.
3. Our focus on the study is on those respondents who are familiar with internet, e-mail and e- resources so here in our study 100% respondents are familiar with e-mail, internet and e- resources.

4. All the respondents are using e- resources as the survey is conducted to those respondents who are using internet and e- resources.
5. We conducted the survey on educational and research sectors only. The person involved in education and research are mostly thinks about their career and professional development so we found that people are using e- resources for their professional development.
7. Our concern in this survey is on use of PERI e- resources so we prefer to those who knows something about PERI e- resources. As Tribhuvan University Central Library is country coordinator of PERI program so we found that all users who are coming in Tribhuvan University Central Library for using e-resources are familiar with PERI e- resources and outside the TUCL most of the e- resource users are familiar with PERI e- resources.
8. PERI e- resources are used frequently in our country. Frequent means Users are using PERI e- resources whenever they needs. They are looking PERI e-resources for special types and the resources which are not found easily in other e- resources.
9. Most of the respondents are saying that the PERI e- resources are beneficial. So we can say that PERI e- resources are very beneficial for the research and educational sector.
10. Most of the respondents have improved their status after using the PERI e-resources so it can be said that PERI e- resources has improved their status.
11. The respondents have felt improvement after using the PERI e- resources. Some of them have improved on research work, some feel improved for teaching, some feel improved their knowledge and some feel improved their image on academic community. So this can said the PERI e- resources will improve for the research and academic work which will increase the status of the academic community.
12. The respondents are very positive for the continuous access to PERI e-resources so it can be concluded that Nepal must manage to have continuous access to PERI e- resources.

13. Nepal should continuous access the PERI e- resources for the improvement of the quality of users, it is needed for the improvement of the quality of teaching, it is needed to improve the level of research and the resources will help to produce the competent human resources for the country. More than 50% respondents are saying that the PERI e- resources will help to produce to competent human resources.
14. PERI e- resources are not free. Nepal is getting these e- resources with the financial cooperation from Danish Government, DFID-UK and NORAD Norway. So it is necessary for us to sustain these resources. Most of the respondents are of the opinion that the Government should take initiation for the continuity of PERI e- resources and some respondents are saying that the individual institution who is using PERI e- resources should take inception for the sustainability of the resources. Very few respondents are of the opinion that the Donor agency should pay for the sustainability of the PERI e- resources. So it is concluded that it is the responsibility of government's to sustain the PERI e- resources in Nepal.
15. If any institution is using the resources than it is their responsibility to pay for the resources. Most of the respondents are of the opinion that the institution should pay for the resources. Some of the respondents are of the opinion that the individual who are using PERI e- resources should pay. So it is concluded that it is the responsibility of the individual institution to pay if they are using PERI e- resources.
16. Regarding the mechanism for payment, more than 60% respondents are of the opinion that the institution should pay according to the use of statistics of the institution. Some respondents are of the opinion that the institution should pay on Lump Sum as per the institutional strength and others are saying that the donor agency should pay for the institution. So according to the respondent opinion we can say the institution should pay according to the use of PERI e- resources.

17. The respondents have problem while searching PERI e- resources. Near about 70% respondents are facing problem while searching PERI e- resources so it is concluded that there are problems while searching PERI e- resources.
18. Few respondents are lacking the knowledge about available resources, and they are lacking of knowledge about registration process and some are lacking searching techniques but most of the respondents are saying that they are unable to get the full text article. When they find the article, it requires money to see all full text. They are saying how it is free.
19. Most of the respondents are saying that they are satisfied with the service of Tribhuvan University Central Library. As Tribhuvan University Central Library is the coordinator agency of PERI e- resource in Nepal. So we can say the service of the Tribhuvan University Central Library is satisfactory.

We are also feeling about the lack of proper promotion activity from the PERI coordinator agency as our respondents have suggested us. It is suggested that each and every institution should be given brief orientation before the acceptance of registration by Coordinator agency. The registration process is not so difficult though it takes more than 3 days as the coordinator agency need some time to find out the information about the organization which wants to be registered in PERI e- resources. The forgotten password and users name should be given again so that there in no need to register again. As PERI e- resources is for the research and Educational purpose, it cannot be given for the business purpose. Tribhuvan University Central Library is organizing seminar, workshop, training program, and talk program on time to time. We have included the brief about the program in this dissertation too. We conclude that Tribhuvan University Central Library should install more and more computers to provide the better service to its users as the Library has broad band Internet system.

6.3 Recommendations

As PERI e- resources are very useful for the research and academic sectors. No doubt it will enhance the academic image of the person and institutions. It plays great role

for the academic sector. We have some recommendation for more and more use of the PERI e- resources and sustainability of PERI e- resources which are as following

1. As there is low response form scientific institutions so it is recommend that the users of science and technology and scientist should be informed more and more about the resources. As PERI e- resources are for the enhancement of research program so the research scholars must be informed and they must use these resources very effectively.
3. It is recommended that there must be the mechanism to inform about the PERI e- resources to all types of users.
4. As in our survey more respondents are using the PERI e- resources frequently but we want to convert them in regular users so it is recommended that the regular users should be increased.
6. PERI e- resources are beneficial and no doubt the users can feel the improvements after using the resources. They can improve their research work, they can improve their teaching, their knowledge can be improved and their image may be improved in society so the PERI e- resources must be continuous in the context of Nepal.
7. Nepal can improve the quality of users with the help of PERI e- resources. Similarly quality of teaching and research can be improved, which can help to produce the competent human resources for the country.
8. For the sustainability of the PERI e- resource it is recommend that the Government should play the active role as the respondents are on favor of government.
9. If any institution is using the PERI e- resources than it is compulsory for them to pay for the resources and the respondents are in positive result that the institution should pay the amount according to the use statistics of the institution. So we are also recommending that the amount should be paid by the institution according to their use statistics.
10. However, recommendation no 8 and 9 said that the Government or the institution should pay to sustained the continuous access of PERI e- resources. But the reason why INASP selected Nepal to provide PERI e- resources is not

much changed/ improved i.e. Nepalese peoples economic condition has not changed yet, since the beginning of PERI in Nepal in 2003. Country coordinating institute is engaged in fund raising mechanism, but donors continuously contribute until Nepal fully develop suitable mechanism.

11. Some of the respondents are facing the problem on PERI e- resources. We can say there is problem on PERI e- resources. The respondents are facing very serious problem while not getting the full text article of their requirement. They are saying the amount is asked for the full text. So it is recommended that if it is said free than all articles and the documents under PERI e- resources must be free.
12. Most of the respondents are saying that they are satisfied with the service of PERI country coordinator agency so we can conclude that the service of Tribhuvan University Central Library is satisfactory as country coordinator agency of PERI e- resources.
13. There must be marketing of PERI e- resources. More and more people must get the information about PERI e- resources. It is recommended that before accepting the registration of any institution on PERI program they must be given orientation about the PERI e- resources.
14. There must be the provision of providing the forgotten password and users name to the institution so it is recommended to provide such forgotten password and the users name to the already registered institutions.
15. As the registration process is not so difficult, we recommend for the fast acceptance and registration process for the new institution.
16. The country coordinator agency should inform about the resources by training, workshop and talk program not only on capital city, they should go to the each and every corner of the educational and research sectors.
17. For the better and qualitative service Tribhuvan University Central Library should add more and more internet facilitates to its information literacy unit.
18. Country coordinating institutes are the foundation for the success of PERI. Their motivation, dedication and far sighted vision play an important role for

the Success of PERI. INASP's recent recommendation has discouraged the country coordinating institute.

19. INASP: as an international Network should function internationally, fairly, rationally and equal treatment to all country coordinating institute avoiding gender and regional feeling.

Nepal is a developing country. More than 42% of the people of the country are living below the poverty line. The per capita income of the country is $1400 p.a. according to the statistics of the World Almanc and book of facts 2007. The Gross Domestic Product (GDP) of the country is $39.9 and the GDP growth rate is 2.7%. When the PERI program was started in Nepal the GDP of the country was $33.7 and Per Capita income was $1360 p.a. According to the above statistics economic condition of the Nepalese people are as to that of 2003 when PERI e- resources was introduced in Nepal. Access to the PERI e- resources should be continued as there is a great need and demand for the e- resources. Since, the economic condition of Nepalese people has not improved then in 2003. Therefore donors who contributed to implement PERI in Nepal should contribute continuously for the next few years.

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Questionnaire

Dear Sir/Madam

I am Sagar Raj Subedi a student of Library and information science department, Tribhuvan University. For the partial fulfillment of my Master Degree, I have to prepare my thesis. I have chosen the topic "PERI e-resources used in Educational and Research Institutions of Nepal". PERI is an e-resource which covers more disciplines and it is an online Journal articles Full Text services free for Nepal upto the year 2007.Tribhuvan University Central Library is the Country coordinator agency for this programme. I have prepared following questionnaire which is divided in three parts. Part A: Introduction of respondent, Part B: About resources and Part C: Management of e-resources. I request for your full cooperation to response the questionnaire.

Part A: Introduction

1. Name Age sex ( ) M ( ) F

2. Status
   ( ) a) Teacher
   ( ) b) Student
   ( ) c) Research Scholars
   ( ) d) Scientist

3. Faculty
   ( ) a) Management ( ) d) Education
   ( ) b) Medical Sciences ( ) e) Humanities
   ( ) c) Science and Technology ( ) f) Agricultural scientist

Part B: About e-resources

1. Are you familiar with e-mail and internet?

   ( ) Yes ( ) No

2. Do you know about e-resources?

   ( ) Yes ( ) No

If yes,

3. Do you use e-resources in your study?

   ( ) Yes ( ) No

4. For which purpose do you use the e-resources or internet?

( ) a) For Professional development ( ) b) Entertainment
( ) c) Others

5. Do you know about PERI resources?

( ) Yes ( ) No

6. How often you use PERI resources?

( ) A) Regularly B) ( ) Frequently C) ( ) Rarely

7. Do you get PERI resources as a beneficial for your study?

( ) Yes ( ) No

8. Have you felt your improvement after uses of PERI e-resources?

( ) Yes ( ) No

9. How you felt about your improvement after using PERI e-resources?

( ) a) Quality of my research is improved
( ) b) Quality of teaching is improved
( ) c) My knowledge is improved
( ) d) My image in academic community is improved

Part C: **About Management**

1. Do you think that Nepal should have continuous access to PERI resources?

( ) Yes ( ) No

2. Why Nepal should have continuous access to PERI resources?

( ) a) To improve Quality of users
( ) b) To improve quality of Teaching
( ) c) To improve the level of Research
( ) d) To produce competent Human resource

3. Who should contribute to Sustained access of PERI e-resources in Nepal?

( ) A) Government ( ) B) Individual Institution
( ) C) Donor agency

4. Who should pay for the institution?

( ) a) The institution should pay
( ) b) Individual users at the institution should pay
( ) c) Any other mechanism (Mention)
( ) d)……..

5. If Individual institution has to pay how the institution should pay?

( ) a) According to use statistics of the institution
( ) b)Long Sum as per the institutional strength
( ) c) Other mechanism (Mention)
( ) d) ……..

6. Do you have problem while searching PERI e-resources?

( ) Yes ( ) No

If Yes

7. What type of Problems are you getting while searching PERI e-resources?

( ) a) Lack of knowledge about available resources
( ) b) Lack of knowledge of registration process
( ) c) Lack of searching Technique
( ) d) Unavailability of Full Text Article
( ) e) Others (if any write on short)
( ) f) ……

8. Are you satisfied with the Service?

( ) Yes ( ) NO

If No

9. How can the service of PERI e-resources be improved? Write your opinion.

Thank you