

Awareness and Use of the One Nation One Subscription (ONOS) Initiative among Faculty Members of Government First Grade Colleges in the Mysore Region

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ABSTRACT

One Nation One Subscription (ONOS) initiative, launched by the Indian government nationwide from January 1, 2025, intends to democratize access more than 13,000 journals to students, researchers and faculty members by centralizing subscription services across India irrespective of locations and institutions. The purpose of this paper is to know the awareness level and use of ONOS initiative among faculty members of government first grade colleges in the Mysore region. The researcher adopted online survey method for collect the data using questionnaires prepared on google form. The study revealed that, the greater number of respondents 25 (33.3%) rated their awareness as very good and the college library/librarian is a primary source of awareness about the ONOS initiative, as reported by 28(37.3%). ONOS resources are highly valued by faculty members, particularly for providing access to high-quality literature (93.3%) and ensuring equal access to scholarly resources (86.7%). Overall, ONOS is instrumental in enhancing teaching, research, and equitable access to information.

KEYWORDS: ONOS, Awareness, Faculty Members, Higher Education Institution, Open Access.

1. INTRODUCTION

Research is a fundamental requirement for exceptional education and growth in our nation (NEP 2020). The availability of high-quality scholarly journals and research publications to students, faculty members, and researchers are encouraging both core and interdisciplinary research in the country. To increase access to academic knowledge, Indian scientific funding organizations have implemented a number of legislative initiatives. One such initiative is "one nation, one subscription" scheme. This initiative's primary goal is to make research publications more readily available and accessible to all higher education institutions. (Koley and Lala, 2024).

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The Government of India launched the One Nation One Subscription (ONOS) initiative purposes to enhance access to scholarly resources for faculty members, students and researchers at participating government higher education and research institutions across India.

The ONOS is being organized by the “Information and Library Network” (INFLIBNET) of the University Grants Commission (UGC) and is coordinates nationwide subscriptions for journal to provide access to approximately 13,000 journals from 30 major international publishers. The initiative officially began operations on January 1, 2025, and is approved through 2027. In order to guarantee that all educators must have access to important academic resources and contribute to a more equal intellectual landscape, the effort aims to address the problems caused by excessive subscription costs. This initiative anticipates to increase research productivity throughout the academic spectrum by promoting collaboration among institutions and democratizing access to knowledge.

This study examined the awareness and use of ONOS initiative by the faculty members of Government First Grade institutions in the Mysore Region

2. REVIEW OF LITERATURE

Mahanand, P., & Naik, A. (2025) have studied how ONOS can change open access in Indian academic institutions. They reported that, the One Nation One Subscription (ONOS) strategy seeks to make scholarly publications accessible to all. It aims to assist the transmission of scientific information, close knowledge gaps, and enhance equity in research access. The conflict between centralized access and institutional autonomy, publisher negotiations, and sustainable funding are some of the policy's major obstacles.

Saware-Mane (2025) examined the potential and challenges of the One Nation, One Subscription (ONOS) model for Indian libraries, aiming to ensure significant results for India's research and academic communities. he discusses issues, opportunities, and strategic challenges, analyzing the impact on academic communication. The study's relevance data indicates it is perfectly relevant to the ONOS-India-National Subscription Model, highly relevant to awareness and usage in the Indian academic community, implementation and policy aspects, and impact assessment. Rao, Y. (2025) studied the ONOS initiative and its implementation from a variety of perspectives to address challenges such as bridging the digital divide, closing digital resource gaps, eliminating educational disparities, removing linguistic barriers, and minimizing financial barriers, particularly between urban and rural areas. The ONOS draws mixed reactions, resulting in debates about its worth and praise for its benefits. The methodology used in this study is SWOT (strengths, weaknesses, opportunities, and threats) analysis to address the internal and external factors driving ONOS implementation methods and make recommendations for future actions. Findings indicate that the SO (Maxi-Maxi) strategy leverages ONOS's benefits to ensure equity and inclusivity, cover educational gaps, promote interdisciplinary collaboration, open access (OA), and research visibility.

Chetas (2025) surveyed the awareness and readiness of library professionals in the government colleges of Gujarat about the One Nation, One Subscription (ONOS) program. The goals include assessing the expertise of library professionals, identifying their infrastructure and training needs, identifying the advantages and difficulties they anticipate, and suggesting ideas to improve the endeavor. The results show that while the East and North zones are less prepared and less involved, the Central zone has the highest level of awareness and involvement. Many

respondents were aware that ONOS may lower library acquisition costs while increasing access. However, there are still major issues like poor staff training, insufficient infrastructure, and low ONOS awareness.

Ravi, P Radhika. (2024), Agarwal, P., & Sharma, S. (2024) have discussed the One Nation One Subscription (ONOS) concept, its challenges, and policy for Indian libraries. It notes librarian awareness and outlines implementation mechanisms. The initiative aims to overcome limitations imposed by institutions, finances, and technology to establish ONOS as a significant figure in India's academic and research landscape.

3. OBJECTIES OF THE STUDY

The objectives of the present study are as follows:

1. To know the awareness and use of ONOS by the faculty members.
2. To identify the purpose of using ONOS resources by the faculty members.
3. To study the frequency of using ONOS.
4. To know how the ONOSinfluence on academic performance of faculty members.
5. To identify the problems faced by the users while using ONOS.

4. METHODOLOGY, SCOPE AND LIMITATION

The present study adopted survey method of research, the structured questionnaire was prepared in google form and send the online survey link to the faculty members to collect their feedback on ONOS. Overall 75 faculty members were filled the google form and the same data has been used for the analysis purpose. The collected data were entered in excelsheet, and analyzed by using simple statistical techniques. Regarding the scope, the study was undertaken in Government First Grade of college of Mysore region only. Further, the study is limited to facultymembers of the Government First Grade College and excludes non teaching staffs and students.

5. ANALYSIS AND INTREPRETATION OF DATA:

The data analysis and interpretation are as follows;

5.1. Gender of respondents

The gender wise distribution of the respondents is shown in the below table. It is seen from the table that, out of 75 respondents 49 (65.3%) are female and remaining 26(34.7%) respondents are male.

Table 1: Gender of Respondents

Sl. No	Parameters	Number of Respondents	Percentage (%)
1	Male	26	34.7
2	Female	49	65.3
	Total	75	100

5.2.Age distribution of respondents

The table 2 depicts the age distribution of respondents, it shows that the majority 45(60.0%) of respodents belongs to the 31–40 years age group. Respondents aged below 30 years accounted for 16.0%, while those in the 41–50 years category constituted 13.4%. The smallest group was above 50 years, represented 10.6% of the sample.

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Table 2: Age distribution of Respondents

Sl. No	Parameters	Number of Respondents	Percentage (%)
1	Below 30 years	12	16.0
2	31–40 years	45	60.0
3	41–50 years	10	13.4
4	Above 50 years	8	10.6
		75	100

5.3. Designation of respondents

The designation of respondents is presented in table 3. We can see from the table that out of 75 respondents College Librarians formed the largest group, accounting for 30 (40.2%) of the total respondents. This was followed by Associate Professors 15(20.0%), Guest Faculty 14 (18.6%), and Assistant Professors 12(16.0%). A small proportion of respondents were Professors and Physical Education Directors accounting 2(2.6%) each.

Table 3: Designation of respondents

Sl. No	Parameters	Number of Respondents	Percentage (%)
1	Assistant Professor	12	16.0
2	Associate Professor	15	20.0
3	Professor	2	2.6
4	College Librarian	30	40.2
5	Physical Education Director	2	2.6
6	Guest Faculty	14	18.6
	Total	75	100

5.4. Department wise distribution of respondents

Table 4: Department wise distribution of respondents

Sl. No	Parameters	Number of Respondents	Percentage (%)
1	Arts	15	20.0
2	Science	23	30.6
3	Commerce and Management	30	40.1
4	Others	7	9.3
	Total	75	100

The distribution of respondents across departments were shown in table 4. It is clear from that table that Commerce and Management faculty constituted the largest group, accounting for 30(40.1%) of the total respondents. This was followed by the Science department with 23(30.6%), while Arts faculty represented 15(20.0%) of the sample. Respondents from other departments accounted for 7(9.3%).

5.5. How would you rate the awareness level of ONOS?

The below table 5 indicates that, faculty members have a generally positive level of awareness about ONOS. The largest proportion of respondents 25 (33.3%) rated their awareness as very good, followed by satisfactory

21(28.0%). Additionally, 11(14.6%) considered their awareness level to be excellent. However, 18(24.0%) of respondents rated their awareness as fair or poor. Overall, the results show a moderate to high level of awareness of ONOS among faculty members.

Table 5: How would you rate the awareness level of ONOS?

Sl. No	Parameters	Number of Respondents	Percentage (%)
1	Excellent	11	14.6
2	Very Good	25	33.3
3	Satisfactory	21	28.0
4	Fair/poor	18	24.0
	Total	75	100

5.6. How did you come to know about ONOS initiative?

The below table reveals that, the college library is the primary source of awareness about the ONOS initiative, as reported by 28(37.3%) of the respondents. This is followed by information received from colleagues 17(22.7%) and social media or news sources 12(16.0%). A smaller percentage of faculty members became aware of ONOS through UGC/AICTE notifications 10(13.3%) and FDPs, workshops, or seminars 8(10.7%). Overall, the results highlight the significant role of college libraries in promoting awareness and facilitating access to ONOS resources among faculty members.

Table 6: How did you come to know about ONOS initiative?

Sl. No	Parameters	Number of Respondents	Percentage (%)
1	College Library	28	37.3
2	Colleagues	17	22.7
3	Peers' social media / News	12	16.0
4	UGC/AICTE notifications	10	13.3
5	FDP/Workshops/Seminars	8	10.7
	Total	75	100

5.7. How frequently do you use ONOS resources?

The below table depicts how frequently does the faculty members use ONOS resources. It is seen from the table that, weekly usage of ONOS resources is the most common among faculty members, with 22(29.3%) of respondents accessing them regularly. This is followed by occasional use accounting 21(28.0%) and daily use 17(22.0%), reflecting a moderate level of engagement with the resources. A smaller proportion of faculty members use ONOS resources monthly 11(15.3%). Only 4(5.4%) of respondents reported that they not yet used ONOS resources.

Table 7: How frequently do you use ONOS resources?

Sl. No	Parameters	Number of Respondents	Percentage (%)
1	Daily	17	22.0

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2	Weekly	22	29.3
3	Monthly	11	15.3
4	Occasionally	21	28.0
5	Not yet used	4	5.4
	Total	75	100

5.8. How beneficial are the ONOS resources to faculty members?

The faculty responses on how beneficial are the ONOS initiative were presented in the table 8. The result witnessed that, more than half of the respondents 40(53.3%) rated ONOS as beneficial, while 15(20.0%) respondents considered it very beneficial. Together, 73.3% of the respondents expressed a positive opinion about the usefulness of ONOS resources. Only a smaller proportion 7(9.3%) rated the resources as moderately beneficial or slightly beneficial 5(6.7%). However, 8(10.7%) respondents felt that ONOS resources were not beneficial, indicating the need for greater awareness, training, and resource enhancement to maximize their utility.

Table 8: How beneficial is ONOS resources for faculty members?

Sl. No	Parameters	Number of Respondents	Percentage (%)
1	Very beneficial	15	20.0
2	Beneficial	40	53.3
3	Moderately beneficial	7	9.3
4	Slightly beneficial	5	6.7
5	Not beneficial	8	10.7
	Total	75	100

5.9. How ONOS initiative/resources help faculty members?

The table 9 shows that, how ONOS initiative help faculty members. It is revealed that ONOS resources are highly valued by faculty members, particularly for providing access to high-quality literature accounting 70(93.3%), it is followed by providing equal access to scholarly resources 65(86.7%). Reducing journal subscription costs 45 (60.0%). A majority of respondents also reported that ONOS helps in improving their teaching quality 42(56.0%). More than half of the respondents 38(50.7%) believed that ONOS contributes to enhancing research productivity. Overall, ONOS plays a significant role in supporting teaching, research, and equitable access to information.

Table 9: How ONOS initiative help faculty members?

Sl. No	Parameters	Number of Respondents (75)	Percentage (%)
1	Improving teaching quality	42	56.0
2	Enhancing research productivity	38	50.7
3	Providing equal access to all faculty	65	86.7
4	Access to high quality literature	70	93.3
5	Reducing cost of journals subscription	45	60.0

5.10. What problems have you encountered while accessing ONOS resources?

The table describes that the major challenge faced by faculty members while accessing ONOS resources is the lack of resources in regional languages (53.3%). This is followed by lack of awareness and training regarding the effective use of ONOS resources (41.3%). Poor internet connectivity was reported by 32.0% of respondents as a barrier to access. Additionally, 25.3% experienced difficulty in navigating the ONOS platform. Only a small proportion of respondents (6.6%) identified lack of guidance from library staff as a challenge, suggesting that library support is generally adequate.

Table 10: Problems faced while accessing ONOS resources?

Sl. No	Parameters	Number of Respondents (75)	Percentage (%)
1	Lack of awareness/training	31	41.3
2	Poor Internet connectivity	24	32.0
3	Difficulty in navigation through ONOS	19	25.3
4	No proper guidance form library staff	5	6.6
5	Lack of resources on regional language	40	53.3

6. MAJOR FINDINGS OF THE STUDY

The major findings of the study are as follows:

1. Faculty members have a generally positive level of awareness about ONOS. The largest proportion of respondents 25 (33.3%) rated their awareness as very good, followed by satisfactory 21(28.0%).
2. The study reveals that, the college library is the primary source of awareness about the ONOS initiative, as reported by 28(37.3%) of the respondents.
3. The faculty members generally perceive ONOS resources as beneficial. More than half of the respondents (53.3%) rated ONOS as beneficial, while 20.0% considered it very beneficial.
4. The results highlight the significant role of college libraries in promoting awareness and facilitating access to ONOS resources among faculty members.
5. The results indicates that the majority of faculty members access ONOS resources on a regular basis, highlighting their relevance in academic and research activities.
6. It is revealed that ONOS resources are highly valued by faculty members, particularly for providing access to high-quality literature (93.3%) and ensuring equal access to scholarly resources (86.7%)
7. The major challenge faced by faculty members while accessing ONOS resources is the lack of resources in regional languages (53.3%). This is followed by lack of awareness and training regarding the effective use of ONOS resources (41.3%).

SUGGESTIONS AND CONCLUSION

The purpose of ONOS initiative is to eliminate the inequality in assessing the scholarly materials by creating a uniform access structure that ensures every researcher, faculty members and students have access to the same body of knowledge irrespective of location or institutional affiliation. The present study on awareness and use of ONOS initiative by the faculty members revealed that the librarians play a prominent role in promoting awareness and

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facilitating access to ONOS resources among faculty members. However, 24.0% of respondents rated their awareness as fair or poor, suggesting that a considerable segment of faculty members may require further orientation and awareness programs. Additionally, 10.7% of respondents thought that ONOS resources were useless, suggesting that in order to optimize their usefulness, more awareness, training, and resource augmentation are required. The scarcity of content in regional languages is one of the main obstacles faculty members encounter when utilizing ONOS resources. Therefore, adding more resources in regional languages could greatly increase the ONOS initiative's efficacy. Overall, ONOS plays a vital role in supporting teaching, research, and promoting equitable access to information.

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