

## **Cost over Use? Analysing the Cost-Effectiveness of E-Book Acquisitions at the University of Colombo Library**

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### **Abstract**

Academic libraries worldwide are increasingly prioritising the purchase of e-books, raising questions about their cost-effectiveness and actual usage. This study examines the efficiency of e-book acquisition at an academic library in Sri Lanka and evaluates whether the investment has yielded greater value. The objectives of the present study were to examine trends and patterns in e-book usage, to assess expenditure on e-book acquisitions across various subject areas, to evaluate the cost-effectiveness of e-book acquisitions in different disciplines, and to identify key challenges and constraints in the acquisition and management of e-books. To achieve these objectives, a quantitative, descriptive research design was employed. Usage statistics of e-books were obtained from publishers. The details on e-book procurement and expenditure were obtained from the acquisitions division of the library. According to the study, e-book usage has been declining over the years, while the cost per use has been steadily rising. Limited information technology infrastructure, inadequate budget, and low user awareness of the resources available were identified as primary challenges in establishing an e-book collection. The results suggest that e-book purchases should be more focused, concentrating on subject areas that are in greater demand, particularly social sciences, management, medicine, and education. Furthermore, the study recommends holding user awareness sessions on e-books. This research may help academic libraries in making informed decisions about future investments in e-books and collection development by providing evidence-based insights on usage patterns, costs, and acquisition challenges.

**Keywords:** Academic library, Cost-effectiveness, E-book usage, Library acquisitions, Sri Lanka

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## **Introduction**

According to the SWOT analysis of the University of Colombo's Strategic Plan 2024-2028, the fully equipped main library has been identified as a strength of the university, with a total collection of approximately 230,000 books, consisting of both printed and electronic (University of Colombo, 2024). The acquisitions division of the library caters to all ten faculties of the university, including the faculties of Arts, Science, Medicine, Indigenous Medicine, Law, Management and Finance, Graduate Studies, Education, Technology, and Nursing. In 2023, there were approximately 19,426 registered students, including both undergraduates and postgraduates across all ten faculties of the university (University of Colombo, 2024). The acquisition division of the library acquires library materials for its users, which comprises undergraduates, postgraduates, academic, administrative, and non-academic staff.

Annually, the library receives funds from the central government to purchase books and periodicals. These annual funds are allocated among faculties to purchase books and periodicals based on the recommendations received from each faculty. The division adheres to the government procurement guidelines and the university's internal financial procedures when purchasing library resources.

Each year, recommendations are requested from each faculty of the university to purchase books. The acquisition process for printed books and e-books differs. Printed books are typically purchased on a credit basis, whereas e-books are purchased in advance. The acquisition division purchases e-books directly from the publishers. Once a faculty recommends the need to purchase e-books rather than printed books, the acquisition division contacts reputable publishers and obtains several subject-wise catalogues, offers, and terms and conditions for purchasing e-books. Since e-books are more expensive than printed books, some publishers offer discounts when a bulk of books are purchased. These catalogues, given by the publishers, are distributed to the requested faculties, allowing them to select the e-books they require. Once they have selected the required books, the acquisition division requests pro-form invoices for those books, along with the terms and conditions for supplying e-books.

Furthermore, the library has guidelines for purchasing e-books. The library specifies in the guideline that the electronic version should be equivalent to the content and the image quality of the printed version, if the printed version is available of that book. In terms of access, it should be IP authentication or through secure login credentials with simultaneous multi-user

access and should be free from Digital Rights Management (DRM). Further specifications include that the library should have perpetual access to purchased e-books, the cost of the electronic version should not exceed the equal printed version of a book, and the publisher must supply quarterly usage reports (Library, University of Colombo, n.d.).

After both parties agree on the terms and conditions, along with the budgetary allocations, the purchase order is placed with the approval of the Vice Chancellor or the Department Procurement Committee. After the university has followed the necessary payment procedures, access to the e-books is granted. Up to now, the university has purchased e-books on IP-based access. These e-books can be accessed within the university premises on an IP basis or remotely through the Single Sign-On (SSO) facility, which is provided exclusively for university students and staff. For each e-book title, an accession number is assigned, and the details are entered into the accession registers. The details are also included in the library management system, along with a link to the e-book. So that users could search for books via the Online Public Access Catalogue (OPAC). Furthermore, the e-book details are added to the library website under the e-resources section. The library promotes the availability of e-books using these methods, and further special awareness sessions are conducted faculty-wise on the utilization of e-books.

In line with its guidelines on purchasing e-books, the library prefers an e-book purchase model with DRM-free, perpetual multi-user access. By adhering to this method, focus is given to purchasing only the recommended and required e-books from each faculty.

### **Problem Statement**

As per the annual report of the acquisitions division in 2024, the average cost per printed book purchased for the Faculty of Law was around \$94. But the average cost per e-book purchased for the same faculty was around \$194. This indicates that the costs of perpetually owned e-books are comparatively higher than the printed books. Over the past few years, the library has received several recommendations from faculties to consider purchasing e-books.

A feedback survey conducted by Perera et al. (2023) on the users of University of Colombo main library, had revealed that the users are requesting to include e-books into the library collection, as the existing collection is insufficient for them. The study suggests several reasons for this issue as why students prefer e-books over printed books. Such as e-books, they provide instant access, portability, ease of searchability, and availability of multimedia features.

Considering the recent trend in moving towards an e-books collection, it is essential to evaluate whether the existing e-book collection is being used effectively. Is it beneficial to invest more on e-books instead of printed materials? The current study aims to explore this issue.

The library has purchased a collection of e-books in recent years. The researcher intends to perform a cost-use effectiveness analysis to guide future purchasing decisions. This assessment is vital to measure the return on investment and provide support for evidence-based collection development efforts. Importantly, the University of Colombo's Strategic Plan 2024-2028 highlights inadequate information technology (IT) infrastructure as a significant weakness within the university, as identified in its SWOT analysis. Considering this, shifting from printed books to e-books will raise issues of equitable access for users, especially those facing limited digital connectivity or a lack of devices.

Thus, this study examines the cost-effectiveness of e-books and the challenges related to e-book acquisitions at the University of Colombo Library.

### **Literature Review**

Librarians' purchasing decisions are mainly focused on the optimization of access to the contents relevant to their institutional curricula (McKiel, 2007). The survey conducted McKiel in 2007 provides indications that e-book collections and the research tools that they provide are not well understood by a significant percentage of faculty and students. This is one of many indicators that librarians have an increasing responsibility to help their faculty and students better understand the growing complexities of the information sphere and the increasing diversity of research tools available. Academic libraries will play an increasing role in e-publication for their institutions (p.9). According to a study on the awareness, perceptions and use of e-books by academic staff in further education colleges throughout Northern Ireland, conducted by Mulholland and Bates (2014), it indicates a positive disposition toward e-books, with many staff members acknowledging their potential value as educational resources. However, factors such as poor reading experiences and limited awareness of available, subject-relevant titles hinder the use of e-books. Notably, 40% of academic staff in posts of less than five years had not used e-books. The study highlights the importance of expanding the range of accessible titles, enhancing promotional efforts, and embedding e-books more fully into teaching and learning practices. Furthermore, the findings underscore the necessity for more

strategically designed training and instructional support tailored to the specific needs of academic staff (Mulholland & Bates, 2014).

A study exploring the opinions of graduate students in the social sciences found a clear preference for printed books despite general awareness of the advantages offered by e-books (Hoseth & McLure, 2012 cited in Walters, 2013). Institutional data suggest that many students are reluctant to use library e-books (Dewan, 2012; Nyirenda & Flinchbaugh, 2012, cited in Walters, 2013). Literature reveals that the demand for e-textbooks to support students in taught courses in higher education is not currently being met, and the scarcity of textbooks is a significant concern for students and their parents (Nicholas et al., 2008, p.312).

Most libraries employ different models for acquiring e-books, with Patron-Driven Acquisition or Demand-Driven Acquisition being the preferred model due to its cost-effectiveness and demand-driven nature (Carrico et al., 2015). Perpetual access and multiuser models are the most preferred by librarians since they offer long-term value and greater accessibility (Vasileiou et al., 2012). Classic e-book business models include the perpetual ownership model, the subscription model, and the pay-per-view model, of which the perpetual ownership model is the most popular for academic libraries (Edwards, 2001; Bennett, 2006; Morris & Sibert, 2010, cited in Vasileiou et al., 2012). Cox (2007), however, suggests that buying e-books must be more than a matter of availability, as librarians must review usage trends to assess cost-effectiveness and to inform collection development decisions. Despite the growth of e-book collections, studies have found their use to be lower compared to e-journals, perhaps due to limited user awareness, usability problems with the platforms, and continued preference for print in some disciplines (McKiel, 2007; Shelburne, 2009; Nicholas et al., 2008).

Additionally, usability and user satisfaction could be compromised by license limitations such as DRM controls and restricted simultaneous use (Walters, 2013). With a limited information technology infrastructure and unequal access to digital devices, the move towards a larger e-books collection raises serious concerns about equitable access. These factors underscore the importance of a cost-use effectiveness study on purchasing e-books, to inform evidence-based purchasing decisions, and to ensure the effective and fair use of the library fund.

### **Research Objectives**

The following are the objectives of this study.

- To examine the trends and patterns of e-book usage.

- To assess the expenditure on e-book acquisitions across various subject areas.
- To evaluate the cost-effectiveness of e-book acquisitions in different subject areas.
- To identify the key challenges and constraints faced in the acquisition and management of e-books.

## **Methodology**

The University of Colombo library's e-book acquisition and usage patterns were assessed in this study using a quantitative, descriptive research design. A quantitative approach was suitable for capturing quantifiable variables like cost, frequency of access, and usage patterns because the units of analysis were each e-book title and each access event. By allowing the comparison of acquisition costs with actual usage statistics, this approach facilitates the assessment of cost-effectiveness. Over the period of three years (2022-2024), the study methodically looked at quantifiable data pertaining to e-book costs, subject coverage, and user engagement. This method made it easier to do a thorough cost-use effective analysis, which provided information about the academic and financial benefits of purchasing e-books.

To conduct a thorough analysis, data for the study were gathered from a variety of sources. Leading academic publishers, such as Oxford University Press, Elsevier, and Taylor & Francis, provided data on e-book usage. Annual usage reports covering the period from January 1<sup>st</sup> to December 31<sup>st</sup> of each year are provided by each publisher. These reports are sent to the library by the publishers at the end of each year. Total-item requests, which show how frequently users access or download e-book content, are the main consumption metric employed in this study. The library's acquisitions department supplied the acquisition records, which included comprehensive data such as purchase dates, subject categories, costs, publisher information, and purchasing models. To find recurrent issues with acquisition and access procedures, internal library reports were also reviewed.

Microsoft Excel 2013 was used to analyze the data that had been gathered. Usage trends, purchase costs, and subject-specific expenditures were summarized using descriptive statistics. In order to provide a consistent measure of cost-effectiveness, a cost-per-use analysis was conducted by dividing the total cost of e-books by the number of recorded accesses. A comparative analysis was conducted to identify disciplines with higher levels of usage and more cost-effective. To identify variations in the usage patterns, trend analysis was conducted

for the years 2022 to 2024. Line graphs were used to efficiently display patterns, comparisons, and trends to facilitate interpretation and presentation of the data.

## Results

### *Trends and patterns of e-book usage among library users*

The first objective of the study was to examine the trends and patterns of e-book usage. The library has purchased e-books from three publishers: Elsevier, Taylor & Francis (T&F), and Oxford University Press (OUP). For the study purpose, the usage data of e-books provided by the publishers has been taken into consideration. Figure 1 indicates the usage of e-books purchased from the publisher Elsevier. The usage over the last three years, from 2022 to 2024, has been taken into consideration. In October 2022, the usage of e-books purchased from Elsevier (3,032) increased drastically.

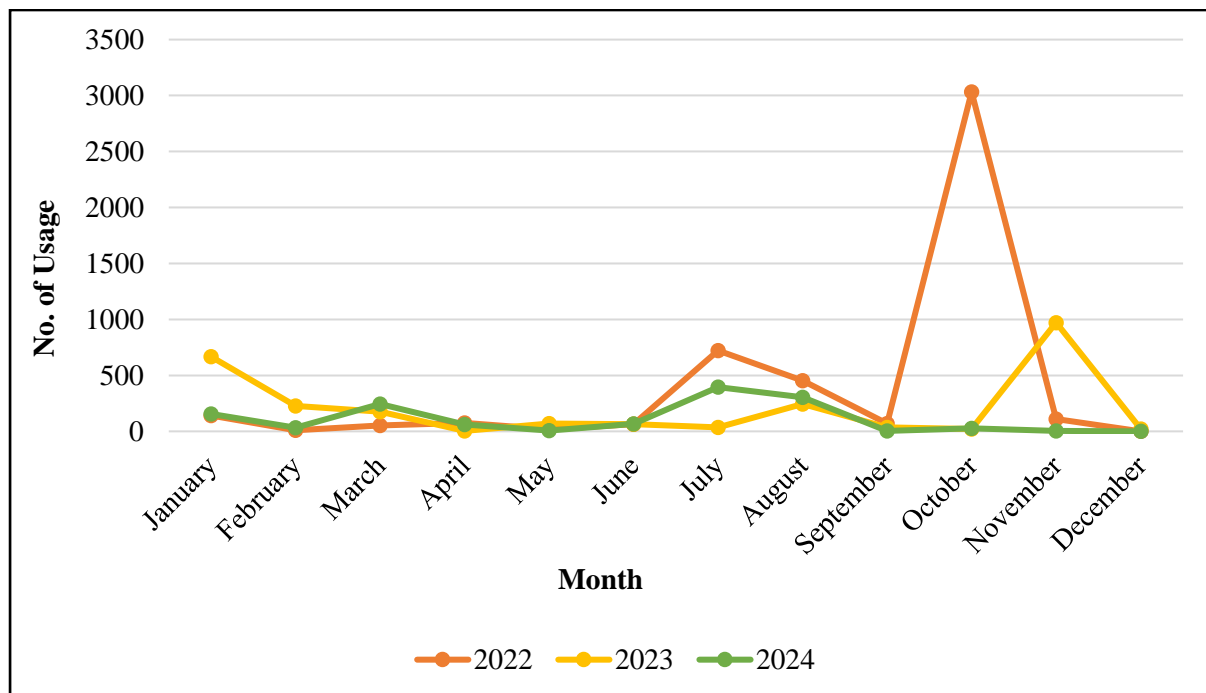


Figure 1: The usage of e-books purchased from Elsevier from 2022 to 2024

Figure 2 indicates the usage of e-books purchased from the publisher T&F. The year 2022 has been notable for the increased use of e-books purchased from T&F. The highest usage of T&F e-books (3,829) was in August 2022. The use of e-books in 2023 and 2024 has decreased drastically.

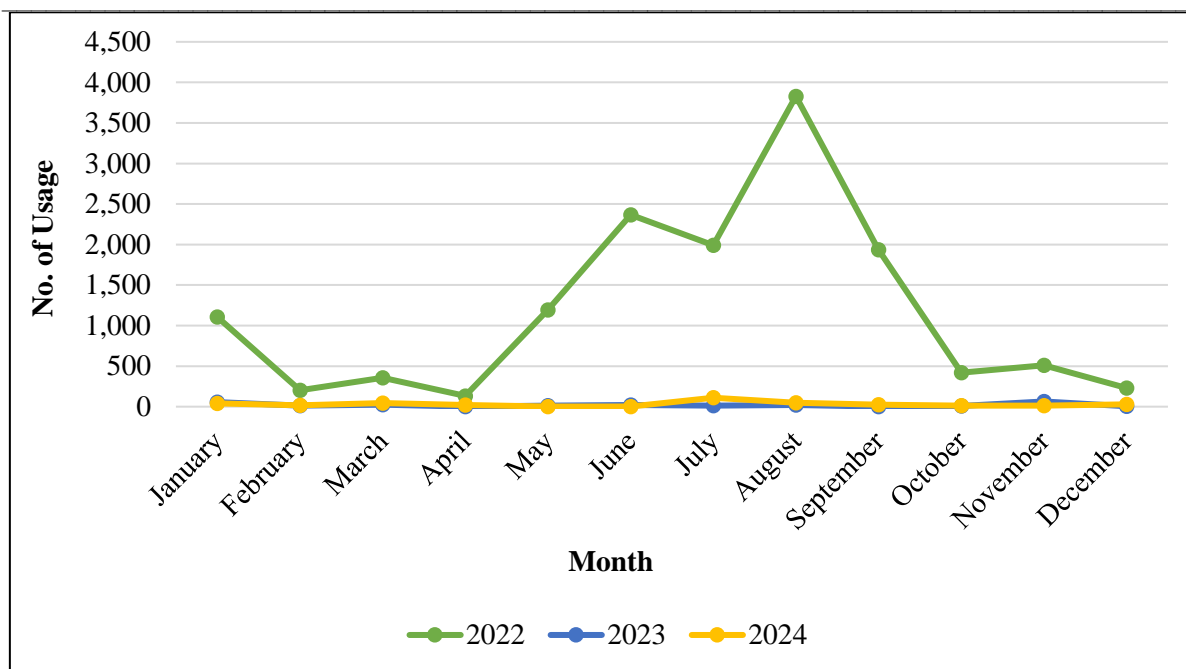


Figure 2: The usage of e-books purchased from T&F from 2022 to 2024

Figure 3 indicates the usage of e-books purchased from the publisher OUP. There was a significant increase in the usage of OUP e-books (442) in August 2022.

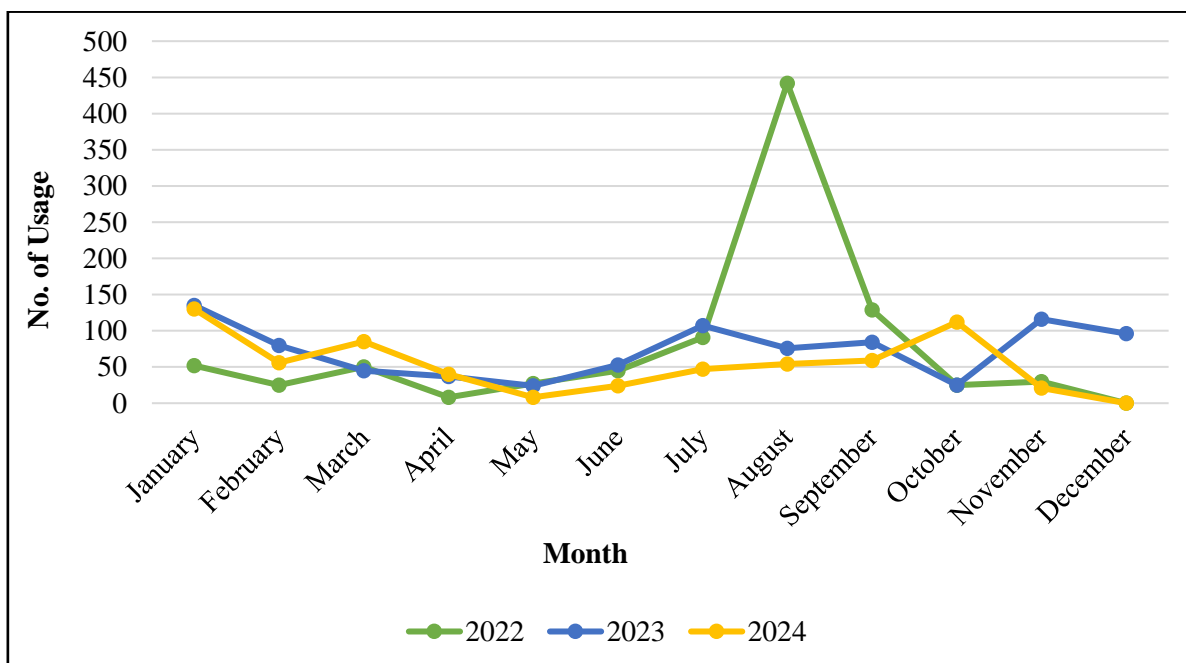


Figure 3: The usage of e-books purchased from Oxford University Press from 2022 to 2024

Table 1 indicates a summary of the e-book usage data of each publisher. The highest total annual usage in 2022 is for T&F e-books (14,273). Moreover, Elsevier e-books are the most used in 2023 (2,537) and 2024 (1,301).

Table 1: Summary of publisher-wise e-books usage from 2022 to 2024

Publisher	Total annual usage		
	2022	2023	2024
Elsevier	4,751	2,537	1,301
Taylor & Francis (T&F)	14,273	232	363
Oxford University Press (OUP)	924	878	636

For the present study, the usage of e-books acquired from 2022 to 2024 was categorized into different subject areas. The total e-books were divided into two major subject disciplines, namely Humanities and Social Sciences (HSS) and Science, Technology, Engineering, and Mathematics (STEM). Table 2 indicates the annual total use of e-books from 2022 to 2024. The year 2022 shows a significant increase in e-book usage, followed by 2023 and 2024. There is a decline in the usage of e-books in all subject areas.

Table 2: Usage of e-books acquired in different subject areas from 2022 to 2024

Subject area	Annual total use of e-books			Average of annual total use
	2022	2023	2024	
HSS	430	336	244	328
STEM	19,518	3,311	2,056	6,795
<b>Total = all subject areas</b>	<b>19,948</b>	<b>3,647</b>	<b>2,300</b>	<b>7,123</b>

### *Assessing the expenditure on e-book acquisitions*

The second objective of the study was to assess the expenditure on e-book acquisitions across various subject areas. The library had explored several funding options to acquire e-books. Among them, the primary funding source is the annual budgetary allocations received from the government to purchase books and periodicals. This allocation is divided among faculties to purchase recommended textbooks. In addition, the library utilizes funds received from special projects and donations to purchase e-books. As indicated in Table 3 below, the library first purchased e-books in 2019. Due to budgetary constraints, no e-books were acquired during the years 2023 and 2024. E-books have been purchased from OUP, T&F and Elsevier. As of December 31, 2024, the total number of e-books acquired by the library is 257.

Table 3: Year-wise distribution of e-books purchased as of 31<sup>st</sup> December 2024

<b>Year</b>	<b>No. of e-books purchased</b>
2019	56
2020	61
2021	59
2022	81
2023	-
2024	-
<b>Total</b>	<b>257</b>

The 257 e-books were purchased based on recommendations received from the Faculty of Science, Faculty of Technology, and Faculty of Law. The faculty-wise distribution of e-books is shown in Table 4. The data indicate that the Faculty of Science has the highest number of e-books compared to other faculties.

Table 4: Faculty-wise distribution of e-books purchased as of 31<sup>st</sup> December 2024

<b>Faculty</b>	<b>No. of e-books purchased</b>
Faculty of Science	187
Faculty of Technology	61
Faculty of Law	9
<b>Total</b>	<b>257</b>

For the study's purpose, the e-books were categorized into major subject disciplines, including HSS and STEM. Table 5 indicates the distribution of e-books among major subject disciplines. Nine e-books were purchased related to the HSS subject stream, and 248 e-books were purchased for the STEM subject stream. The higher number of e-books purchased for STEM subjects can be attributed to recommendation requests submitted by the Faculty of Science. Additionally, most donations received for e-book acquisitions originated from the Faculty of Science, specifically intended to support resources for their academic programs. E-books related to Medicine, Management, Education, and Social Sciences are not available at the library. Greater focus and budgetary allocation should be given to purchasing e-books relevant to those subject streams.

Table 5: Subject-wise distribution of e-books purchased as of 31<sup>st</sup> December 2024

Subject	No. of e-books purchased
HSS	9
STEM	248
<b>Total</b>	<b>257</b>

Table 6 indicates the cost of e-books acquired in different subject areas. The results reveal that the average cost per e-book of an HSS subject is \$194.02, whereas the average cost for a STEM subject book is \$138. The average cost of the HSS subject stream is higher than that of the STEM subject stream. The e-books purchased for the Faculty of Law based on the Law subject are included under the HSS subject stream. More e-books have been purchased for the STEM subject area. It is important to consider building a more balanced collection by including more titles from other subject areas. Special attention should be given to underrepresented fields such as Medicine, Management, and Education to better support the needs of all academic disciplines.

Table 6: Cost of e-books acquired in different subject areas

Subject area	*Expenditure (USD)	Percentage of expenditure	No. of e-books purchased	Average cost per e-book (USD)
HSS	1,746.14	5%	9	194.02
STEM	34,224.21	95%	248	138.00
<b>Total = all subject areas</b>	<b>35,970.35</b>	<b>100%</b>	<b>257</b>	<b>139.96</b>

*Note: \* Includes purchases based on funds received as donations*

***Cost-effectiveness of e-books acquired in different subject areas from 2022 to 2024***

The third objective of the study was to evaluate the cost-effectiveness of e-book acquisitions in different subject areas. The following formula is applied to identify the cost per use.

$$\text{Cost per use} = \frac{\text{Total one-time purchase cost of e-books}}{\text{Total yearly e-book usage}}$$

Since e-books are one-time purchases, the initial investment remains constant throughout the years. Table 7 indicates the cost-use of e-books acquired in different subject areas from 2022 to 2024. The cost per use for all subject areas in 2022 is \$1.80. The HSS subject stream had the highest cost per use, which was \$4.06 in 2022. The cost per use for all subject areas in 2023 is \$9.86. The STEM subject stream had the highest cost per use, which was \$10.34 for the year 2023. The cost per use for all subject areas in 2024 is \$15.64. The STEM subject stream had the highest cost per use, which was \$16.65 for the year 2024.

Table 7: Cost-use of e-books acquired on different subject areas from 2022 to 2024

Subject area	*Expenditure (USD)	Total annual use			Cost per use (USD)		
		2022	2023	2024	2022	2023	2024
HSS	1,746.14	430	336	244	4.06	5.20	7.15
STEM	34,224.21	19,518	3,311	2,056	1.75	10.34	16.65
<b>Total = all subject areas</b>	<b>35,970.35</b>	<b>19,948</b>	<b>3,647</b>	<b>2,300</b>	<b>1.80</b>	<b>9.86</b>	<b>15.64</b>

*Note: \* Includes purchases based on funds received as donations*

Table 8 indicates the percentage (%) change of year-wise cost per use. It elaborates on how e-book usage and cost per use change over time. This gives a clear picture of the cost-effectiveness of e-book purchases. As shown in Table 8, the cost per use is gradually increasing from 2022 to 2024. There is a 4.47% increase in the cost per use between 2022 and 2023 for all subject streams. A 14.64% increase in the cost per use is expected between 2023 and 2024. The increasing cost per use may indicate that the use of e-books is declining or that the cost of e-books is rising. More efforts can be made to promote the discoverability of e-books purchased for each subject stream. Focus can be made on acquiring e-books on highly utilized subject streams.

Table 8: Comparison of the percentage change of year-wise cost per use

Subject Area	Cost	% of	Cost	% of	Cost per use in 2024 (USD)
	per use in 2022 (USD)	change between 2022-2023	per use in 2023 (USD)	change between 2023-2024	
HSS	4.06	0.28	5.20	6.15	7.15

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STEM	1.75	4.89	10.34	15.65	16.65
<b>Total = all subject areas</b>	<b>1.80</b>	<b>4.47</b>	<b>9.86</b>	<b>14.64</b>	<b>15.64</b>

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### ***Challenges in e-book acquisitions***

The fourth and final objective of the study was to identify the key challenges and constraints faced in the acquisition and management of e-books. These challenges were derived from existing literature and through the observations of the researcher as the acquisition librarian. Further, the researcher examined internal library reports to identify recurring acquisition and access challenges.

Budgetary restrictions are the primary challenge. The university library has been forced to rely significantly on faculty allocations, donations, and externally sponsored projects due to the lack of government support for book purchases between 2020 and 2023. Such limited and inconsistent financial support constrains long-term planning and hinders the systematic acquisition and maintenance of e-book collection.

Effective e-book collection development is further complicated by pricing and licensing policies. Libraries sometimes must deal with restricted licensing models like single-user or limited-access systems, and academic e-books are far more expensive than their print counterparts. DRM limitations also affect legal users' accessibility and usability. These elements impede equitable and long-term access to digital academic content and limit the negotiating ability of libraries.

The successful implementation of e-books in academic libraries is also hampered by technical and user access difficulties. User involvement is decreased, and the reading experience is made more difficult by fragmented access mechanisms across several publisher platforms, which frequently call for different applications or logins. Confusion is increased by the lack of standard access methods, and smooth use is hampered by ongoing device and operating system compatibility issues. When taken as a whole, these elements reduce the general usefulness and accessibility of e-book materials.

E-book adoption is further constrained by health concerns. The tendency of users to interact with digital content for longer periods of time may be impacted by eye strain and digital tiredness brought on by prolonged screen time. Furthermore, a significant number of readers

still find digital reading environments uncomfortable or would rather avoid them, which lowers the general popularity of e-book formats.

Purchasing e-books is severely impeded by infrastructure constraints. For students to have access to e-books, the libraries must have a sufficient number of computers, laptops, and tablets. Additionally, reliable access to e-books may be impacted by inadequate or inconsistent internet connectivity.

## **Discussion**

The present study revealed that in 2022, there was a notable increase in the use of e-books. This can be linked to Sri Lanka's economic crisis that year, which had a major effect on infrastructure, particularly transportation, and day-to-day living. Many universities made a switch to online lecture delivery as a result. Due to limited access to printed materials brought on by library closures and mobility issues, students turned more to digital resources, which resulted in a significant increase in the use of e-books.

Remarkably, e-book usage has steadily declined in 2023 and 2024. Only 42% of students were satisfied with the e-books offered at the library, while approximately 58% of students were dissatisfied with the e-book collection, according to a study on improving library services based on student feedback by Perera et al. (2023). This could be the cause of the library's declining e-book usage. The creation of e-book collections should be properly prioritized in accordance with student expectations. Users may have reverted to printed books after the initial enthusiasm, which peaked in the year 2022, suggesting a decline in usage in 2023 and 2024.

E-book fatigue may also be a contributing factor to the decline in usage. Similarly, Letchumanan et al. (2019) revealed that their survey respondents reported taking short breaks while reading the mobile e-book because they felt uncomfortable reading the mobile e-book for a long time period and also experienced eye fatigue.

Changes in academic practices also played an integral role. If the course materials shift away from e-books, usage is likely to decline. More emphasis can be given to promoting the e-book collection at the library. Special training sessions and workshops can be conducted on how to utilize the e-book collection efficiently and effectively.

The present study results indicated that the average cost per use for STEM subjects titles were higher than the average cost per use of HSS e-books. In contrast, the study conducted by

Carrico et al. (2015) reveals that the average cost per use for STEM titles was lower than the average cost per use of HSS e-books. Further, the present study revealed an increase in the average cost per use. To efficiently manage limited funds, this would require a fundamental shift in library collection development philosophy toward evidence-based, user-centric acquisition methods and a stronger emphasis on resource sharing, open access, and data-driven decision-making.

The library could implement a few strategies to improve the cost-effectiveness of e-book provision. For example, actively promoting already-existing e-book collections to increase utilization, offering focused training to enhance users' access to and navigation of e-books, and thoroughly evaluating usage statistics to support evidence-based budget allocations. Additionally, investigating different acquisition models, including demand-driven acquisition or subscription-based access, might provide more adaptable and cost-effective solutions that are in line with user requirements.

### **Conclusion and Way Forward**

The acquisition division of the University of Colombo library adheres to an e-book purchase model with DRM-free, perpetual, multi-user access. The total usage of e-books has been declining over the years. The cost per use of e-books has been increasing gradually over the years. Library needs to take steps to increase e-book usage by overcoming challenges such as the lack of IT infrastructure facilities at the university, insufficient funds to purchase e-books, and lack of knowledge about how to access and use e-books.

Maintaining access to electronic resources requires advocacy for sustained funding. This involves requesting government funding for e-resources to be reinstated and urging academic institutions to establish guidelines that prioritize the distribution of digital materials. These steps will contribute to reliable and constant access to digital resources.

By employing a collaborative purchasing model, the Consortium for Sri Lankan Academic Libraries (CONSAL), a consortium-based acquisition of e-books for state universities, can help reduce costs. Collaborating also gives colleges more negotiating leverage with publishers, enabling them to obtain better terms and prices. This strategy also encourages collaboration between universities and facilitates resource sharing among them.

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Advocating for DRM-free, perpetual access, and multi-user licenses is part of promoting library-friendly licensing. Libraries can offer long-term, flexible access to digital resources due to these features. Additionally, it is crucial to make sure that all license agreements protect user rights as well as the library's investment.

Libraries can improve user experience and e-book access by standardizing access mechanisms across several platforms to facilitate smoother navigation. Additionally, they can provide user manuals and training to assist users in becoming more digitally literate and utilizing digital resources more effectively. Additionally, encouraging the use of e-books through a streamlined search function on library websites will facilitate users' access to and discovery of materials.

Libraries can suggest e-readers with e-ink displays for extended reading sessions to meet health and comfort concerns. To promote balanced use, they can also promote a hybrid approach that incorporates digital and paper materials. Additionally, educating people about ergonomic reading techniques and digital wellness would support them in maintaining better reading habits.

Libraries can invest in modern digital devices and greater internet accessibility to enhance access to e-resources. To help users troubleshoot any issues pertaining to access digital content, they can also build help desks and support systems.

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