

Transforming Academic Resource Accessibility Understanding the Role of N-LIST Programme with Special Reference to Bishop Heber College, Tiruchirappalli, Tamil Nadu: a Case Study

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ABSTRACT:

This study attempts to investigate faculty awareness, access patterns, satisfaction, and barriers to accessing N-LIST e-resources. This study adopted case study method, and a structured questionnaire was administered to college faculty members. A total of 169 valid responses were analysed using descriptive statistics and hypotheses testing to know the variations in demographics, HA behaviors and factors affecting the awareness levels of respondents. Nearly half (49.1%) access N-LIST once a month, while 59.2% spend at least one hour per week on e-resources. Self-learning (40.2%) is the most common mode of learning to use N-LIST. Respondents use simple and advanced search strategies and consider Indian journals, Cambridge University Press, and E-Library e-books as the most useful resources. Restricted access emerged as a major problem (34.3%). Hypothesis testing shows no significant difference between gender and awareness levels. However, significant differences were observed across age groups, teaching experience, access frequency, time spent, search strategies, and challenges faced. Users of 31–35 age group, who access N-LIST twice a week, and spending two to

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three hours weekly demonstrated higher awareness level. This study highlights the need for enhanced training, improved ICT infrastructure, and continuous user support to optimize N-LIST usage.

Keywords: N-LIST, E-Resources, Awareness, Usage Behaviour, Faculty Perception.

Introduction

Scholarly-quality information is vital to facilitate academic excellence and research output and contribute to the development of the higher education system in India. With the UGC and INFLIBNET Centre realizing the importance of digital resources in the drive to strengthen teaching, learning and research, a number of national level initiatives have been taken to help minimize information disparity among higher education institutions. National Library and Information Services Infrastructure for Scholarly Content programme stands as a unique measure to content access for colleges across the country. Functioning as the exclusive college segment of the e-ShodhSindhu Consortium, it gives N-LIST a powerful avenue through which to offer good quality e-books, e-journals and other scholarly resources needed for a college's academic journey. The N-LIST service supports the delivery of e-resources to the students, researchers, faculty members of the colleges and eligible institutions through the INFLIBNET Centre managed advanced server systems. Once logged in as authorized users, they can directly download the articles from the publisher's site. This authentication is made possible by procured software & server infrastructure from INFLIBNET that guarantees secure, uninterrupted and genuine usage of subscribed or paid resources. In an attempt to remove such barriers between research and the end-user, N-LIST used this model to offer users "one stop shopping" for the current content from top global publishers and enable direct access to titles without any institutional doorway. The participation in N-LIST is open yet regulated. All UGC recognized colleges under the Sections 12(B) and 2(f) of UGC Act, non-aided colleges except those offering professional programs in

the streams of Agriculture, Engineering, Management, Medicine, Pharmacy, Dentistry, Nursing are eligible to enrol for N-LIST services. The resources which are available under the scheme are 6150 e-journals and 199536 e-books in the areas of Arts, Science, Commerce, Humanities and Social Science. Eligible colleges have to undergo an online registration process through the INFLIBNET Centre to avail of these services. In sum, the N-LIST scheme is an agent of change in terms of opening up scholarly content, enhancing academic competitiveness, and nurturing a research and digital learning culture among rural colleges of India.

Review of Literature and Methodology

The National Library and Information Services Infrastructure for Scholarly Content (N- LIST) enabled by INFLIBNET and e-ShodhSindhu and NKBoSFA, developed in 2015 has been analyzed in various colleges in India from expectations, awareness and usage patterns, satisfaction level of users, effect on teaching-learning process, and problems faced during 1498-1511. Awareness among Users Studies indicate a high rate of awareness among students and faculty including those of Bhattacharyya and Chatterjee (2023), Rumi Das (2022) and Kumar et al. (2018) N-LIST is well known and heavily used, although a few papers like Mamatha (2022) and Sen and Das (2023) speak about lack of institutional acceptance and awareness prevailing amongst some sections of users. Use Research show that N-LIST is mainly used for study, teaching and research; Ellay (2019), Gautam and Gulati (2025), Jagjit Singh (2017) et al, weekly, biweekly as the work pattern and according to some work e-books are user's favoured resource type. The satisfaction level is moderate, with positive opinion from both teachers as well as students

(Gautam & Gulati, 2025; Bhattacharyya & Chatterjee, 2023), and the effect of N-LIST on academic and research activities is very significant in particular as in the case of Puttamadappa (2023), Gurjeet Kaur (2018) and Kumar et al. (2018) stated its importance in promoting academic performance, developing syllabus, and researching and publishing. Yet, there are multiple barriers that prevent full utilization of the resource, such as technical problems like slow speed of access and poor ICT infrastructure (Sheela & Sureshkumar, 2020; Aswathi & Sajna, 2021), problems from the user side like lack of necessary ICT skills (Mamatha, 2022; Vinay & Babu, 2022), and institutional constraints, including insufficient training, substandard facilities, and irregular membership renewal as observed by Sen and Das (2023).

The general evaluation of N-LIST studies during 1498-1511 suggested that awareness of the programme was relatively high among students and faculty, but the level was not consistent among the institutions due to disparities in their ICT infrastructure and digital competence. The results undoubtedly indicate that N-LIST has grown to be an important tool in the academic community for research, lecture preparation, assignments and readings; and e-books are the best used resource type. User satisfaction is generally positive, in particular in the COVID-19 era when remote access became even more valuable, but technical problems such as slow access times and inadequate infrastructure continue to hamper full utilization. The results of research also indicate that N-list can improve the quality of teaching and learning, and research output owing to the cost-effective and up-to-date research material available. Nevertheless, a significant proportion of users still do not possess sufficient ICT skills to conduct effective searches, which implies that there is a requirement for further training and orientation programmes led by librarians. The necessity of institutional backing, such as that provided by periodic membership renewal and enhancements of digital infrastructure, to fully capitalize on the benefits of the program is emphasized. To summarize, N-LIST reviews demonstrate that N-LIST had

played a pivotal role in institutional s and research, but it also revealed that the infrastructural, technical, and proficiency issues must be solved to ensure full equity of use for every college in India.

OBJECTIVES OF THE STUDY

- To examine the awareness level of N-LIST e-resources among the teaching colleagues.
- To study the patterns of use and frequency of use of various sub-categories of N-LIST E-resources.
- To assess user satisfaction with available e-resources, search features, accessibility, and download facilities.
- To identify the challenges and barriers faced by users in effectively utilizing N-LIST e-resources.
- To suggest strategies to improve awareness, training, infrastructure, and overall effectiveness of N-LIST e-resources.

INSTITUTIONAL PROFILE: BISHOP HEBER COLLEGE

Bishop Heber College is an autonomous, government aided institution affiliated to Bharathidasan University located at Tiruchirappalli, Tamil Nadu. It originated from Heber Memorial School, founded in 1864, which was later developed into S.P.G. The institution was officially re-designated as the Bishop Heber College under the Tiruchirappalli–Thanjavur Diocese in 1966. Over the years, the college has developed into one of the finest centres of higher education in India. It has received re-accreditation from NAAC with a grade of A++ with a CGPA of 3.69 in the 4th cycle and has been recognized as a “College of Excellence” by the University Grants Commission manifesting a pledge for quality in education and academic excellence. There are thirty undergraduate and twenty two post graduate courses offered by the college along with several M.Phil and Ph.D. programmes. It has seventeen R&D departments with more than two hundred research scholars under one hundred research supervisors. The

university has produced more than five hundred Ph.D. holders since 2005. Its Central Library is an important academic centre, holding more than 1,30,000 printed books and having access to millions of e-books and thousands of online journals through various platforms such as the N-LIST. The library is working fully automated under KOHA with RFID services and provides modern digital library services including Web OPAC, e-learning environments and self-check kiosks. College promotes all round education based on values, research culture, global academic exposure and nurturing student. With state-of-the-art ICT-enabled classrooms, sophisticated laboratories and excellent placement assistance, Bishop Heber College is the perfect place for studying the awareness, utilization and barriers of N-LIST e-resources. Hence this study is well justified in the organizational context.

METHODOLOGY: CASE STUDY METHOD

The study uses a case study method with sole focus on Bishop Heber College to have an insight into the context of users' awareness, users' frequency of access, users' satisfaction and problems faced by the users in utilizing the N-LIST e-resources. The case study is an appropriate research method for investigating real life practices in an institutional context. It allows for the exploration of behaviour and perceptions, and patterns of resource use that might not be identified by large-scale surveys conducted across many institutions. By confining the study to one institution, the investigator is able to obtain depth, focused data through the use of questionnaires, institutional documents, and observation. This methodology is well-suited to research findings that seek to explain how the processes of a digital library service look on the inside, as well as identify specific local challenges to user participation. The case study design therefore facilitates a fine grained analysis and also provides a basis for institution specific recommendations that draw on the findings.

SCOPE OF THE STUDY

To access and use N-List: A Study on Awareness, Pattern of Access, Satisfaction and Problems Amongst Faculty of Bishop Heber College, Tiruchirappalli. The present study investigates only about its use among the faculty of one arts and science college affiliated to Bharathidasan University, Tiruchirappalli located in the southern part of India. The present study is an attempt to examine awareness about the N-List programme information resources through the INFLIBNET Centre among the PG students of UCMS as accessed via the college library. It includes the users from different departments inside the organisation and studies their usage patterns on e-journals, e-books and the organisation's other digital products covered under the NLIST subscription. The study goes no further, however, than observing the behaviour of existing users in the college's infrastructure and academic environment, and the extent to which they found the resources useful. Investigation To enable generating practical, institution based at a sufficient level of detail recommendations for improving the effective use of N-LIST e-resources. The findings are context bound and seek to offer an analytical generalization N-List use within a single institution setting as a case study.

LIMITATIONS OF THE STUDY

There are a few limitations to this study. Since it is a single institution study at Bishop Heber College, the findings may not be applicable to other colleges having different infrastructural and/or academic background. Data collected represent self-reported perceptions and behaviors of users which are subject to biases and users may not remember perfectly. The present study is limited to N-LIST e-resources and does not include other e-platforms subscribed by the college library, which too might have an influence on the user-learning. Time limits, scarcity of respondents, and user interest levels may have influenced how in depth the answers became. Even with these constraints, the study does facilitate a better understanding of N-LIST access at the college

level and offers guidance for institutional advancement.

ANALYSIS AND INTERPRETATION OF DATA

Table No. 1 Distribution of the respondents based on their demographic profiles

S. No.	Gender	No. of Respondents (n = 169)	Percentage
1	Male	68	40.2
2	Female	101	59.8
S. No.	Age	No. of Respondents (n = 169)	Percentage
1	Below 30 years	29	17.2
2	1498-1511 years	38	22.5
3	1498-1511 years	50	29.6
4	1498-1511 years	33	19.5
5	1498-1511 years	13	7.7
6	Above 50 years	6	3.6
S. No.	Designation	No. of Respondents (n = 169)	Percentage
1	Assistant Professor	139	82.2
2	Associate Professor	30	17.8
S. No.	Teaching Experience	No. of Respondents (n = 169)	Percentage
1	Below 5 years	50	29.6
2	1498-1511 years	38	22.5
3	1498-1511 years	45	26.6
4	1498-1511 years	20	11.8
5	1498-1511 years	16	9.5

From the above table, it was observed that the proportion of female respondents was higher than males (59.8% and 40.2% respectively). In terms of age, the largest group (29.6%) falls between 36–40 years, followed by 22.5% in the 31–35 age range, indicating that most respondents are in their mid-career stage. Regarding designation, an overwhelming majority (82.2%) are Assistant Professors, while only 17.8% are Associate Professors. Teaching experience also shows similar trends, with 29.6% having below 5 years of

experience and 26.6% having 11–15 years, suggesting a mixture of early-career and moderately experienced faculty. The overall distribution indicates that the sample is predominately female, largely Assistant Professors, and mostly falls within the 36–40 age and below 5 years or 11–15 years teaching experience ranges.

Table No. 2 Distribution of the respondents according to their perception towards various dimensions on N-LIST e-resources

S. No.	Frequency of accessing N-LIST e-resources	No. of Respondents (n = 169)	Percentage
1	Daily	4	2.4
2	Thrice in a week	10	5.9
3	Twice in a week	27	16.0
4	Once in a month	83	49.1
5	Twice in a month	45	26.6
S. No.	Time spent for accessing N-LIST e-resources	No. of Respondents (n = 169)	Percentage
1	1 hour in a week	100	59.2
2	1498-1511 hours in a week	45	26.6
3	1498-1511 hours in a week	11	6.5
4	1498-1511 hours in a week	5	3.0
5	More than 5 hours in a week	8	4.7
S. No.	Search strategy used while accessing N-LIST e-resources	No. of Respondents (n = 169)	Percentage
1	Advanced search	46	27.2
2	Simple Search	58	34.3
3	Free text search	25	14.8
4	Field search	40	23.7
S. No.	Learn to access N-LIST e-resources	No. of Respondents (n = 169)	Percentage
1	Attending courses, trainings, workshops and seminars	45	26.6
2	Guidance from the friends / colleagues	20	11.8
3	Guidance from the Library and Information	28	16.6

	Science Professionals		
4	Guidance from the library staff	8	4.7
5	Self-learning	68	40.2

The compiled results reveal that nearly half of the respondents (49.1%) access N-LIST e-resources once a month, while 26.6% access them twice a month. A small portion uses the resources weekly. On the time consumption, 59.2% of them have consumption time <1 h per week, and 26.6% of them consume 2–3 h. With regard to search option, simple search is the most popular search option (34.3%), followed by advanced search (27.2%) and field search (23.7%). The least favorite option is Free-text

search (14.8%). To sum up, the findings reveal limited frequency and duration in users' engagement with N-LIST e-resources as well as that most of them were self-learners and employed rudimentary search strategies. Self-learning is the predominant method for learning to use N-LIST (60.2%) whereas attending course/webinar and training programs () comes second. Advice from LIS professionals (16.6%) and colleagues (11.8%) was of less importance.

Table No. 3 Distribution of the respondents based on their perception of usefulness N-LIST e-Journals

S. No.	Usefulness of e-Journals	Highly Not Useful	%	Not Useful	%	Undecided	%	Useful	%	Highly Useful	%
1	American Institute of Physics	15	8.9	36	21.3	49	29.0	48	28.4	21	12.4
2	American Physical Society	17	10.1	35	20.7	52	30.8	48	28.4	17	10.1
3	Annual Review	14	8.3	18	10.7	37	21.9	75	44.4	25	14.8
4	Cambridge University Press	10	5.9	12	7.1	23	13.6	91	53.8	33	19.5
5	Economics and Political weekly	20	11.8	24	14.2	38	22.5	69	40.8	18	10.7
6	Indian Journals	8	4.7	4	2.4	18	10.7	97	57.4	42	24.9
7	Institute of Physics	19	11.2	33	19.5	53	31.4	44	26.0	20	11.8
8	Rate the usefulness of E-Journals [JSTOR]	17	10.1	12	7.1	34	20.1	64	37.9	42	24.9
9	Oxford University Press	13	7.7	8	4.7	23	13.6	79	46.7	46	27.2
10	Royal Society of Chemistry	20	11.8	27	16.0	46	27.2	47	27.8	29	17.2
11	H.W.Wilson	21	12.4	20	11.8	53	31.4	55	32.5	20	11.8

It can be inferred from the table that more than half of the respondents (57.4%) agreed that

Indian Journals is a good e-resource, followed by 53.8% who agreed that Cambridge University

Press is a good e-resource. Plus 46.7% of the respondents found Oxford University Press useful and 44.4% thought so for Annual Review in terms of academic usefulness. Just over a third of respondents (40.8%) also consider Economic and Political Weekly to be a valuable e-resource. Based on these findings, it can be concluded that more than fifty percent of the respondents value Indian Journals and Cambridge University Press higher among all the resources indicating that

these two are the most preferred. In addition, a significant amount of opinion from 1498-1511% considers Oxford University Press, Annual Review, and Economic and Political Weekly to be a good e-resource, which implies a moderate but significant approval these e-resources. In general, the results reveal that the respondents feel a number of N-LIST e-resources are useful in their learning and research work.

Table No. 4 Distribution of Response in the Desirable Direction after Viewing N-LIST e-Books
View of Respondents on the Useful [NESS] of N-LIST e-Books

S. No.	Usefulness of e-Books	Highly Not useful	%	Not Useful	%	Undecided	%	Useful	%	Highly Useful	%
1	American Institute of Physics	15	8.9	36	21.3	49	29.0	48	28.4	21	12.4
2	Cambridge books online	12	7.1	5	3.0	22	13.0	81	47.9	49	29.0
3	E-Library	9	5.3	1	.6	14	8.3	96	56.8	49	29.0
4	EBSCoHost Net Library	15	8.9	11	6.5	44	26.0	71	42.0	28	16.6
5	Hindustan Book agency	16	9.5	8	4.7	55	32.5	68	40.2	22	13.0
6	Institute of South East Asian Studies (ISEAS) Books	16	9.5	9	5.3	47	27.8	65	38.5	32	18.9
7	Oxford Scholarship	15	8.9	8	4.7	41	24.3	71	42.0	34	20.1
8	Springer e-books	9	5.3	2	1.2	25	14.8	83	49.1	50	29.6
9	Sage Publication	9	5.3	7	4.1	36	21.3	79	46.7	38	22.5
10	Taylor Francis e-books	13	7.7	5	3.0	39	23.1	69	40.8	43	25.4
11	Myilibrary-McGraw Hill	17	10.1	6	3.6	38	22.5	73	43.2	35	20.7
12	MathSciNet	14	8.3	14	8.3	62	36.7	58	34.3	21	12.4

It can be inferred from the table that a 56.8% of respondents think that E-Library is the best

source of e-books, which makes it the highest ranking provider. Springer E-books are also

considered good by almost half of the respondents (49.1%), and 47.9% see well of the Cambridge Books Online. Similarly, 46.7% of survey participants said that the Sage Publications were good source of e-books. In addition, Mylibrary–McGraw Hill is good according to 43.2%, EBSCOhost NetLibrary and Oxford Scholarship are both considered to be good resources for e-books by 42.0%. The above findings suggest that a majority of the respondents are inclined to use e-Library to have access to e-books, which further illustrate

for the need and convenience of the e-library among the users. Also, usage of Springer and Cambridge Books Online is significant though not as large, with about half of the respondents accessing these. In addition, 34.3% of the respondents consider Sage Publications, Mylibrary–McGraw Hill, EBSCOhost NetLibrary, and Oxford Scholarship worthy-mentionable platforms, indicating to a comprehensive set of e-book platforms, in the majority of which are offered via N-LIST, helps them support their academic and research needs.

Table No. 5 Distribution of the respondent on Problems Faced while accessing N-LIST e-resources and N-LIST portal

S. No.	Problems faced while accessing N-LIST e-resources	No. of Respondents (n = 169)	Percentage
1	Content searching is difficult	22	13.0
2	Interested items are not available	31	18.3
3	Lack of training	35	20.7
4	Restricted Access	58	34.3
5	Time consuming for view and download	23	13.6

From the above table it can be seen that 34.3% of the users consider the problem of limited access while using the N-LIST e-resources. Moreover, 20.7% say training is insufficient, and 18.3% believe there is nothing of interest. A smaller share, 13.6%, say it takes too long to view and download resources, and searching for

content is among the top frustrations for 13%. Based on these results, it may be concluded that access restriction (which was faced by more than one-third (34.3%) of the participants) was the most critical issue experienced by users while accessing N-LIST e-resources.

Table No. 6 Distribution of the respondents based on their knowledge of N-LIST e-resources

S. No.	Awareness of N-LIST e-journals	No. of Respondents (n = 169)	Percentage
1	Highly Aware	47	27.8
2	Aware	117	69.2
3	Not Aware	5	3.0
S. No.	Awareness of N-LIST e-books	No. of Respondents (n = 169)	Percentage

1	Highly Aware	37	21.9
2	Aware	108	63.9
3	Not Aware	24	14.2

It is clear from the table that 69.7 per cent of respondents are aware of N-LIST e-journals, whereas 27.8 per cent are highly aware of it. It indicates that most users well aware about N-LIST e-journal services. The table further shows that 63.9% of the respondents are aware of N-LIST e-books, 21.9% are highly aware, and 14.2% are not aware of these resources at all. From these

results, it is inferred that the majority (69.7%) of the respondents are aware of N-LIST e-journals, and more than one-fourth (27.8%) demonstrate a high level of awareness and a majority (63.9%) of the respondents are aware of N-LIST e-books, 21.9% possess high awareness, and only a small portion (14.2%) remain unaware of the e-book services offered through N-LIST.

Table No. 7 'Z' Test between the Gender of the respondents and perception towards Awareness about N-LIST e-resources

S. No.	Gender	Sample size (n=169)	$\bar{X}$	S.D.	Statistical Inference
1	E-Journals				Z = 1.595
	Male	68	1.32	.502	P>0.05
	Female	101	1.28	.492	Not Significant
2	E-Books				Z = 0.346
	Male	68	1.26	.507	P>0.05
	Female	101	1.24	.493	Not Significant
3	Overall Level of Awareness about N-LIST E-Resources				Z = 1.248
	Male	68	1.29	0.504	P > 0.05
	Female	101	1.26	0.493	Not Significant

Ho = There is no significant difference between the gender of the respondents and their perception towards awareness about N-LIST e-resources.

The analysis of gender-wise awareness of N-LIST e-resources shows that male and female respondents exhibit **similar levels of awareness** regarding both E-Journals and E-Books. As for E-Journals, there was no significant difference between males (Mean = 1.32) and females (Mean = 1.28), (Z = 1.595; p > 0.05) for knowledge and usage, with both groups being at par with each

other. Likewise, knowledge of E-Books was not significantly different for males (Mean = 1.26) and females (Mean = 1.24), the Z value (0.346; p > 0.05) showed insignificance. The scores were merged to represent the weighted sum score of the awareness of N-LIST e-resources. Both were nearly as familiar with N-LIST as the other. This shows that the awareness is evenly distributed among the male and female samples and thus it can be inferred that N-LIST resources are effectively reaching the respondents irrespective of gender.

Table No. 8 One-way ANOVA between Age of the Respondents and their Perception towards Awareness of N-LIST e-resources

S. No.	Age	SS	Df	MS	$\bar{X}$		Statistical Inference
1	E-Journals				G1=	1.21	F=4.546 P<0.01 Significant
	Between Groups	.679	5	.136	G2=	1.39	
	Within Groups	40.528	163	.249	G3=	1.28	
					G4=	1.30	
					G5=	1.23	
					G6=	1.33	
2	E-Books				G1=	.89	F=11.189 P<0.01 Significant
	Between Groups	1.462	5	.292	G2=	1.17	
	Within Groups	40.100	163	.246	G3=	1.12	
					G4=	1.11	
					G5=	.82	
					G6=	.93	
3	Overall Level of Awareness about N-LIST e-resources				G1=	2.10	F = 9.412, p < 0.01 Significant
	Between Groups	1.987	5	0.397	G2=	2.56	
	Within Groups	34.762	163	0.213	G3=	2.40	
					G4=	2.41	
					G5=	2.05	
					G6=	2.26	

G1= < 30 years, G2= 1498-1511 years, G3= 1498-1511 years, G4= 1498-1511 years, G5= 1498-1511 years, G6= > 50 years.

Ho= There is no significant difference between the age of the respondents and their perception about the general awareness level on N-LIST e-resources. The analysis of awareness about N- The various age categories for NLIST e-resources show a clear disparity when it comes to respondents' knowledge of e-journals, e-books

and N-LIST as a whole. There is a significant difference among the six groups concerning the awareness of e-journals ($F = 4.546, p < 0.01$) with Group 2 having the best awareness followed by Groups 6 and 4 while Groups 1 and 5 are rather unaware. In the same way, awareness of e-books is significantly different ($F=11.189, p < 0.01$) with Group 2 being the most aware group and Group 5 still is the least. When the two components are taken together, the two results support the repercussion of a marked difference

of N-LIST e-resources awareness in general among different age groups ($F = 9.412$, $p < 0.01$), which suggests age as one of the key factors affecting its usage and perception of N-LIST services. In general, these results indicate that middle age group respondents are more aware of N-LIST e-resources and the very young and the oldest group are not aware much of it, which calls for differentiated user education and age-specific training modules in order to facilitate balanced and thus more effective usage of N-LIST e-resources for all age groups.

RESULTS AND DISCUSSION

The analysis of the respondents' demographics and usage shows that they came from a wide range of academic fields, with 22.6% from Computational Science, 21.4% each from English and Commerce and 29.6% of them are in the 36–40 age group, 22.5% are aged 31–35, this indicates that most of them are in their mid-career as a faculty and their usage patterns may be influenced by this. The majority (59.8%) of the respondents are females and 82.2% are Assistant Professors, which is substantiated by the distribution of the respondents based on their experience showing that 29.6% of the respondents have less than 5 years of service, 26.6% has 11–15 years of service and 22.5% has 6–10 years of service, it is apparent that both early- and mid-career faculty are actively engaged in N-LIST access and usage. The utilization trends show a fairly active participation as 49.1% use N-LIST once a month and 26.6% use it twice a month and 59.2% of the users devote around one hour per week in e-resources. Learning by one's own initiative is the most common technique of learning N-LIST (40.2%) although only 16.6% obtain advice from library staff that indicates more structured training is necessary. Search patterns indicate that simple search is still dominant (34.3%), but advanced search (27.2%) also shows a slow-moving trend of increasing maturity in searching. Now, storage habits indicate a general domination of pen drives (80.4%) and e-resource habits reveal Indian journals are much published in e-journals (57.4%), Cambridge (53.8), Oxford (46.7), Annual Review (44.4) are the popular Publishers,

whereas in e-books E-Library (56.8%), Springer (49.1%), Cambridge Books Online (47.9%), Sage (46.7%), Mylibrary-McGraw Hill (43.2%), EBSCOhost NetLibrary and Oxford Scholarship (42.0) are the most favorite source of e-books. In general, there is a high level of awareness about N-LIST e-books (69.7%) and 27.8% of them indicated extreme awareness, yet some problems still exist, confinement to access (34.3%) is among them which led to the discouragement in using N-LIST module on its fullest and most effective manner.

The results show that there is no significant difference in the level of awareness of N-LIST e-journals based on gender in both, male and female faculties are equally aware of it, but in the case of age, there is a significant difference in their level of awareness, the highest mean value of awareness was found among the age group of 31–35 for both e-journals and e-books, which may be after observing their greater exposure to digital media and more active in academic services. Similarly, teaching experience is also a significant variable, which indicates that the level of awareness of N-LIST e-books among the faculty who have served 6–10 years is the maximum, it shows the confluence of factors, maturity in profession and the ability to learn new technology. Usage-based alteration of awareness is now more pronounced: those using N-LIST twice weekly reported the greatest awareness for both e-journals and e-books, which further underscores the beneficial effect of regular usage. A significant effect of time spent on e-resources was found for e-journal awareness; respondents who spent 2–3 h weekly gained the highest score, while a similar pattern was not significant for e-books, this could imply that awareness of e-books could be more need-driven than time-related. Awareness is also affected by search strategies, with a higher awareness of e-books among advanced searchers, and while no comparisons are statistically significant for e-journals, the higher mean for advanced users suggests that search skills contribute to the level of awareness. Concerning problems experienced, for e-journal awareness, a

max difference is noted, where respondents answering that "items of interest not available" were more aware, this may be because they have used the system more and more extensively; while for e-books, no significant difference may be noted, the same problem is associated with higher awareness (mean wise).

RECOMMENDATIONS

- To review users' needs and satisfaction levels from time to time so as to tailor the service/lending to serve the academic needs of the users.
- Awareness about N-LIST programme may be enhanced by ways of informing the users by circular, seminars, library websites, academic departments etc.
- Hold frequent orientation and user training to educate users on how to use N-LIST effectively.
- Upgrade ICT infrastructure, with emphasis on providing adequate computer facilities with reliable internet access.
- Engage library staff more fully as user assistants, problem solvers and personal guides.

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CONCLUSION

The results and the reviews amply demonstrate the N-LIST programme is an academic boon for the colleges in terms of access to pertinent e-journals and e-books. N-LIST is consistently reported by its users to have been instrumental in supporting learning, teaching and research by providing fast, remote and affordable access to scholarly content. But the reviews do suggest that there are wide differences in usage between different institutions. Awareness enough, poor ICT skills, erratic internet access and lack of periodic training to users hinder the effectiveness of the service. Although for some time now, N-LIST has been a nightmare for its users, it is still regarded quite highly, as many wish to acknowledge its pertinence and value in improving academic work. The reviews put together highlight the necessity of better advertising, training and infrastructure support to be able to utilize the full strength of N-LIST. Hence, building on the findings that are presented in the reviews, the inference to be drawn is that N-LIST is a boon, and can be enhanced further by eliminating the identified impediments and by sustained user as well as institutional support.

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We confirm that this manuscript is original, has not been published previously, and is not currently under consideration for publication elsewhere. All authors have read and approved the final version of the manuscript and agree to its submission.

Conflict of Interest Statement

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