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USE OF LEGAL INFORMATION SOURCES AND SERVICES BY THE UNDERGRADUATE STUDENTS OF GOVERNMENT LAW COLLEGE, COIMBATORE, TAMILNADU STATE, INDIA : A STUDY

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1.INTRODUCTION

A law library is a library designed to assist law students, lawyers, judges and their law clerks, and anyone else who wishes to determine the state of the law. Law libraries can be classified as a type of special library because of their focus on providing specialized resources on the law, as well as their specialized and limited user base. Most law schools around the world have a law library, or in some universities, at least a section of the university library devoted to law. Law libraries can also be found in courts, government departments, private law firms, and barristers' chambers (http://lawgupshup.com/2018/03/law-library-and-its-advantages).

2.NEED AND SIGNIFICANCE OF THE STUDY

The availability, access to and provision of legal information is one of the key elements in transition from a closed dictatorship to a democracy. A democratic nation relies on efficient and effective judicial system (Tuhumwire & Okello-Obura, 2010).

The students aspiring to enter into the law profession require primary information for academic and research purposes in the university. The need to utilise available library and ICT sources in the law libraries is very crucial because legal information is needed to pass all examinations, write assignments given at every stage of the academic curriculum, and research learning (Olorunfemi & Mostert, n.d., p.2). Law students' information requirements are imperative in view of the fact that they need to make effective use of the library and information

resources and services, which is relevant to their studies, in order to achieve their educational goals (Olorunfemi & Mostert, n.d., p.6). Igbeka (1995) corroborates that information centres or libraries are the best agent to provide information sources and services. Law students require library information sources and services to effectively cope with the workload of their academic work. Law students generally seek information on how to pass examinations, conduct legal research- in order to write assignments- and write theses to enable them to graduate from university (Oke-Samuel, 2008).They are taught substantive law courses like: Contract Law, Constitutional Law, Criminal Law, Equity and Trust, Evidence, Land Law, Jurisprudence and Torts, and so on. To be able to achieve success in these courses, they need to use library sources and services, especially the digital law libraries (Oke-Samuel, 2011 Interview). According to Watt (2004), law students need to be well groomed in research skills because as lawyers, whose role includes giving legal advice, law students must know where to find laws.

To what extent the law students are aware of various resources available for them in their libraries, what about the frequency of their use of both print and electronic resources, are they satisfied with the print and electronic resources available on legal information sources, to what extent they use various information services and how do they rate the library resources and services, what are the problems they submit before the library staff….etc., are the research questions that let the researchers choose this investigation of use of library resources and services among the undergraduate law students of Government Law College, Coimbatore.

The findings of the study will have its own implications on the library authorities, college management and faculty members. The library will get to know the ground realities and will be able to plan and execute library routines to satisfy the legal information needs of the students. The management will understand the utility of the college resource centre and audit whether the amount spent is worth and what next can be done to improve the library resources and services. Thus, this study gains its own importance.

3.STATEMENT OF THE PROBLEM

Availability and accessibility are two sides of the same coin in libraries. Resources may be available in plenty in various formats via various channels. But are they being accessible? Do the users really use the print and electronic resource and avail the information services being provided by the libraries? The present study aims to investigate the use of legal information

sources and services among the undergraduate law students of government Law College, Coimbatore. So, the research is entitled as **"USE OF LEGAL INFORMATION SOURCES AND SERVICES BY THE UNDERGRADUATE STUDENTS OF GOVERNMENT LAW COLLEGE, COIMBATORE : A STUDY"**

4.REVIEW OF LITERATURE

Padma and Ramasamy (2017) analyzed digital information seeking behavior of lawyers of Madurai District Court Library, Madurai. Questionnaire method was used to collect data from 152 lawyers. The study reveals that: 137 (90.13%) respondents are male lawyers. Majority of the respondents i.e. 71 (46.71%) lawyers belong to above 40 age group. 97 (63.82 %) respondents have three year B.L degrees and 52 respondents (34.21%) have five year B.L degrees. Majority of lawyers i.e. 46.09% (70) of the respondents are specialized in handling Civil Cases and 40.79% (62) of the lawyers are specialized in handling Criminal Cases. 63 (41.45%) respondents are Junior Lawyers and 43 (28.29%) respondents are Senior Lawyers. 19 (12.50%) respondents have 16 to 20 years of experience. 125 (51.02 %) respondents get necessary information for their case references from the Bar Association library. 75 (49.34%) lawyers visit the library daily and 46 (30.26%) lawyers visit the library once a week. 84 (55.26%) respondents fully depend on library services for their professional work. 125 (82.24 %) lawyers visit the library for their Case preparation and 84 (55.26 %) lawyers visit the library for improving their personal knowledge. 135 (88.82 %) respondents seek information to get to know / clarify their doubts on various Legal and judicial procedures. Law Books available in the Bar Association library are adequate for 98 (64.47%) respondents. 'Tamil' is the preferred language for reading legal information sources among 68.42 % (104) of the lawyers. 45 (29.61%) respondents suggest for the availability of more current legal materials. 112 (73.68%) respondents are satisfied with the quantity and quality of print information sources available in the Bar Association library.

Olorunfemi (2015) examined the usage of law information sources used in legal research among undergraduate law students in Nigeria universities. Twelve faculty of law libraries were purposively selected from among the thirty four universities that offer law in the country. In all, 1534 law students were randomly selected from the total population of 7219 registered law students. A descriptive survey method was used to obtain open and close ended data from law students, 82% responses were retrieved as sample size for the study. The finding revealed that

primary and secondary law sources in both print and electronic formats were available in Nigerian university law libraries. The print law sources were mostly available in the law libraries, which the law students frequently used in legal research to access law related information. The study recommends that the university managements should provide relevant information sources especially in electronic format to enable legal research in the law libraries.

Uluocha (2015) examined the influence of legal information resources use on law lecturers' research productivity in Nigerian universities. The descriptive survey research design was adopted. Multistage sampling technique was used to select 414 out of 905 lecturers from 16 law faculties out of 29 state and federal universities offering law across the six geo-political zones of Nigeria (North-East=29; North-West=74; South-East=76; North-Central=95; South-South=75 and South-West=65). A self-developed questionnaire was used to collect data for the study. The study finds that legal information resources such as law reports, legal periodicals, legislation and statutes, indexes and abstracts, law book, non- legal materials, reference materials, digests and e-resources were used daily by the law lecturers in universities in Nigeria. It is suggested that : constant awareness programmers in law libraries, continuous training of law lecturers on the use of legal information resources, need for universities to invest more on access to legal information resources and provision of well-equipped and up-to-date law libraries with current legal information are critical for enhanced utilization of legal information resources.

Padma, Ramasamy and Selvam (2015) analyzed the digital information seeking behavior of lawyers of Madurai Distirct Court Library, Madurai. Questionnaire method was used to collect data from 152 lawyers. The study reveals that : 62.5 % (95) of the lawyers make use of Internet resources. 33 (34.74 %) respondents learnt about using internet in computer centers. While 30 (31.58 %) lawyers learnt about internet by 'Self-taught' method, them 20 (21.05 %) respondents learnt it from their friends. 37 (38.95%) respondents access internet in cyber cafes and 34 (35.79 %) respondents access internet at their homes. 92 (96.84 %) of them use Google as their favourite search engine. 70 (29.17 %) respondents use internet for getting news about amendments (State and Centre) taking place. 61 (40.13 %) respondents are searching the internet to get bye-laws. 87 (91.58 %) respondents use telephone for disseminating information. While 27 (28.42 %) respondents use Telex as their information dissemination channel, 63 (66.32 %) respondents use E-mail. 114 (29.8 %) respondents 'suggest to have both open and subscribed

online legal databases. 104 (68.42 %) of the respondents feel that ICT has made a high level impact on their information seeking behavior. 114 (75.00%) respondents agreed that there exists the need for legal information literacy.

Anyaogu (2014) undertook a study with a purpose of finding out the various legal resources available to Postgraduate law students; their information needs and seeking behaviour; the sources/services utilized by them and their level of satisfaction with the information obtained from the sources in the library. The population of study consists of 323 Postgraduate law students registered at NIALS library since year 2013. Total enumeration sampling technique was used to select all the registered students. A self-developed questionnaire titled Information Needs and Seeking Behaviour of Postgraduate Law Students (INSBPLS) scale was used to collect data. In all, 323 copies of the questionnaire were distributed to Postgraduate law students, out of which 204 copies were returned and were usable for analysis. The study revealed that law books were mostly available in NIALS library with a frequency score of (F= 204), followed by law reports (F= 200). The research also found out that the major information need of the Postgraduate law students is to obtain academic information in the library. This was confirmed by 80 students representing 39.2%. The study revealed that the sources of obtaining academic information by students includes browsing on the shelves (204 respondents representing 100%) and subject/author/title catalogue (187 respondents representing 91.6%). Based on the findings, It is recommended that frequent enquiry into the legal information needs of users should be adopted.

Olorunfemi (2014) undertook a study to investigate the information behaviour of law students in Nigerian university law libraries. The study adopted a survey research design. The study targeted all the law students in Nigerian universities. Out of the 30 universities offering law as a course of study in Nigeria, a total of 12 universities were chosen for the study. From the 12 chosen universities, 1,534 law students were randomly selected; this represents the sample for the study. Data was collected using a questionnaire, an interview and observation methods. The findings revealed that the surveyed law students generally exhibited a positive attitude towards patronage of law libraries, and that printed information sources are the main information sources utilized by respondents in law libraries. The Internet facilities provided in the law library where only used

by 33% of the respondents when it was necessary to find academic related information. Only three law libraries provided access to law databases out of the twelve law libraries. Other challenges identified concerning the use of the law libraries included: erratic power supply; Internet connectivity problems; slow downloading speed; non-subscription to law databases; lack of qualified staff to manage and maintain the electronic law libraries; inadequate amount of computers for student utilisation; unhelpful library staff; and inadequate funding to provide quality ICT resources in the universities' law libraries.

Uluocha and Mabawonku (2014) examined the legal information resources availability and utilization as determinants of law lecturers research productivity in Nigerian universities. The study adopted the descriptive survey research design. The multistage sampling technique was used to select 517 out of 905 lecturers from sixteen faculties of law in twenty-nine universities across the six geo-political zones of Nigeria. A self-developed questionnaire was used for lecturers and eighty percent response rate was obtained. The result shows that law books, legal periodicals, reference materials, law reports, reference materials, legislation and statutes, newspapers, loose leaf, indexes and abstracts, and digests were readily available to Law lecturers. E-resources and online legal databases were less available and had the lowest scores in terms of availability. The study found that legal information resources such as law reports, legal periodicals, legislation and statutes, indexes and abstracts, law book, non- legal materials, reference materials, digests and e-resources were used by lecturers in Nigerian universities

Bhardwaj and Madhusudhan (2013) conducted a survey by circulating the questionnaires among the 100 students of LLB and LLM at the National Law University to study the awareness of open access legal information resources. 90 students responded. The study reveals that : 70% of the respondents use the open access legal information resources frequently. The maximum respondents (35, 38.88%) stated that the main purpose of using these resources are for case law searching. This was followed by other purposes like projects and assignments (24) and R&D activities (7). Half of the respondents (45) preferred to use the Boolean Operators. 28 respondents learnt about skills acquired in using the open access legal resources by their own. The most common problem encountered while accessing the open access legal information resources is the arrangement of legal information (44.44%) and description in legal information

sources (35.55%) and lack of online help (28.88%). Majority of the respondents rated Kanoon as a very good source of legal information followed by LII of India and India Gov Portal.

Onwuchekwa Chidinma (2013) conducted a study on the information seeking behaviour of final year law students in Ekiti State University. A discursive face-face interview method which was unstructured in style was used to gather data from 25 final year law students of 2012/2013 class in Ekiti State University. A naturalistic approach was also involved as a methodology thus students were observed while they research for their resources. The interview was transcribed and arranged into themes for proper analysis. The research findings show that the respondents browse library shelves, lack knowledge of library services and current resources, use the library for print materials while they browse in cybercafé, avoid the e-library and library facilities and avoid seeking assistance from library staff because they perceive them as being harsh. Respondents were further found to be Google inclined despite numerous complaints and difficulties they face in Google. The barriers found in this study were inadequate resources from the internet search, inability to select right resources needed for research, lack of knowledge on sites to use for information research, money, harshness from library officials and lack of Nigerian resources online. These barriers were found to be affected by lack of information skills, attitude of library staff, ease in getting resources, and bad experiences from previous research. Respondents were also found to lack of information skills in the area of evaluation of resources, copyright and citation skills.

Khan and Bhatti (2012) reported the results of a study of information needs and seeking behavior of the law faculty members in the University of Peshawar and its seventeen affiliated law colleges, Khayber Pakhtookhawa (North Western Frontier Post NWFP, Pakistan). Their preferences regarding various information sources, channels, methods, library use patterns, convenient study places, satisfaction level and problems encountered by them in their information needs and seeking have been explored though quantitative survey. A structured questionnaire was designed and distributed among one hundred randomly selected law faculty members. The response rate was 86%. Results of the study revealed that majority of the law faculty member were not satisfied with the provision of libraries in their colleges. They showed dissatisfaction regarding the sources, resources, services and facilities provided by the law colleges' libraries. They preferred information in printed form and English language for

preparing lecturers and other academic purposes. The study also found them dissatisfied regarding IT facilities i.e. computers and internet in their libraries. To meet their instant academic and research needs most of them had developed personal collections at homes and offices. A significant number of law faculty members appreciated the cooperative attitude of the library staff. The study suggested the provision of IT based sources and facilities and the assessment of teaching communities' information needs for planning better users' oriented services and developing effective library collection.

Thanuskodi (2012) concentrated on the evaluation of the use of electronic resources and services in terms of use and user satisfaction in Supreme Court Library. Results show that senior advocates have specialized themselves in criminal law. The study reveals that 3-4 hours of access to internet is quite common among the respondents of government advocates and junior advocates. The analysis shows that senior advocate respondents rank first position with respect to their overall purpose of gathering e-resources, panel advocate respondents the second, government advocates, the third and junior advocates, the last. The study reveals that junior advocate respondents take the first position with respect to their overall problems in accessing e-resources , government advocate respondents, the second, panel advocates the third and senior advocates the last.

Ossai (2011) carried out a study to examine how undergraduate law students of University of Benin, Benin City make use of information resources. The researcher adopted a descriptive survey technique. The sample consisted of 230 undergraduate law students randomly selected from the first to fifth year of study. Majority of the males 102(90.27%) and females 99(84.62%) seek information in order to keep up with current development and update their knowledge. In the use of information resources females 102(87.18%) agree more to the use of textbooks than males 99(87.61%). Females 63(53.85%) agree to use less of law reports than males 63(55.75%). Browsing shelves is the most used by both sexes to locate materials with 19(16.81%) males and 60(51.28%) followed by friends with 35(30.97%) males and 42(35.89%) females. more females 96(82.05%) agree that they acquire search skills from friends/colleagues than males 87(76.99%). It is recommended that since both male and female male and female law students seek information for the purpose of current development, update their knowledge, current awareness,

and to complete class assignments given by their lecturers, efforts should be made by university authority to consistently stock the library with relevant, current and up-to-date information resources/materials which would keep the students abreast with the current trends in their training/profession.

Shakeel and Rubina (2011) did a survey of the lawyer's community at District Bar Council, Bahawalpur. The data were collected with the help of a structured, peer-reviewed and pilot-tested questionnaire. Seventy questionnaires were distributed among the lawyers for data collection and 54 questionnaires were filled out by the lawyers. The response rate was 77 %. Due to the busy schedule of the lawyers, the researcher faced difficulty in data collection. The collected data were analyzed through SPSS software version 14. Majority of them opined that they always seek information for case preparation (mean= 4.87), they frequently seek information for service and profession requirements (mean= 4.33). Most of the respondents showed that they sometimes seek information for improving their personal competencies, general knowledge or current awareness (mean= 3.06) for guiding and supporting the research work (mean= 2.63) for workshops and seminar presentations (mean= 2.73), to carry out administrative work (mean= 2.86), for leisure reading only (mean= 2.91). they seldom get information from online databases (mean= 1.72), sometime from other libraries (mean= 3.22). Majority of the respondents opined that they always acquire information from their district bar library (mean= 4.56). Most of the respondents opined that they frequently acquire information from senior lawyers (mean= 4.04), through purchase/personal collection (mean= 3.62), through decided cases from judicial record room (mean= 3.64). Most of the respondents mentioned that they spend 4-6 hours per week in reading law digest (mean= 1.75), scanning law journal/PLJ articles (mean=1.71) and internet searching (1.75).

Thanuskodi (2010) conducted a study identify the information channels used by the Central Law College, Salem faculty members, information sources preferred by them, methods employed for getting the needed information and their library use pattern. A questionnaire was distributed to 64 law faculty members and 56 filled in questionnaires were returned, giving an overall response rate of 87.5 percent. It was found that respondents used various sources for acquiring the needed information. Books were ranked as the most important source for teaching

and research purposes, followed by law reports and statutes. Respondents preferred to first consult their personal collection before resorting to other information providing sources and agencies. On the whole, respondents perceived the Central Law College library collections, services and facilities as adequate to meet their information needs effectively.

Tuhumwire and Obura (2010) employed a survey research design in which a structured questionnaire was used to collect the data from the lawyers in Uganda. Of the planned 75 participants, 50 respondents selected randomly participated giving a response rate of approximately 66.7 percent. The questionnaire was pre-tested before administering it. 50 (100 percent) of respondents said that they need legal information. Constitutional information, law reference, gender related needs, human rights information and laws of other courts constitute the difficult information to access. The most used means /channels used by the lawyers to acces legal information include visiting law libraries, telephones and using research assistants. This shows that law libraries will always remain relevant to legal information provision as long as they become proactive in service delivery. The choice of telephones as means of access could be attributed to the benefits derived from using them, especially mobile telephones. Very low (28 percent) usage of Internet resources as sources of legal information is exhibited. While 68 % used acts of parliament, 64% used law textbooks and 92 % used sources outside legal literature. 52 % depend on judgements and 48 % depend on statutes.

Peruginelli (2004) examined the information seeking behaviour and the needs of Italian legal users in accessing legal literature. Questionnaires were distributed to 72 faculty members selected from 9 Italian universities and 30 questionnaires were received back. They need legal literature for research activity (87%) and teaching (61%). The most used information source and channel is university library (97%), personal collections (45%), legal websites (35%), other libraries (26%) and exchange with colleagues (25%). University library is preferred by Civil law specialists and personal collection is preferred by the specialist on international law. They browse books on library shelves most frequently followed by library catalogue and search in directories. They are most satisfied with Italian journal articles and books. They frequently use OPAC searching (60%), e-mail (59%) and searching the web (58%). A lack of currency of

information provided by library is rated as the most critical issue in accessing legal literature (48%).

Cuffe (2002) examined how Australian law students successfully utilise digital sources. The survey results found that although law students heavily utilised digital sources, the sources were not effectively used because the law students could not transfer the skills to new and different situations. Cuffe, therefore, agrees that law schools do not effectively educate students for the demands of ICTs in law practice. He thus presents a curriculum model that can integrate ICT training into upper-year courses, which can strengthen a law student's lifelong learning experience and interest in using ICT to source information in the future practice of law.

Majid and Kassim (2000) in their study of the "Information-seeking behaviour of International Islamic University Malaysia law faculty members". reveals that the respondents prefer printed format over electronic format and that they first consult their personal collection before resorting to other information- providing sources and agencies.

Edward (n.d.) investigated the main sources of information used by legal practitioners in Namibia in their information seeking behaviour. The author visited offices and used electronic mail to reach legal practitioners in Windhoek and used snowball-sampling method to reach the maximum possible number. Three research methods were used (i) literature review (ii) qualitative and (iii) quantitative research. 50 responses were obtained from the various legal practitioners and ten (10) from key informants (information providers). The research showed that libraries are failing to cater for the information needs of legal practitioners. Clerks instead of librarians manage a number of special libraries which I visited. Electronic information sources are not very much in use. Legal practitioners are conservative and prefer information written by people who have a reputation and can be tracked if there is such a need as opposed to information obtained through the Internet. Legal practitioners' information searches are work driven unlike simply for the sake of information. Where information is not readily available, legal practitioners consult one another as sources of information. They complain that Internet is not user friendly and takes too long to access some information unlike asking a colleague or consulting one's personal collection.

5.OBJECTIVES OF THE STUDY

The researcher has the following objectives for her study, inter alia:

- ➢ To provide Gender-wise, Year-wise, Nativity-wise distribution of the respondents.
- ➢ To know the frequency and purpose of library visits of the respondents
- ➢ To find out the Information needs of law students
- ➢ To understand the information seeking behaviour of the respondents
- ➢ To find out the awareness, frequency of use and level of satisfaction of Print resources, E-Resources, Legal information websites and Open access legal information resources among the respondents
- ➢ To understand the problems faced by the respondents in accessing library resources
- ➢ To unearth the level of awareness, usage and satisfaction of information services among the respondents.
- ➢ To elicit the suggestions of the respondents for improving the library services

6.HYPOTHESES

- There is no significant difference between year of study of the respondents and their level of awareness and use of print resource.
- There is no significant difference between gender of the respondents and their level of awareness and use of e-resources.
- There is no association between gender of the respondents and the level of satisfaction on information obtained from library resources.
- There is no significant difference between year of study of the respondents and their level of satisfaction of print resource.
- There is no significant difference between gender of the respondents and their level of satisfaction of using e-resources.
- There is no significant difference between gender of the respondents and their level of satisfaction with various library services.
- There is no association between gender of the respondents and their overall satisfaction of library services.

7.RESEARCH METHODS AND SAMPLING

7.1. Research Type

The study undertaken by the research belongs to descriptive research study. The researcher has used survey method in this study.

7.2 Population

The UG students of Government Law College, Coimbatore constitute the population of the study.

7.3. Sample

The researcher has collected data from students of three selected years of study.

7.4 Which Three years?

The 3 years which are selected for study are :

1. III Year
2. IV Year
3. V Year

The researcher has decided to collect data from the students who are in the last three years of their study in the law college so as to draw inference that will substantially represent the use of information sources and services of the college library.

7.5 Selection of samples

The population of the college comes to 800 including all the undergraduate law students. Rao Soft Sample Size Calculator was used to find out the minimum recommended sample size of the present study. When the population is size 750, margin of error is 5%, confidence level is 90%, response distribution is 50%, the minimum recommended sample as per the Raosoft Sample Size calculator is 200. So, the researcher has decided to collect data from 200 UG students.

The researcher has used stratified random sampling method. The researcher has decided to collect data from III year, IV year and V year students. Approximately, 1/3rd of the sample is taken from every year. The sample required for the study is randomly selected. Thus, the sample consists of 66 students from third year, 64 students from fourth year and 70 students from fourth year.

Total Sample : 200					
3 Years (III, IV and V Year Students)					
III Year (66 Students)		IV Year (64 Students from)		V Year (70 Students from)	
Male	Female	Male	Female	Male	Female
36 Students	30 Students	30 Students	34 Students	32 Students	38 Students

RaoSoft Sample Size Calculator

(www.raosoft.com/samplesize.html)

7.6 Tool for Data Collection

Questionnaire is the tool selected by the research for collecting data from the chosen sample. Open and close ended questions were included.

7.7 Data Collection period

The data was collected from the sample users in the month march 2017.

7.8 Method of data collection

The questionnaire was distributed to the Under Graduate students personally. The queries put forward by the respondents were clarified by the researcher now and then. The duly filled-in questionnaires were collected back from them immediately after they were filled. Out of 200 Questionnaires distributed to the respondents, the researcher was able to get back all the 200 duly filled-in questionnaires.

7.9 Data Analysis and Interpretation

PSPP Statistical package free and open source statistical software –was used for entering the data. SPSS Ver.17 is used for generating tables and analyzing data. To test the tenability of the hypotheses, various statistical tools like chi-square Main-Whitney Test and one-way ANOVA were used.

Apart from the tables, charts and diagrams like pie chart, bar diagram, line diagram and stacked cylinders were used to illustrate the interpretations in a visual / graphical pattern.

8.SCOPE AND LIMITATIONS

The present study has the following scope and limitations within its operating purview.

- The research is confined only to the UG students.
- The study is limited only to the students of three years of study i.e. third year, fourth year and fifth year.
- The study is confined to Government Law College. Coimbatore
- The intention of the study was not to evaluate the quality and usage of any particular type information source/ service.

9.DATA ANALYSIS AND INTERPRETATION

9.1:GENDER-WISE DISTRIBUTION OF RESPONDENTS

Table 1:Gender-wise distribution of Respondents

Gender	No. of Respondents	Percentage	Cumulative Percentage
Male	98	49%	49
Female	102	51%	100
Total		200	100%

(Source: Primary Data)

Table 1 makes it clear that out of 200 respondents replied for the study, 98 (49%) respondents are male law students and the remaining 102 (51%) respondents are female law students.

9.2:YEAR-WISE DISTRIBUTION OF RESPONDENTS

Table 2:Year-wise distribution of Respondents

Year	No. of Respondents	Percentage	Cumulative Percentage
III Year	66	33%	33
IV Year	64	32%	65
V Year	70	35%	100
Total		200	100%

(Source: Primary Data)

Table 2 shows that, out of 200 respondents, 66 (33%) respondents are third year B.L degree students and 64 (32%) respondents are fourth year B.L degree students and 70 (35%) respondents are fifth year B.L degree students.

9.3: NATIVITY -WISE DISTRIBUTION OF RESPONDENTS

Table 3: Nativity -wise distribution of Respondents

Nativity	No. of Respondents	Percentage	Cumulative Percentage
Rural	76	38%	38
Urban	86	43%	81
Semi-Urban	38	19%	100
Total		200	100%

(Source: Primary Data)

Table 3 shows that out of 200 respondents, 76 (38%) respondents are hailed from rural areas, 86 (43%) respondents are from Urban area and 38 (19%) respondents are with semi-Urban background. Thus, majority of UG law students belong to urban natives in this study.

9.4: FREQUENCY OF LIBRARY VISIT *Vs.* NATIVITY

Table 4: Frequency of library visit *Vs.* Nativity

Frequency of library visit	Nativity						Total
	Rural	Percentage	Urban	Percentage	Semi-Urban	Percentage	
Daily	34	41.46%	36	43.90%	12	14.63%	82
Weekly	17	33.33%	24	47.06%	10	19.61%	51
Fortnightly	06	40.00%	06	40.00%	03	20.00%	15
Monthly	10	29.41%	13	38.24%	11	32.35%	34
Occasionally	09	50.00%	07	38.89%	02	11.11%	18
Total	76	38.00%	86	43.00%	38	19.00%	200

(Source: Primary Data)

Table 4 illustrates the frequency of library visit by law college students. Out of 200 respondents, a majority of 34 (41.46%) rural students, 36 (43.90%) urban students and 12 (14.63%) semi-urban students visit the library daily. It is followed by 17 (33.33%) rural students, 24 (47.06%) urban students and 10 (19.61%) semi-urban law students who visit the library once a week and 6 (40%) rural students, 6 (40%) urban students and 3 (20%) semi-urban law students who visit the library once in a fortnight. It is happy to note that only the least number of students visit the library either monthly or occasionally. Out of those who visit the library once a month, a majority of them are urban students (38.89%) and among the occasional visitors, rural students (50%) top the table.

9.5: PURPOSE OF LIBRARY VISIT *Vs.* GENDER

Table 5: Purpose of library visit *Vs.* Gender

Purposes	RES	Gender				Total
		Male		Female		
		No.	%	No.	%	No.
Entertainment	No	85	53.8%	73	46.2%	158
	Yes	13	31.0%	29	69.0%	42
Education needs	No	34	45.9%	40	54.1%	74

	Yes	64	50.8%	62	49.2%	126
To broaden knowledge on legal issues	No	68	44.2%	86	55.8%	154
	Yes	30	65.2%	16	34.8%	46
To complete assignments	No	69	48.3%	74	51.7%	143
	Yes	29	50.9%	28	49.1%	57
To be informed about latest developments of laws	No	65	46.4%	75	53.6%	140
	Yes	33	55.0%	27	45.0%	60
To study the outcomes of court cases	No	68	46.9%	77	53.1%	145
	Yes	30	54.5%	25	45.5%	55
To participate in class discussions	No	86	52.8%	77	47.2%	163
	Yes	12	32.4%	25	67.6%	37

(Source: Primary Data)

Table 5 shows the purposes which have propelled the law students to visit the library in terms of their gender.

Overall Analysis

Educational needs (126), To know information about latest development of laws (60), completion of assignments (57) and To study the outcomes of court cases (55) are the primary motives that make the students visit the library. It is pity to note that a majority of 154 respondents don't visit the library to broaden their knowledge on legal issues while 145 respondents don't come to library to study the outcomes of court cases, which are essential for law students.

Gender-wise Analysis

A majority of male students (64) and female students (62) visit the library to meet their educational needs. It is followed by 33 male students and 27 female students visiting the library to get informed about latest development of laws and 30 male students and 25 female students visiting the library to study the outcomes of court cases. While 28 female students and 29 male students use the library to get materials to complete their assignments, just 12 male students and 25 female students visit the library to get collect information to participate in class discussions.

9.6: INFORMATION NEEDS FOR LAW STUDENTS *Vs*. NATIVITY
Table 6: Information needs for law students *Vs*. Nativity

Information Needs	RES.	Nativity			
		Rural	Urban	Semi	Total

		No.	%	No.	%	No.	%	No.
Employment Information	Yes	15	37.5%	15	37.5%	10	25.0%	40
Academic Information	Yes	27	34.6%	33	42.3%	18	23.1%	78
National legal Information	Yes	24	41.4%	21	36.2%	13	22.4%	58
Information for personal development	Yes	11	23.9%	25	54.3%	10	21.7%	46
Global legal information	Yes	17	30.9%	24	43.6%	14	25.5%	55
Entertainment/Leisure Information	Yes	17	33.3%	20	39.2%	14	27.5%	51
Law reports	Yes	23	34.3%	30	44.8%	14	20.9%	67
Constitutional Information	Yes	27	36.5%	33	44.6%	14	18.9%	74
Human rights information	Yes	27	32.5%	39	47.0%	17	20.5%	83
Judgement	Yes	17	25.0%	38	55.9%	13	19.1%	68
Political and Govt.Activities	Yes	23	33.8%	28	41.2%	17	25.0%	68
Social Activities	Yes	13	26.0%	24	48.0%	13	26.0%	50

(Source: Primary Data)

Table 6 shows the information needs of undergraduate law students in terms of their nativity.

Overall Analysis

A majority of 83 students need human rights information and 78 students need academic information. It is followed by 74 students who need constitutional information and 68 students who need judgements and information about political and government activities. The least required information needs are 'information for professional development (46) and' employment information' (40).

Nativity-wise Analysis

Rural Students

Academic information, constitutional information and human rights information (27) are the most sought after information needs of rural students followed by national legal information (24) and law reports and political and govt. activities (23). The least required information is 'information for personal development'.

Urban Students

A majority of urban students need human rights information (39) and judgements (38) followed by academic information (33) and constitutional information (33). Employment information is the least sought information among urban students.

Semi-Urban Students

Academic information (18), human rights information (17) and information about political and govt. activities (17) are the most needed information among the semi-urban students. Employment information and information for personal development are the least information needs of semi-urban students.

9.7: AWARENESS AND USE OF PRINT RESOURCES *Vs.* YEAR

Table 7: Awareness and use of Print resources *Vs.* Year

Print resources	III Year			IV Year			V Year		
	Aware and use	Aware but don't use	Not Aware	Aware and use	Aware but don't use	Not Aware	Aware and use	Aware but don't use	Not Aware
Textbooks	62 (93.94%)	04 (6.06%)	-	59 (92.19%)	05 (7.81%)	-	54 (77.14%)	13 (18.57%)	03 (4.29%)
Law books	50 (75.76%)	16 (24.24%)	-	35 (54.69%)	29 (45.31%)	-	37 (52.86%)	29 (41.43%)	04 (5.71%)
Law reports	26 (39.39%)	29 (43.94%)	11 (16.67%)	19 (26.69%)	26 (40.63%)	19 (29.69%)	21 (30%)	33 (47.14%)	16 (22.86%)
Acts of Parliament	23 (34.85%)	36 (54.55%)	07 (10.61%)	12 (18.75%)	36 (56.25%)	16 (25%)	23 (32.86%)	30 (42.86%)	17 (24.29%)
Law Journals	27 (51.92%)	30 (31.25%)	09 (17.31%)	14 (26.92%)	30 (31.25%)	20 (38.46%)	11 (21.15%)	36 (37.50%)	23 (44.23%)
Statutes	13 (34.21%)	27 (34.18%)	26 (31.33%)	16 (42.11%)	23 (29.11%)	25 (30.12%)	09 (23.68%)	29 (36.71%)	32 (38.55%)
Government publications	16 (42.11%)	28 (32.56%)	22 (28.95%)	08 (21.05%)	28 (32.56%)	28 (36.84%)	14 (36.84%)	30 (34.88%)	26 (34.21%)
Updates of court rules	18 (51.43%)	28 (32.94%)	20 (25.00%)	08 (22.86%)	23 (27.06%)	33 (41.25%)	09 (25.71%)	34 (40.00%)	27 (33.75%)
Constitutional information	28 (42.42%)	19 (28.79%)	19 (28.79%)	24 (37.50%)	18 (28.13%)	22 (34.38%)	25 (35.71%)	19 (27.14%)	26 (37.14%)
Newspapers	45 (68.18%)	11 (16.67%)	10 (15.15%)	46 (71.88%)	12 (18.75%)	06 (9.38%)	37 (52.86%)	19 (27.14%)	14 (20%)
Bye-Laws	49 (74.24%)	08 (12.12%)	09 (13.64%)	41 (64.06%)	19 (29.69%)	04 (6.25%)	31 (44.29%)	24 (34.29%)	15 (21.43%)
Judgements	43 (65.15%)	14 (21.21%)	09 (13.64%)	41 (64.06%)	16 (25%)	07 (10.94%)	29 (41.43%)	19 (27.14%)	22 (31.43%)

Table 7 discloses the level of awareness and use of print resources among the respondents in terms of their year of study.

III Year Students

A majority of 62 (93.94%) students know and use textbooks and 50 (75.76%) students know and use law books. While 49 (74.24%) students know and make use of Bye-Laws, 45 (68.18%) students know and use newspapers to fulfil their information needs. A majority of 36 (54.55%) students know but they don't use Acts of Parliament while a majority of 26 (31.33%) students are not aware of Statutes.

IV Year Students

Textbooks (59, 92.19%) and Newspapers 946, 71.88%) are known and used by a maximum number of IV Year students. It is followed by other resources like Bye-Laws (41, 64.06%), Judgements (41, 64.06%) and law books (35, 54.69%) which are most known and most used among the students. A majority of 36 (56.25%) students know but don't use Acts of Parliament. Updates of court rules (33, 41.25%) and Statutes (25, 30.12%) are the sources which are not known to most number of IV year students.

V Year Students

A majority of V year students are aware of textbooks (54, 77.14%), law books and newspapers (37, 52.86%) and they use such resources. It is followed by other resources like Bye-laws (31, 44.29%) and judgements (29, 41.43%) which are most known and used among them. While a majority of 36 (37.50%) students know but don't use law journals followed by other resources like updates of court rules (34, 40%), law reports (33, 47.14%), govt publications and Acts of parliament (30, 42.86%). The sources which are not at all known to the students include Statutes (32, 38.55%), Updates of court rules (27, 33.75%) and government publications (26, 34.21%).

9.8 : KRUSKAL WALLIS TEST: YEAR OF STUDY *Vs*. AWARENESS AND USE OF PRINT RESOURCES

Table 8 : Kruskal Wallis Test : Year of Study *Vs*. Awareness and use of Print resources

Print resources	One Sample KS Test		Kruskal Wallis Test			Result	
	KS Value	Sig.	Chi-Square	df	Sig,		
Textbooks	7.292	.000	10.972	2	.004	H$_0$ Accepted	Not Significant
Law books	5.5.7	.000	9.681	2	.008	H$_0$ Accepted	Not Significant
Law reports	3.161	.000	3.118	2	.210	H$_0$ Rejected	Significant
Acts of Parliament	3.697	.000	6.198	2	.045	H$_0$ Accepted	Not Significant
Law Journals	3.394	.000	14.406	2	.001	H$_0$ Accepted	Not Significant
Statutes	3.754	.000	1.963	2	.375	H$_0$ Rejected	Significant
Government publications	3.473	.000	2.855	2	.240	H$_0$ Rejected	Significant
Updates of court rules	3.637	.000	8.015	2	.018	H$_0$ Accepted	Not Significant
Constitutional information	3.583	.000	1.104	2	.576	H$_0$ Rejected	Significant
Newspapers	5.567	.000	5.996	2	.050	H$_0$ Rejected	Significant
Bye-Laws	5.282	.000	12.497	2	.002	H$_0$ Accepted	Not Significant
Judgements	4.975	.000	12.498	2	.002	H$_0$ Accepted	Not Significant

(Source: Computed Data)

Note. Scale Used : 1 – Aware and use ; 2 – Aware but don't use ' 3 = Not Aware

To test whether there is a significant difference between year of study of the respondents and their level of awareness and use of print resource, a Kruskal Wallis Test was conducted. Table 8 provides the results of KW test and reveals that

a) There is a significant difference between year of study of the respondents and their level of awareness and use of law reports, statutes, govt. publications, constitutional information and newspapers since p value is equal to or more than the significant value of 0.05. The null hypothesis is rejected.

b) There is no significant difference between year of study of the respondents their level of awareness and use of textbooks, law books, acts of parliament, law journals, updates of

court rules, bye-laws and judgements since the p-value is less than the significant level of 0.05. The null hypothesis is accepted.

9.9: AWARENESS AND USE OF E-RESOURCES *Vs.* GENDER

Table 9: Awareness and use of E-Resources *Vs.* Gender

E-resources	Gender					
	Male			Female		
	Aware and use	Aware but don't use	Not Aware	Aware and use	Aware but don't use	Not Aware
Internet	79 (80.61%)	14 (14.29%)	05 (5.10%)	76 (74.51%)	23 (22.55%)	03 (2.94%)
Legal databases	36 (36.73%)	41 (41.84%)	21 (21.43%)	35 (34.31%)	51 (50.00%)	16 (15.69%)
E-Journals	17 (17.35%)	34 (34.69%)	47 (47.96)	18 (17.65%)	39 (38.24%)	45 (44.12%)
E-Judgements	15 (15.31%)	30 (30.61%)	53 (54.08%)	15 (14.71%)	41 (40.20%)	46 (45.10%)
E-Books	08 (8.16%)	31 (31.63%)	59 (60.20%)	14 (13.73%)	29 (28.43%)	59 (57.84%)
E-Case summaries	12 (12.24%)	18 (18.37%)	68 (69.39%)	09 (8.82%)	37 (36.27%)	56 (54.90%)

(Source: Primary Data)

Table 9 discloses the awareness and use of E-resources among the male students and female students of UG law students.

Male Students

A majority of male students are aware of Internet (79, 80.615) and legal databases (36, 36.73%) and they make use of such resources. Legal databases (41, 41.84%), e-journals (34, 34.69%) and e-books (31, 31.63%) are known to male students but they don't use them. A maximum of 68 (69.39%) respondents are not aware of e-case summaries followed by 59 (60.20%) students who are not aware of e-books and 53 (54.08%) student s not aware of e-judgements.

Female Students

The e-resources which are known to most number of female students include internet (76, 74.51%) and legal databases (35, 34.31%). While 50% (51) of them are aware of legal databases but they don't use it, e-judgements (41, 40.20%) and e-journals (39, 38.24%) are known but not used among the female students. 44-45% of them are not at all aware of e-journals and e-judgements while 54-57 % of them are not aware of e-books and e-case summaries.

9.10: GENDER OF THE RESPONDENTS AND AWARENESS AND USE OF E-RESOURCES : MANN WHITNEY U TEST

Table 10 : Gender of the Respondents and Awareness and use of E-Resources: MW U Test

E-resources	One Sample KS Test		MW U Test		Result	
	KS Value	Sig.	MW U Value	Sig.		
Internet	6.618	.000	4729.500	.367	H_0 Accepted	Not Significant
Legal databases	3.376	.000	4911.500	.819	H_0 Accepted	Not Significant
E-Journals	4.116	.000	4831.500	.659	H_0 Accepted	Not Significant
E-Judgements	4.401	.000	4631.500	.326	H_0 Accepted	Not Significant
E-Books	5.168	.000	4779.000	.541	H_0 Accepted	Not Significant
E-Case summaries	5.405	.000	4415.000	.098	H_0 Accepted	Not Significant

(Source : Computed Data)

To test whether there is a significant difference between gender of the respondents and their level of awareness and use of e-resources, Mann Whitney U Test was conducted. Table 10 provides the results of MW U Test and reveals that there is no significant difference between gender and level of awareness and use of e-resources since p value is more than the significant value of 0.05 for all the variables. So, the null hypothesis is accepted.

9.11: AWARENESS AND USE OF LEGAL INFORMATION WEBSITES *Vs*. YEAR

Table 11: Awareness and use of Legal information Websites *Vs*. Year

Legal Information Websites	Year								
	III Year			IV Year			V Year		
	Aware and use	Aware but don't use	Not Aware	Aware and use	Aware but don't use	Not Aware	Aware and use	Aware but don't use	Not Aware
www.supremecourtofindia.nic.in	41 (62.12%)	14 (21.21%)	11 (16.67%)	46 (71.88%)	10 (15.63%)	08 (12.50%)	46 (65.71%)	18 (25.71%)	06 (8.57%)
http://highcourtcgd.gov.in	36 (54.55%)	23 (34.85%)	07 (10.61%)	25 (39.06%)	33 (51.56%)	06 (9.38%)	29 (41.43%)	34 (48.57%)	07 (10%)
www.judis.nic.in	28 (42.42%)	22 (33.33%)	16 (24.24%)	19 (29.69%)	24 (37.50%)	21 (32.81%)	19 (27.14%)	28 (40%)	23 (32.86%)
www.legalserviceindia.com	22 (33.33%)	33 (50%)	11 (16.67%)	10 (15.63%)	36 (56.25%)	18 (28.13%)	17 (24.29%)	39 (55.71%)	14 (20%)
www.scjudgements.com	23 (34.85%)	29 (43.94%)	14 (21.21%)	08 (12.50%)	33 (51.56%)	23 (35.94%)	13 (18.57%)	33 (47.14%)	24 (34.29%)
www.lawadiv.com	17 (25.76%)	39 (59.09%)	10 (15.15%)	09 (14.06%)	31 (48.44%)	24 (37.50%)	08 (11.43%)	31 (44.29%)	31 (44.29%)
www.allindiareporter.com	16 (24.24%)	29 (43.94%)	21 (31.82%)	12 (18.75%)	30 (46.88%)	22 (34.38%)	11 (15.71%)	27 (38.57%)	32 (45.71%)
www.judgements-online.com	08 (12.12%)	35 (53.03%)	23 (34.85%)	06 (9.38%)	35 (54.69%)	23 (35.94%)	09 (12.86%)	30 (42.86%)	31 (44.29%)
www.commonlii.org/in/cases/INSC	15 (22.73%)	24 (36.36%)	27 (40.91%)	09 (14.06%)	21 (32.81%)	34 (53.13%)	10 (14.29%)	28 (40.00%)	32 (45.71%)
www.courtnic.nic.in	11 (16.67%)	31 (46.97%)	24 (36.36%)	08 (12.50%)	29 (45.31%)	27 (42.19%)	09 (12.86%)	41 (58.57%)	20 (28.57%)
www.indialawsite.com	12 (18.18%)	31 (46.97%)	23 (34.85%)	13 (20.31%)	28 (43.75%)	23 (35.94%)	07 (10%)	34 (48.57%)	29 (41.43%)
http://lawmin.nic.in	08 (12.12%)	34 (51.52%)	24 (36.36%)	09 (14.06%)	33 (51.56%)	22 (34.38%)	09 (12.86%)	36 (51.43%)	25 (35.71%)
Kanoon.com	09 (13.64%)	24 (36.36%)	33 (50%)	14 (21.88%)	28 (43.75%)	22 (34.38%)	18 (25.71%)	29 (41.43%)	23 (32.86%)
Other Websites, if any	11 (16.67%)	25 (37.88%)	30 (45.45%)	13 (20.31%)	27 (42.19%)	24 (37.50%)	11 (15.71%)	33 (47.14%)	26 (37.14%)

(Source: Primary Data)

9.12 : WAM ANALYSIS : AWARENESS AND USE OF LEGAL INFORMATION WEBSITES

Table 12 : WAM Analysis : Awareness and Use of Legal information Websites

Websites	N	III YEAR		IV YEAR		V YEAR	
		Mean	SD	Mean	SD	Mean	SD
www.supremecourtofindia.nic.in	66	1.55	.768	1.41	.706	1.43	.650
http://highcourtchd.gov.in	66	1.56	.682	1.70	.634	1.69	.649
www.judis.nic.in	66	1.82	.802	2.03	.796	2.06	.778
www.legalserviceindia.com	66	1.83	.692	2.13	.655	1.96	.669
www.scjudgements.com	66	1.86	.742	2.23	.660	2.16	.715
www.lawadiv.com	66	1.89	.636	2.23	.684	2.33	.675
www.allindiareporter.com	66	2.08	.751	2.16	.718	2.30	.729
www.judgements-online.com	66	2.23	.652	2.27	.623	2.31	.692
www.commonlii.org/in/cases/INSC	66	2.18	.783	2.39	.726	2.31	.713
www.courtnic.nic.in	66	2.20	.706	2.30	.683	2.16	.629
www.indialawsite.com	66	2.17	.714	2.16	.739	2.31	.649
http://lawmin.nic.in	66	2.24	.658	2.20	.671	2.23	.663
Kanoon.com	66	2.36	.715	2.13	.745	2.07	.767
Other websites, if any	66	2.29	.739	2.17	.747	2.21	.700

(Source : Computed Data)

Table 12 shows that the website of supreme court of India is widely known and used among the law students of III year (WAM of 1.55) , IV year (WAM of 1.41) and V year (WAM of 1.43). It is followed by the website highcourtchd with the WAM of 1.56 for III Year students, 1.70 for IV year students and 1.69 for V year students. Judis, legal services india and scjudgements are the next three legal information websites mostly known and used among the students.

The websites which are least known and least used among the UG students are Kanoon, lawmin and india law site.

9.13: FREQUENCY OF USING PRINT RESOURCES *Vs.* GENDER
Table 13: Frequency of using print resources *Vs.* Gender

Print Sources	Gender									
	Male				WAM	Female				WAM
	Once a week	Once a fortnight	Once a month	Whenever needed		Once a week	Once a fortnight	Once a month	Whenever needed	
Text Books	33 (33.67%)	26 (26.53%)	28 (28.57%)	11 (11.22%)	2.17	35 (34.31%)	35 (34.31%)	26 (25.49%)	06 (5.88%)	2.03
Law Books	28 (28.57%)	37 (37.76%)	17 (17.35%)	16 (16.33%)	2.21	36 (35.29%)	35 (34.31%)	16 (15.69%)	15 (14.71%)	2.10
Law reports	12 (12.24%)	32 (32.65%)	23 (23.47%)	31 (31.63%)	2.74	15 (14.71%)	34 (33.33%)	29 (28.43%)	24 (23.53%)	2.61
Acts of parliament	10 (10.20%)	23 (23.47%)	23 (23.47%)	42 (42.86%)	2.99	04 (3.92%)	32 (31.37%)	27 (26.47%)	39 (38.24%)	2.99
Law journals	08 (8.16%)	27 (27.55%)	16 (16.33%)	47 (47.96%)	3.04	08 (7.84%)	24 (23.53%)	23 (22.55%)	47 (46.08%)	3.07
Statutes	11 (11.22%)	19 (19.39%)	27 (27.55%)	41 (41.84%)	3.00	07 (6.86%)	21 (20.59%)	28 (27.45%)	46 (45.10%)	3.11
Government Publications	07 (7.14%)	15 (15.31%)	24 (24.49%)	52 (53.06%)	3.23	05 (4.90%)	21 (20.59%)	30 (29.41%)	46 (45.10%)	3.15
Updates of court rules	10 (10.20%)	19 (19.39%)	10 (10.20%)	59 (60.20%)	3.20	15 (14.71%)	14 (13.73%)	28 (27.45%)	45 (44.12%)	3.01
Constitutional Information	20 (20.41%)	10 (10.20%)	16 (16.33%)	52 (53.06%)	3.02	07 (6.86%)	22 (21.57%)	17 (16.67%)	56 (54.90%)	3.20
Newspapers	17 (17.35%)	18 (18.37%)	11 (11.22%)	52 (53.06%)	3.00	12 (11.76%)	22 (21.57%)	26 (25.49%)	42 (41.18%)	2.96
Bye-Laws	12 (12.24%)	13 (13.27%)	19 (19.39%)	54 (55.10%)	3.17	10 (9.80%)	21 (20.59%)	21 (20.59%)	50 (49.02%)	30.9
Judgements	06 (6.12%)	19 (19.39%)	11 (11.22%)	62 (63.27%)	3.32	13 (12.75%)	22 (21.57%)	22 (21.57%)	45 (44.12%)	2.97

(Source: Primary Data)

Table 13 shows the frequency of using print resources among male and female law students.

Male

A majority of students use textbooks (33, 33.67%) and law books (28, 28.57%) once a week . Law books (37, 37.76%) and law reports (32, 32.65%) are the print resources used fortnightly by most number of male students. A maximum of 28 (28.57%) and 27 (27.55%) male students use textbooks and statutes once a month, Among the resources which are used whenever needed by the students, judgements (62, 63.27%) and updates of court rules (59, 60.20%) top the table. Thus, most of the print resources except textbooks and law books, are used by the respondents only whenever needed .

Female

A majority of students use textbooks (35, 34.31%) and law books (36, 35.29%) once a week . Law books (35, 35.29%) and textbooks (35, 34.31%) are the print resources used fortnightly by most number of male students. A maximum of 30 (29.41%) male use government publications and 29 (28.43%) use law reports once a month, Among the resources which are used whenever needed by the students, constitutional information (56, 54.90%) and bye-laws (50, 49.02%) top the table. Thus, most of the print resources except textbooks, law books, law reports are used by the respondents only whenever needed .

WAM Analysis

The WAM analysis reveals that the most frequently used print resources among male students are textbooks (2.17), law books (2.21) and law report (2.74). The least frequently used print resources are judgements (3.32) and govt publications (3.23).

The WAM analysis reveals that the most frequently used print resources among female students are textbooks (2.03), law books (2.10) and law report (2.61). The least frequently used print resources are constitution information (3.20) and govt publications (3.15).

9.14: FREQUENCY OF USING E-RESOURCES *Vs.* NATIVITY

Table 14: Frequency of using E-Resources *Vs.* Nativity

E-Resources	Nativity											
	Rural				Urban				Semi-Urban			
	Once a week	Once a fortnight	Once a month	Whenever needed	Once a week	Once a fortnight	Once a month	Whenever needed	Once a week	Once a fortnight	Once a month	Whenever needed
Internet	21 (27.63%)	11 (14.47%)	05 (6.58%)	39 (51.32%)	25 (29.07%)	16 (18.60%)	10 (11.63%)	35 (40.70%)	11 (28.95%)	12 (31.58%)	04 (10.53%)	11 (28.95%)
Legal databases	15 (19.74%)	20 (26.32%)	08 (10.53%)	33 (43.42%)	10 (11.63%)	20 (23.26%)	18 (20.93%)	38 (44.19%)	03 (7.89%)	10 (26.32%)	12 (31.58%)	13 (34.21%)
E-Journals	04 (5.26%)	15 (19.74%)	16 (21.05%)	41 (53.95%)	08 (9.30%)	19 (22.09%)	15 (17.44%)	44 (51.16%)	04 (10.53%)	11 (28.95%)	06 (15.79%)	17 (44.74%)
E-Judgements	04 (5.26%)	13 (17.11%)	15 (19.74%)	44 (57.89%)	06 (6.98%)	20 (23.26%)	14 (16.28%)	46 (53.49%)	04 (10.53%)	07 (18.42%)	02 (5.26%)	25 (65.79%)
E-Books	07 (9.21%)	14 (18.42%)	10 (13.16%)	45 (59.21%)	05 (5.81%)	16 (18.60%)	18 (20.93%)	47 (54.65%)	07 (18.42%)	04 (10.53%)	07 (18.42%)	20 (52.63%)
E-Case summaries	13 (17.11%)	12 (15.79%)	10 (13.16%)	41 (53.95%)	03 (3.49%)	23 (26.74%)	12 (13.95%)	48 (55.81%)	03 (7.89%)	09 (23.68%)	04 (10.53%)	22 (57.89%)

(Source: Primary Data)

Table 14 reveals the frequency of using e-resource among the respondents.

Weekly Use

Among the weekly users, a majority of rural students use internet (21, 27.63%) and legal databases (15, 19.74%), a majority of urban students use internet (25, 29.07%) and legal databases (10, 11.63%) and a majority of semi-urban students use internet (12, 31.58%) and e-books (7, 18.42%).

Fortnightly Use

A majority of rural students use legal databases (20, 26.32%) and e-journals (15, 19.74%), a majority of urban students use e-case summaries (23, 26.74%) and e-judgements and legal databases (20, 20.93%) and a majority of semi-urban students use internet (12, 31.58%) and e-journals (11, 28.95%).

Monthly Use

E-journals (16, 21.05%) and e-judgements (15, 19.74%) are most used e-resources among the rural students while it is legal databases (18, 20.93%) and e-books(18, 20.93%) among the urban students and legal databases (12, 31.58%) and e-books (7, 18.42%) among the semi-urban students.

Whenever Needed Use

E-books (45, 59.21%) and e-judgements (44, 57.89%) are most used e-resources among the rural students while it is e-case summaries (48, 55.81%) and e-books(47, 54.65%) among the urban students and e-judgements (25, 65.79%) and e-case summaries (22, 57.89%).

9.15: LOCATE THE LIBRARY DOCUMENTS *Vs*. GENDER
Table 15: Locate the Library documents *Vs*. Gender

Locate the Library documents	Gender			
	Male		Female	
	Yes	No	Yes	No
Consult the library catalogue	39 (39.80%)	59 (60.20%)	37 (36.27%)	65 (63.73%)
Assistance of library staff	51 (52.04%)	47 (47.96%)	34 (33.33%)	68 (66.67%)
Searching the shelves	47 (47.96%)	51 (52.04%)	48 (47.06%)	54 (52.94%)
Taking the help of friends	22 (22.45%)	76 (77.55%)	26 (25.49%)	76 (74.51%)

(Source: Primary Data)

Table 15 shows that a majority of 52.04% (51) male students take the assistance of library staff to locate the documents followed by 47 (47.96%) students who search the shelves directly and 39 (39.80%) students who consult the library catalogue to locate the library documents. A majority of 48 (47.06%) female students search the shelves directly while 37

(36.27%) students consult library catalogue and 34 (33.33%) students take the assistance of library staff to locate the library documents. The least used method to locate library documents is taking the help of friends among both male and female students.

9.16: PREFERRED MEDIA TO ACQUIRE LEGAL INFORMATION *Vs*. YEAR

Table 16 : Preferred media to acquire legal information Vs. Year of Study

Preferred media to acquire legal information	Year		
	III Year	**IV Year**	**V Year**
Print Media	26(39.39%)	26(40.63%)	20(28.57%)
Electronic Media	10(15.15%)	15(23.44%)	14(20.00%)
Both	30(45.45%)	23(35.94%)	36(51.43%)

(Source: Primary Data)

Table 16 reveals that a majority of 30 (45.45%) students of III Year and 36 (51.43%) students of V year prefer to acquire legal information in both print and electronic media. 'Print Media' is preferred by a good number of III Year students (26, 39.39%) and V year students (20, 28.57%) than the electronic media, a majority of IV Year Students (26, 40.63%) prefer to acquire print media for acquiring legal information.

9.17: CHANNELS TO ACCESS THE LEGAL INFORMATION *Vs*. NATIVITY
Table 17: Channels to access the legal information *Vs*. Nativity

Channels to access the legal information	Nativity					
	Rural		**Urban**		**Semi- Urban**	
	Yes	No	Yes	No	Yes	No
Visiting law libraries	18 (23.68%)	58 (76.32%)	22 (25.58%)	64 (74.42%)	08 (21.05%)	30 (78.95%)
Browsing Internet	33 (43.42%)	43 (56.58%)	42 (48.84%)	44 (51.16%)	18 (47.37%)	20 (52.63%)
Mass Media	24 (31.58%)	52 (68.42%)	24 (27.91%)	62 (72.09%)	10 (26.32%)	28 (73.68%)
Faculty Members	27 (35.53%)	49 (64.47%)	31 (36.05%)	55 (63.95%)	15 (39.47%)	23 (60.53%)
Senior Students	10 (13.16%)	66 (86.84%)	18 (20.93%)	68 (79.07%)	09 (23.68%)	29 (76.32%)
Classmates/Friends	13 (17.11%)	63 (82.89%)	13 (15.12%)	73 (84.88%)	07 (18.42%)	31 (81.58%)

(Sources: Primary Data)

Table 17 shows the channels used by the law students to access legal information in terms of their nativity.

Rural Students

A majority of rural students browse internet (33, 43.42%) to access legal information followed by other two channels – faculty members (27, 35.53%) and mass media (24, 31.58%). The least used channel is senior students (10, 13.16%).

Urban Students

Browsing internet (42, 48.84%) is the most preferred channel used by urban students to access legal information. The other most used channels are faculty members (31, 36.05%) and mass media (24, 27.91%). The channel least used among urban students to access legal information is classmates /friends (13, 15.12%).

Semi-Urban Students

Browsing Internet (18, 47.37%) and Faculty members (15, 39.47%) are the channels most used by semi-urban students to access legal information. Only a least number of semi-urban students depend on classmates / friends (7, 18.42%) to get legal information.

9.18: METHOD OF LEARNING TO USE LEGAL INFORMATION SOURCES *Vs*. GENDER

Table 18: Method of learning to use legal information sources *Vs*. Gender

Method of learning to use legal information sources	Gender			
	Male		Female	
	Yes	No	Yes	No
Trial and error	22 (22.45%)	76 (77.55%)	35 (34.31%)	67 (65.69%)
Reading books/Journals	56 (57.14%)	42 (42.86%)	37 (36.27%)	65 (63.73%)
Instruction from library staff	51 (52.04%)	47 (47.96%)	37 (36.27%)	65 (63.73%)
Cyber café	53 (54.08%)	45 (45.92%)	39 (38.24%)	63 (61.76%)
ICT training Programme	23 (23.47%)	75 (76.53%)	31 (30.39%)	71 (69.61%)
Friends/Colleagues	15	83	23	79

| | (15.31%) | (84.69%) | (22.55%) | (77.45%) |

(Sources: Primary Data)

Table 18 shows that reading books / journals (56, 57.14%), cyber café (53, 54.08%) and instruction from library staff (51, 52.04%) are the methods used by most of the male students to learn to use legal information resources. The method least used by the male students to learn to use legal information sources is friends (15, 15.31%).

With regard to female students, cyber café (39, 38.24%), instruction from library staff and reading books/journals (37, 36.27%) and trial and error method (35, 34.31%) are the most used methods for learning to use various legal information sources. Only a least number of 23(22.55%) female students depend on friends to learn to use legal information sources.

9.19: AWARENESS AND USE OF OPEN ACCESS LEGAL INFORMATION RESOURCES *Vs*. YEAR

Table 19: Awareness and use of open access legal information resources *Vs*. Year

E-Resource	Year								
	III Year			IV Year			V Year		
	AU	ADU	NA	AU	ADU	NA	AU	ADU	NA
JUDIS (Judgement Information System)	59 (89.39%)	05 (7.58%)	02 (3.03%)	52 (81.25%)	11 (17.19%)	01 (1.56%)	57 (81.43%)	10 (14.29%)	03 (4.29%)
SUPLIS (Supreme Court Judges Library)	28 (42.42%)	37 (56.06%)	01 (1.52%)	10 (15.63%)	53 (82.81%)	01 (1.56%)	19 (27.14%)	47 (67.14%)	04 (5.71%)
OPEN JUDIS (Free Full texts of 23000 Indian supreme cases)	14 (21.21%)	22 (33.33%)	30 (45.45%)	16 (25.00%)	11 (17.19%)	37 (57.81%)	10 (14.29%)	31 (44.29%)	29 (41.43%)
INDIA	12	42	12	14	35	15	13	39	18

Gov (National Portal of India)	(18.18 %)	(63.64 %)	(18.18 %)	(21.88 %)	(54.69 %)	(23.44 %)	(18.57 %)	(55.71 %)	(25.71 %)
High court websites	16 (24.24 %)	21 (31.82 %)	29 (43.94 %)	16 (25%)	21 (32.81 %)	27 (42.19 %)	10 (14.29 %)	27 (38.57 %)	33 (47.14 %)
Indian Kanoon (Search engine for Indian Law)	08 (12.12 %)	22 (33.33 %)	36 (54.55 %)	10 (15.63 %)	29 (45.31 %)	25 (39.06 %)	04 (5.71%)	37 (52.86 %)	29 (41.43 %)
Legal Information Institute if India (LIII)	10 (15.15 %)	17 (25.76 %)	39 (59.09 %)	08 (12.50 %)	24 (37.50 %)	32 (50%)	06 (8.57%)	32 (45.71 %)	32 (45.71 %)

(Source: Primary Data)

Table 19 discloses the awareness and use of open access legal information resources in terms of year of study of the respondents.

Aware and Use

59 (89.39%) III year students, 52 (81.25%) IV year students and 57 (81.43%) V year students (57, 81.43%) are aware of JUDIS and use them. 28 (42.42%) III year students, 10 (15.63%) IV year students and 19 (27.14%) V year students know and use SUPLIS.

Aware but don't use

A majority of 42 (63.64%) III Year students, 35 (54.69%) IV year students and 39 (55.71%) V year students know about INDIA Gov but they don't use it. 37 (56.06%) III Year students, 53 (82.81%) IV year students and 47 (67.14%) V year students don't use SUPLIS though they are aware of it.

Not Aware

39 (59.9%) III Year students, 32 (50%) IV Year students and 32 (45.71%) V Year students are not at all aware of LIII database while 36 (54.55%) III Year students, 25 (39.06%)

IV Year students and 29 (41.43%) V Year students are not aware of the search engine – Indian Kanoon.

9.20 : WAM ANALYSIS : AWARENESS AND USE OF OPEN ACCESS LEGAL INFORMATION RESOURCES

Table 20 : WAM Analysis : Awareness and use of open access legal information resources

Open access legal information resources	III Year	IV Year	V Year
JUDIS (Judgements Information system)	1.14	1.20	1.23
SUPLIS (Supreme court judges library)	1.59	1.86	1.79
OPEN JUDIS (Free Full texts of 23000 Indian supreme cases)	2.24	2.33	2.27
INDIA Gov (National Portal of India)	2.00	2.02	2.07
High Court websites	2.20	2.17	2.33
Indian Kanoon (Search engine for indian law)	2.42	2.23	2.36
Legal Information Institute of India (LIII)	2.44	2.38	2.37

Table 20 shows that all the students of III Year, IV Year and V Year have high level of awareness and use of JUDIS followed by SUPLIS. These two open source legal information sources which are most used by the UG law students with the highest WAM. The least used open source legal information sources include Legal Information Institute of India (LIII) and Indian Kanoon for all the students irrespective of their year of study, with the least WAM values.

9.21: RATING OF ACCESSIBILITY OF LEGAL INFORMATION *Vs*. YEAR

Table 21: Rating of Accessibility of legal information *Vs*. Year

Rating of Accessibility of legal information	Year		
	III Year	IV Year	V Year
Highly Accessible	27 (40.91%)	33 (51.56%)	12 (17.14%)
Moderately Accessible	34 (51.52%)	23 (35.94%)	50 (71.43%)
Slightly Accessible	05 (7.58%)	08 (12.50%)	08 (11.43%)

(Source: Primary Data)

Table 21 shows that a majority of III year students (34, 51.52%) and V year students (50, 71.43%) opined that the legal information is moderately accessible in the library. But a majority of IV year students (33, 51.56%) opined that the legal information in the library is highly accessible. While 27 (40.91%) III year students and 12 (17.14%) V year students expressed that the legal information is highly accessible in the library, 23 (35.94%) IV year students expressed that the legal information is moderately accessible. Only a least number of students of III, IV and V year students felt that the legal information is slightly accessible.

9.22: LEVEL OF SATISFACTION ON INFORMATION OBTAINED FROM LIBRARY RESOURCES *Vs.* GENDER

Table 22: Level of satisfaction on information obtained from library resources *Vs.* Gender

Level of satisfaction	Gender		Total	Chi-Square
	Male	Female		
Highly Satisfied	48 (48.98%)	38 (37.25%)	86 (43%)	Chi-Square value = 4.385 df=2 Sig. = .112
Moderately Satisfied	43 (43.88%)	49 (48.04%)	92 (46%)	
Less Satisfied	07 (7.14%)	15 (14.71%)	22 (11%)	

(Source: Primary Data)

Table 22 shows that a majority of 92 (46%) students opined that they are moderately satisfied with the information obtained from library resources followed by 86 (43%) students who are highly satisfied and 22 (11%) students who are less satisfied. A majority of male students (48, 48.985) are highly satisfied but a majority of 49 (48.04%) female students are moderately satisfied with the information they obtain from library resources. A less number of male (7, 7.14%) and female (15, 14.71%) students are less satisfied with the information obtained from library resources.

Chi-Square Test

The Chi-square test reveals that there is no association between gender of the respondents and the level of satisfaction on information obtained from library resources as the p-value is more than the significant level of 0.05.

9.23: LEVEL OF SATISFACTION OF USING PRINT RESOURCES *Vs*. YEAR

Table 23: Level of satisfaction of using Print resources *Vs*. Year

Print resource	Year								
	III Year			IV Year			V Year		
	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Highly Satisfied	Moderately Satisfied	Slightly Satisfied
Text books	45 (68.18%)	15 (22.73%)	06 (9.09%)	43 (67.19%)	14 (21.88%)	07 (10.94%)	39 (55.71%)	28 (40%)	03 (4.29%)
Law books	33 (50%)	26 (39.39%)	07 (10.61%)	21 (32.81%)	33 (51.56%)	10 (15.63%)	26 (37.14%)	37 (52.86%)	07 (10%)
Law reports	24 (36.36%)	21 (31.82%)	21 (31.82%)	18 (28.13%)	16 (25%)	30 (46.88%)	19 (27.14%)	28 (40%)	23 (32.86%)
Acts of Parliament	16 (24.24%)	30 (45.45%)	20 (30.30%)	16 (25%)	24 (37.50%)	24 (37.50%)	10 (14.29%)	31 (44.29%)	29 (41.43%)
Law Journals	14 (21.21%)	31 (46.97%)	21 (31.82%)	12 (18.75%)	36 (56.25%)	16 (25.00%)	09 (12.86%)	24 (34.29%)	37 (52.86%)
Statutes	13 (19.70%)	32 (48.48%)	21 (31.82%)	14 (21.88%)	27 (42.19%)	23 (35.94%)	09 (12.86%)	24 (34.29%)	37 (52.86%)
Government Publications	14 (21.21%)	31 (46.97%)	21 (31.82%)	13 (20.31%)	30 (46.88%)	21 (32.81%)	08 (11.43%)	23 (32.86%)	39 (55.71%)
Updates of court rules	12 (18.18%)	26 (39.39%)	28 (42.42%)	09 (14.06%)	31 (48.44%)	24 (37.50%)	05 (7.14%)	27 (38.57%)	38 (54.29%)
Constitutional Information	25 (37.88%)	20 (30.30%)	21 (31.82%)	13 (20.31%)	26 (40.63%)	25 (39.06%)	16 (22.86%)	32 (45.71%)	22 (31.43%)
Newspapers	26 (39.39%)	23 (37.85%)	17 (25.76%)	17 (26.56%)	22 (34.38%)	25 (39.06%)	22 (31.43%)	22 (31.43%)	26 (37.14%)
Bye-Laws	23 (34.85%)	19 (28.79%)	24 (36.36%)	14 (21.88%)	28 (43.75%)	22 (34.38%)	14 (20%)	25 (35.71%)	31 (44.29%)
Judgements	19 (28.79%)	21 (31.82%)	26 (39.39%)	16 (25%)	24 (37.50%)	24 (37.50%)	11 (15.71%)	28 (40%)	31 (44.29%)

(Source: Primary Data)

Table 23 shows the level of satisfaction of print resources among III, IV and V year students.

A majority of 45 students of III Year, 43 students of IV year and 39 students of V year are highly satisfied with textbooks while 33 III year students, 21 IV year students and 26 V year students are highly satisfied with law books.

While 32 III year students, 27 IV year students and 24 V year students are moderately satisfied with Statutes, 31 III year students, 36 IV year students and 24 V year students are so with law journals.

A majority of 28 III year students, 24 IV year students and 38 V year students are slightly satisfied with updates of court rules followed by 21 III year students, 21 IV year students and 39 V year students who are slightly satisfied with government publications.

9.24 : KRUSKAL WALLIS TEST YEAR OF STUDY *Vs*. LEVEL OF SATISFACTION OF PRINT RESOURCES

Table 24   : Kruskal Wallis Test Year of Study Vs. Level of Satisfaction of Print resources

Print resources	One Sample KS Test		Kruskal Wallis Test			Result	
	KS Value	Sig.	Chi-Square	df	Sig,		
Textbooks	5.540	.000	1.539	2	.463	H_0 Rejected	Significant
Law books	3.717	.000	3.941	2	.139	H_0 Rejected	Significant
Law reports	3.431	.000	2.702	2	.259	H_0 Rejected	Significant
Acts of Parliament	3.351	.000	2.775	2	.250	H_0 Rejected	Significant
Law Journals	3.398	.000	90882	2	.007	H_0 Accepted	Not Significant
Statutes	3.675	.000	6.583	2	.037	H_0 Accepted	Not Significant
Government publications	3.676	.000	9.855	2	.007	H_0 Accepted	Not Significant
Updates of court rules	4.056	.000	4.978	2	.083	H_0 Rejected	Significant
Constitutional information	3.160	.000	3.162	2	.206	H_0 Rejected	Significant

Newspapers	3.195	.000	3.612	2	.164	H_0 Rejected	Significant
Bye-Laws	3.524	.000	2.628	2	.269	H_0 Rejected	Significant
Judgements	3.678	.000	1.943	2	.379	H_0 Rejected	Significant

(Source: Computed Data)

Note. Scale Used : 1 – Highly Satisfied ; 2 – Moderately Satisfied 3 = Slightly Satisfied

To test whether there is a significant difference between year of study of the respondents and their level of satisfaction of print resource, a Kruskal Wallis Test was conducted.

Table 24 provides the results of KW test and reveals that

a) There is a significant difference between year of study of the respondents and their level of satisfaction of textbooks, law books, law reports, acts of parliament, updates of court rules, constitutional information, newspapers, bye-laws and judgments since p value is equal to or more than the significant value of 0.05. The null hypothesis is rejected.

b) There is no significant difference between year of study of the respondents their level of satisfaction of law journals, statutes and government publications since the p-value is less than the significant level of 0.05. The null hypothesis is accepted.

9.25 LEVEL OF SATISFACTION OF USING E-RESOURCES *Vs.* GENDER

Table 25: Level of satisfaction of using E-resources *Vs.* Gender

Print resource	Gender					
	Male			Female		
	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Highly Satisfied	Moderately Satisfied	Slightly Satisfied
Internet	49 50.00%)	23 (23.47%)	26 26.53%)	36 (35.29%)	42 (41.18%)	24 (23.53%)
Legal databases	20 20.41%)	40 (40.82%)	38 (38.78%)	26 (25.49%)	41 (40.20%)	35 (34.31%)
E-Journals	13 (13.27%)	38 (38.78%)	47 (47.96%)	14 13.73%)	43 (42.16%)	45 (44.12%)
E-Judgements	20 20.41%)	30 (30.61%)	48 (48.98%)	23 22.55%)	35 (34.31%)	44 (43.14%)
E-Books	16 16.33%)	34 (34.69%)	48 (48.98%)	15 (14.71%)	49 (48.04%)	38 (37.25%)
E-Case summaries	10 10.20%)	38 (38.78%)	50 (51.02%)	22 (21.57%)	32 (31.37%)	48 (47.06%)

(Source: Primary Data)

Table 25 shows that a majority of 49 (50%) male students and 36 (35.29%) female respondents are highly satisfied with Internet while 20 (20.41%) male students and 26 (25.49%) female students are highly satisfied with legal databases.

The resources which give moderate satisfaction to the male respondents include legal databases (40.82%), e-journals (38, 38.78%), e-case summaries (38, 38.78%) and e-books (34, 34.69%). In the case of female students, the e-resources like e-books (49, 48.045), e-journals (43, 42.16%), internet (42, 41.18%) provide moderate satisfaction.

While 50 (51.02%) male respondents are slightly satisfied with e-case summaries, 48 (48.98%) of them are so with e-books and e-judgements and e-journals (47, 47.96%). The female students are slightly satisfied with e-case summaries (48, 47.06%), e-journals (45, 44.12) and e-judgements (44, 43.14%).

9.26 MANN WHITNEY U TEST : LEVEL OF SATISFACTION OF USING E-RESOURCES

Table 26 : Mann Whitney U Test : Level of satisfaction of using E-resources

E-resources	One Sample KS Test		MW U Test		Result	
	KS Value	Sig.	MW U Value	Sig.		
Internet	3.852	.000	4533.000	.224	H_0 Rejected	Significant
Legal databases	3.352	.000	4665.000	.384	H_0 Rejected	Significant
E-Journals	4.131	.000	4819.500	.633	H_0 Rejected	Significant
E-Judgements	4.123	.000	4711.000	.449	H_0 Rejected	Significant
E-Books	3.883	.000	4549.000	.233	H_0 Rejected	Significant
E-Case summaries	4.359	.000	4542.000	.223	H_0 Rejected	Significant

(Source : Computed Data)

Note. Scale : Highly Satisfied =1, Moderately Satisfied = 2 and Slightly Satisfied = 3

To test whether there is a significant difference between gender of the respondents and their level of satisfaction of using e-resources, Mann Whitney U Test was conducted. Table 26 provides the results of MW U Test and reveals that there is a significant difference between gender and level of satisfaction of e-resources since p value is more than the significant value of 0.05 for all the variables. So, the null hypothesis is rejected.

9.27 OVERALL SATISFACTION OF LIBRARY RESOURCES *Vs.* GENDER

Table 27: Overall satisfaction of Library resources *Vs.* Gender

Overall satisfaction of Library resources	Gender	
	Male	**Female**
Fully satisfied	47(47.96%)	37(36.27%)
Moderately Satisfied	49(50.00%)	57(55.88%)
Less satisfied	02(2.04%)	08(7.84%)

(Source: Primary Data)

Table 27 reveals that a majority of 49 (50%) male students and a majority of 57 (55.88%) female respondents are moderately satisfied with the library resources taken together. It is followed by 47 (47.96%) male students and 37 (36.27%) female respondents who are fully satisfied with the library resources – print an electronic. Only 2 % of male students and 8% of female students are less satisfied with library resources.

9.28 PROBLEMS FACED IN ACCESSING THE LIBRARY RESOURCES *Vs*. GENDER

Table 28: Problems faced in accessing the library resources *Vs*. Gender

Problems faced in accessing the library resources	Gender			
	Male		**Female**	
	Yes	**No**	**Yes**	**No**
Difficulty in finding relevant information	38 (38.78%)	60 (61.22%)	28 (27.45%)	74 (72.55%)
Library time is not suitable	19 (19.39%)	79 (80.61%)	15 (14.71%)	87 (85.29%)
Infrastructure is not sufficient	14 (14.29%)	84 (85.71%)	23 (22.55%)	79 (77.45%)
Library staff are not supportive	09(9.18%)	89 (90.82%)	17 (16.67%)	85 (83.33%)
Lack of adequate legal information materials	24 (24.49%)	74 (75.51%)	26 (25.49%)	76 (74.51%)
Resources are not in the right place or not well arranged	12 (12.24%)	86(87.76%)	18(17.65%)	84(82.35%)
Erratic power supply	11(11.22%)	87(88.78%)	23(22.55%)	79(77.45%)
No current law texts/ Existence of many old books	15(15.31%)	83(84.69%)	17(16.67%)	85 (83.33%)
No electronic /digital library	09(9.18%)	89(90.82%)	19(18.63%)	83(81.37%)
Locating information in law texts	14(14.29%)	84(85.71%)	18(17.65%)	84(82.35%)
Opening time of library delayed	12(12.24%)	86(87.76%)	15(14.71%)	87(85.29%)
More time taken for book issue	14(14.29%)	84(85.71%)	19(18.63%)	8381.37%)
Inadequate reference books	17(17.35%)	81(82.65%)	24(23.53%)	78(76.47%)

Condition of books is not good	10(10.20%)	88(89.80%)	18(17.65%)	84(82.35%)
Inadequate Book Volumes	33(33.67%)	65(66.33%)	22(21.57%)	80(78.43%)
Non-availability of latest journals	48(48.98%)	50(51.02%)	39(38.24%)	63(61.76%)
Inadequate number of journals	51(52.04%)	47(47.96%)	45(44.12%)	57(55.88%)

(Source: Primary Data)

Table 28 shows the problems faced by male and female UG law students in accessing library resources.

Male students

Inadequate number of journals (51, 52.04%), non-availability of latest journals (48, 48.98%) and difficulty in finding relevant information (38, 38.78%) are the major problems faced by the male students in accessing library resources. While lack of adequate legal information materials is the problem for 24 (24.49%) male students, only a least number of them face problems like 'non-supportive library staff' (9, 9.18%), non-availability of digital library (9, 9.18%) and 'condition of book is not good' (10, 10.20%) while accessing library resources.

Female Students

The major problems for female students in accessing library resources include inadequate number of journals (45, 44.12%), non-availability of latest journals (39, 38.24%), difficulty in finding relevant information (28, 27.45%) and erratic power supply (23, 22.55%). Only a less number of female students face problems like 'library time is not suitable' (15, 14.71%), opening time of library delayed (15, 14.71%) while accessing the library resources.

9.29 AWARENESS AND USE OF LIBRARY SERVICES *Vs*. YEAR

Table 29: Awareness and use of Library Services *Vs*. Year

Library Service	Year								
	III Year			IV Year			V Year		
	AU	ADU	NA	AU	ADU	NA	AU	ADU	NA
Borrowing facility	61(92.42%)	02(3.03%)	03 (4.55%)	59(92.19%)	03 (4.69%)	02 (3.13%)	50 71.43%)	19 27.14%)	01 (1.43%)

Reference Service	34(51.52%)	31(46.7%)	01(1.52%)	19(29.69%)	44(68.75%)	01(1.56%)	20(28.57%)	49(70%)	01(1.43%)
New Arrivals Display Service	21(31.82%)	23(34.85%)	22(33.33%)	14(21.88%)	21(32.81%)	29(45.31%)	09(12.86%)	33(47.14%)	28(40%)
Inter-Library Loan	10(15.15%)	47 71.21%)	09(13.64%)	9(14.06%)	33(51.56%)	22(34.38%)	09(12.86%)	31(44.29%)	30(42.86%)
Textbook loan facility	17(25.76%)	28 42.42%)	21(31.82%)	12(18.75%)	27(42.19%)	25(39.06%)	08(11.43%)	30(42.86%)	32(45.71%)
CD-ROM facility	09(13.64%)	35 53.03%)	22(33.33%)	13(20.31%)	32(50%)	19(29.69%)	10(14.29%)	23(32.86%)	37(52.86%)
OPAC facility	17 (25.76%)	18 27.27%)	31(46.97%)	11(17.19%)	23(35.94%)	30(46.88%)	14(20%)	24(34.29%)	32(45.71%)
Bibliographic Service	13 (19.70%)	27 40.91%)	26(39.39%)	7(10.94%)	27(42.19%)	30(46.88%)	07(10%)	27(38.57%)	36(51.43%)
Current Awareness Service	15 (22.73%)	14(21.21%)	37(56.06%)	14(21.88%)	20(31.25%)	30(46.88%)	07(10%)	25(35.71%)	38(54.29%)
SDI	10 (15.15%)	26 39.39%)	30(45.45%)	15(23.44%)	26(40.63%)	23(35.94%)	15(21.43%)	27(38.57%)	28(40%)
Photocopying Service	13 (19.70%)	19 28.79%)	34(51.52%)	27(42.19%)	18(28.13%)	19(29.69%)	15(21.43%)	36(51.43%)	19(27.14%)
Referral Service	15 (22.73%)	23 34.85%)	28(42.42%)	18(28.13%)	27(42.19%)	19(29.69%)	13(18.57%)	22(31.43%)	35(50%)
Alert Service	19 (28.79%)	15 22.73%)	32(48.48%)	21(32.81%)	26(40.63%)	17(26.56%)	22(31.43%)	17(24.29%)	31(44.29%)
Notice Board Service	32 (48.48%)	16 24.24%)	18(27.27%)	32(50%)	20(31.25%)	12(18.75%)	24(34.29%)	30(42.86%)	16(22.86%)
Internet Service	46 (69.70%)	16 24.24%)	04(6.06%)	41(64.06%)	23(35.94%)	-	51(72.86%)	18(25.71%)	01(1.43%)

Table of Contents Service	32 (48.48%)	13 19.70%)	21(31.82%)	28(43.75%)	18(28.13%)	18(28.13%)	23(32.86%)	25(35.71%)	22(31.43%)

(Source: Primary Data)

Table 29 shows the awareness and use of various library services by the undergraduate law students in respect of their year of study.

III Year Students

A majority of 61 (92.42%) students know and utilize borrowing service of the library. It is followed by 46 (69.70%) students who use internet service and 34 (51.52%) students who use reference service. 47 (71.21%) students know but don't utilize inter library loan service while 35 (35.03%) students know but don't use CD-ROM facility. A majority of 37 (56.06%) students are not at all aware of CAS whereas 34 (51.52%) students are not aware of photocopying service and 32 (48.48%) students are not aware of alert service.

IV Year Students

59 (92.19%) students from IV year are aware of borrowing facility and they make use of the service. It is followed by 41 (64.06%) students who know and utilize internet service, 32 (50%) students who know and use notice board service. A majority of 44 (68.75%) respondents are aware of reference service but they don't use followed by 33 (51.56%) students who know but don't use inter-library loan and 32 (50%) students who know but don't utilize CD-ROM facility. The services which are not at all known to IV year students include OPAC facility (30, 46.88%), Bibliographic Service (30, 46.88%) and CAS (30, 46.88%).

V Year Students

Borrowing facility (50, 71.43%), internet service (51, 72.86%) and notice board service (24, 34.29%) are the services quite known and made use of by the V year students. Reference service (49, 70%), photocopying service (36, 51.43%), new arrivals display service (33, 47.14%) and inter-library loan (31,44.29%) are the services known to the students but they don't make use of them. CAS (38, 54.29%), bibliographic service (36, 51.43%), CD-ROM facility (37, 52.86%) and referral service (35, 50%) are the library services are not at all known to V year students.

9.30 WAM ANALYSIS : AWARENESS AND USE OF LIBRARY SERVICES

Table 30 : WAM Analysis : Awareness and use of Library Services

Library Services	III Year	IV Year	V Year
Borrowing facility	1.12	1.11	1.30
Reference service	1.50	1.72	1.73
New arrivals display service	2.02	2.23	2.27
Inter-Library Loan	1.98	2.20	2.30
Textbook loan facility	2.06	2.20	2.34
CD-ROM facility	2.20	2.09	2.39
OPAC facility	2.21	2.30	2.26
Bibliographic services	2.20	2.36	2.41
Current Awareness Services (CAS)	2.33	2.25	2.44
Selective Dissemination of Information Service (SDI)	2.30	2.13	2.19
Photocopying service	2.32	1.88	2.06
Referral Service	2.20	2.02	2.31
Alert Service	2.20	1.94	2.13
Notice Board Service	1.79	1.69	1.89
Internet Service	1.36	1.36	1.29
Table of Contents Service	1.83	1.84	1.99

(Source : Computed Data)

Table 30 shows the WAM values for the awareness and use of various library services among the III year, IV year and V year students.

The library services which are known to most number of III year students include borrowing facility 1.12), Internet Service (1.36), reference service (1.50) and table of contents service (1.83). The library services which are known to least number of III Year students include Current Awareness Service (2.33), Photocopying service (2.32) and SDI (2.30).

The library services like borrowing facility(1.11), internet service (1.36), notice board service (1.69) , reference service (1.72) and table of contents service (1.84) are the most known and most used among the IV year students. Only the least number of students are aware of library services like bibliographic services (2.36), OPAC facility (2.30) and CAS (2.25).

In respect of V year students, most of them are aware and use various library services like Internet service (1.29), borrowing facility (1.30), reference service (1.73) and notice

board service (1.89). The least number of V year students know and make use of such library services as CAS (2.44), Bibliographic service (2.41), CD-ROM facility (2.39) and Textbook loan facility (2.34).

9.31 LEVEL OF USAGE OF INFORMATION SERVICE *Vs*. NATIVITY

Table 31 Level of usage of information service *Vs*. Nativity

Informati on Service	Nativity								
	Rural			**Urban**			**Semi-Urban**		
	MU	**NU**	**OU**	**MU**	**NU**	**OU**	**MU**	**NU**	**OU**
Borrowing facility	46 (60.53%)	22 (28.95%)	08 (10.53%)	47 (54.65%)	28 (32.56%)	11 (12.79%)	21 (55.26%)	10.00 (26.32%)	07 (18.42%)
Reference Service	25 (32.89%)	38 (50.00%)	13 (17.11%)	34 (39.53%)	33 (38.37%)	19 (22.09%)	10 (26.32%)	19 (50.00%)	09 (23.68%)
New Arrivals Display Service	14 (18.42%)	30 (39.47%)	32 (42.11%)	22 (25.58%)	44 (51.16%)	20 (23.26%)	04 (10.53%)	16 (42.11%)	18 (47.37%)
Inter-Library Loan	12 (15.79%)	33 (43.42%)	31 (40.79%)	16 (18.60%)	34 (39.53%)	36 (41.86%)	06 (15.79%)	16 (42.11%)	16 (42.11%)
Textbook loan facility	09 (11.84%)	28 (36.84%)	39 (51.32%)	08 (9.30%)	41 (47.67%)	37 (43.02%)	06 (15.79%)	16 (42.11%)	16 (42.11%)
CD-ROM facility	13 (17.11%)	26 (34.21%)	37 (48.68%)	20 (23.26%)	36 (41.86%)	30 (34.88%)	04 (10.53%)	17 (44.74%)	17 (44.74%)
OPAC facility	15 (19.74%)	29 (38.16%)	32 (42.11%)	14 (16.28%)	34 (39.53%)	38 (44.19%)	05 (13.16%)	10 (26.32%)	23 (60.53%)
Bibliogra phic	14	31	31	13	31	42	05	14	19

Service									
Service	(18.42%)	(40.79%)	(40.79%)	(15.12%)	(36.05%)	(48.84%)	(13.16%)	(36.84%)	(50.00%)
Current Awareness Service (CAS)	13 (17.11%)	22 (28.95%)	41 (53.95%)	09 (10.47%)	38 (44.19%)	39 (45.35%)	07 (18.42%)	10 (26.32%)	21 (55.26%)
Selective Dissemination of Information Service (SDI)	10 (13.16%)	33 (43.42%)	33 (43.42%)	13 (15.12%)	35 (40.70%)	38 (44.19%)	06 (15.79%)	17 (44.74%)	15 (39.47%)
Photocopying Service	12 (15.79%)	28 (36.84%)	36 (47.37%)	14 (16.28%)	32 (37.21%)	40 (46.51%)	08 (21.05%)	13 (34.21%)	17 (44.74%)
Referral Service	15 (19.74%)	26 (34.21%)	35 (46.05)	18 (20.93%)	26 (30.23)	42(48.84%)	08 (21.05%)	16 (42.11%)	14 (36.84%)
Alert Service	19 (25%)	25 (32.89%)	32 (42.11%)	18 (20.93%)	36 (41.86%)	32 (37.21%)	06 (15.79%)	16 (42.11%)	16 (42.11%)
Notice Board Service	23 (30.26%)	27 (35.53%)	26 (34.21%)	31 (36.05%)	24 (27.91%)	31 (36.05%)	15 (39.47%)	13 (34.21%)	10 (26.32%)
Internet Service	30 (39.47%)	25 (32.89%)	21 (27.63%)	43 (50%)	25 (29.07%)	18 (20.93%)	12 (31.58%)	15 (39.47%)	11 (28.95%)
Table of Contents Service	28 (36.84%)	30 (39.47%)	18 (23.68%)	35 (40.70%)	24 (27.91%)	27 (31.40%)	19 (50%)	11 (28.95%)	08 (21.05%)

(Source: Primary Data) Note. MU = Maximum Use; NU = Normal Use ; OC = Occasional Use

Table 31 describes about the use of information services among the rural, urban and semi-urban students.

Rural students

A majority of 46 (60.53%) rural students have maximum use of borrowing facility followed by 30 (39.47%) students who use internet service and 28 (36.84%) students who use table of contents service.

Reference Service (38, 50%), inter-library loan (33, 43.42%), SDI (33, 43.42%) and bibliographic service (31, 40.79%) are the library services that are put into normal use by a majority of rural students.

The library services which are occasionally used by rural students are CAS (41, 53.955), textbook loan facility (39, 51.32%) and CD-ROM facility (37, 48.68%).

Urban Students

A majority of 47 (54.65%) urban students have maximum use of borrowing facility followed by 43 (50%) students who use internet service and 35 (40.70%) students who use table of contents service.

New arrivals display service (44, 51.16%), textbook loan facility (41, 47.67%), CAS (38, 44.19%) and CD-ROM facility (36, 41.86%) are the library services that are put into normal use by a majority of urban students.

The library services which are occasionally used by urban students are Bibliographic service (42, 48.84), referral service (42, 48.84%), photocopying service (40, 46.51%) and CAS (39, 45.35%).

Semi-Urban Students

A majority of 21 (55.26%) semi-urban students have maximum use of borrowing facility followed by 19 (50%) students who use table of contents service and 15 (39.47%) students who use notice board service.

Reference Service (19, 50%), CD-ROM facility (17, 44.74%) and SDI (17, 44.74) are the library services that are put into normal use by a majority of semi-urban students.

The library services which are occasionally used by semi-urban students are OPAC facility (23, 60.53%), CAS (21, 55.26%), Bibliographic service (19, 50%) and New Arrivals display service (18, 47.37%).

9.32 WAM ANALYSIS: LEVEL OF USAGE OF LIBRARY SERVICES

Table 32 : WAM Analysis : Level of usage of Library services

Library Services	III Year	IV Year	V Year
Borrowing facility	1.50	1.58	1.63
Reference Service	1.84	1.83	1.97

New Arrivals Display Service	2.24	1.98	2.37
Inter-Library Loan	2.25	2.23	2.26
Textbook loan facility	2.39	2.34	2.26
CD-ROM facility	2.32	2.12	2.34
OPAC facility	2.22	2.28	2.47
Bibliographic services	2.22	2.34	2.37
Current Awareness Service (CAS)	2.37	2.35	2.37
Selective Dissemination of Information Service (SDI)	2.30	2.29	2.24
Photocopying Service	2.32	2.30	2.24
Referral Service	2.26	2.28	2.16
Alert Service	2.17	2.16	2.26
Notice Board Service	2.04	2.00	1.87
Internet Service	1.88	1.71	1.97
Table of contents service	1.87	1.91	1.71

(Source : Computed Data)

Table 32 makes it clear that the library service which is in maximum use among the students is borrowing facility. The next set of services which are in maximum use include reference service (1.84), table of content service (1.87) and internet service (1.88) among III Year students, internet service (1.71), reference service (1.83) and table of contents service (1.91) among IV year students and table of contents service (1.71), notice board service (1.87) and internet and reference services (1.97) among V year students.

The services which are occasionally used include textbook loan facility (2.39), CD-ROM facility (2.32), Photocopying service (2.32) and SDI (2.30) among the third year students, CAS (2.35), Bibliographic services (2.34), textbook loan facility (2.34) and photocopying service (2.30) among fourth year students and OPAC facility (2.47), new arrivals display service (2.37), CAS (2.37) and bibliographic service (2.37) among the fifth year students.

9.33 SATISFACTION OF INFORMATION SERVICE *Vs.* GENDER

Table 33: Satisfaction of Information Service *Vs.* Gender

Information Service	Gender					
	Male			Female		
	HS	MS	SS	HS	MS	SS
Borrowing facility	51 (52.04%)	28 (28.57%)	19 (19.39%)	60 (58.82%)	21 (20.59%)	21 (20.59%)
Reference Service	30 (30.61%)	43 (43.88%)	25 (25.51%)	28 (27.45%)	58 (56.86%)	16 (15.69%)
New Arrivals Display Service	19 (19.39%)	42 (42.86%)	37 (37.76%)	26 (25.49%)	39 (38.24%)	37 (36.27%)
Inter-Library Loan	18 (18.37%)	38 (38.78%)	42 (42.86%)	16 (15.69%)	44 (43.14%)	42 (41.18%)
Textbook loan facility	22 (22.45%)	35 (35.71%)	41 (41.84%)	15 (14.71%)	42 (41.18%)	45 (44.12%)
CD-ROM facility	21 (21.43%)	32 (32.65%)	45 (45.92%)	28 (27.45%)	47 (46.08%)	27 (26.47%)
OPAC facility	18 (18.37%)	34 (34.69%)	46 (46.94%)	23 (22.55%)	43 (42.16%)	36 (35.29%)
Bibliographic Service	21 (21.43%)	36 (36.73%)	41 (41.84%)	12 (11.76%)	45 (44.12%)	45 (44.12%)
CAS	22 (22.45%)	32 (32.65%)	44 (44.90%)	19 (18.63%)	35 (34.31%)	48 (47.06%)
SDI	24 (24.49%)	31 (31.63%)	43 (43.88%)	38 (37.25%)	40 (39.22%)	24 (23.53%)
Photocopying Service	23 (23.47%)	37 (37.76%)	38 (38.78%)	27 (26.47%)	50 (49.02%)	25 (24.51%)
Referral Service	20 (20.41%)	43 (43.88%)	35 (35.71%)	17 (16.67%)	44 (43.14%)	41 (40.20%)
Alert Service	28 (28.57%)	31 (31.63%)	39 (39.80%)	27 (26.47%)	37 (36.27%)	38 (37.25%)
Notice Board Service	35 (35.71%)	36 (36.73%)	27 (27.55%)	28 (27.45%)	42 (41.18%)	32 (31.37%)

	HS	MS	SS	HS	MS	SS
Internet Service	34 (34.69%)	33 (33.67%)	31 (31.63%)	30 (29.41%)	46 (45.10%)	26 (25.49%)
Table of Contents Service	21 (21.43%)	34 (34.69%)	43 (43.88%)	23 (22.55%)	49 (48.04%)	30 (29.41%)

(Source: Primary Data) Note. HS = Highly Satisfied; MS = Moderately Satisfied ; SS = Slightly Satisfied

Table 33 shows the level of satisfaction of library services among the male and female UG law students.

Male Students

51 (52.04%) male students are highly satisfied with borrowing facility and 35 (35.71%) are highly satisfied with notice board service. While 34 (34.69%) are highly satisfied with internet service, 28 (28.57%) are highly satisfied with alert service.

While 43 (43.88%) students are moderately satisfied with reference service and referral service, 42 (42.86%) are moderately satisfied with new arrivals display service. 38 (38.78%) are moderately satisfied with Inter-library loan facility, 37 (37.76%) are so with photocopying service.

46 (46.94%) male students are slightly satisfied with OPAC facility and 45 (45.92%) are slightly satisfied with CD-ROM facility. While 43 (43.88%) are slightly satisfied with table of contents service and SDI service, 42 (42.86%) are slightly satisfied with interlibrary loan.

Female Students

60 (58.82%) female students are highly satisfied with borrowing facility and 38 (37.25%) are highly satisfied with SDI service. While 30 (29.41%) are highly satisfied with internet service, 28 (27.45%) are highly satisfied with noticed board service, CD ROM facility and reference service.

While 58 (56.86%) students are moderately satisfied with reference service, 50 (49.02%) are moderately satisfied with photocopying service. 49 (48.04%) are moderately satisfied with table of contents service, 47(46.08%) are so with CD-ROM facility.

48 (47.06%) female students are slightly satisfied with CAS and 45 (44.12%) are slightly satisfied with bibliographic service and textbook loan facility. While 42 (41.18%)

are slightly satisfied with inter-library loan, 41 (40.20%) are slightly satisfied with referral service.

9.34 MANN WHITNEY U TEST : LEVEL OF SATISFACTION OF LIBRARY SERVICES

Table 34 : Mann Whitney U Test : Level of satisfaction of Library Services

Library Services	One Sample KS Test		MW U Test		Result	
	KS Value	Sig.	MW U Value	Sig.		
Borrowing facility	4.899	.000	4753.500	.506	H_0 Rejected	Significant
Reference Service	3.653	.000	4775.000	.552	H_0 Rejected	Significant
New Arrivals Display Service	3.392	.000	4748.500	.514	H_0 Rejected	Significant
Inter-Library Loan	3.797	.000	4990.000	.983	H_0 Rejected	Significant
Textbook loan facility	3.875	.000	4864.500	.408	H_0 Rejected	Significant
CD-ROM facility	3.315	.000	4071.500	.016	H_0 Accepted	Not Significant
OPAC facility	3.714	.000	4412.000	.124	H_0 Rejected	Significant
Bibliographic Service	3.878	.000	4627.500	.326	H_0 Rejected	Significant
CAS	4.120	.000	4809.000	.618	H_0 Rejected	Significant
SDI	3.142	.000	3872.000	.003	H_0 Accepted	Not Significant
Photocopying Service	3.104	.000	4360.500	.095	H_0 Rejected	Significant
Referral Service	3.474	.000	4699.500	.431	H_0 Rejected	Significant
Alert Service	3.535	.000	4970.500	.943	H_0 Rejected	Significant
Notice Board Service	2.966	.000	4576.000	.273	H_0 Rejected	Significant
Internet Service	3.002	.000	4978.000	.959	H_0 Rejected	Significant
Table of Contents Service	3.351	.000	4398.500	.116	H_0 Rejected	Significant

(Source : Computed Data)

Note : Scale : Highly Satisfied =1, Moderately Satisfied = 2 and Slightly Satisfied = 3

To test whether there is a significant difference between gender of the respondents and their level of satisfaction with various library services, Mann Whitney U Test was conducted. Table 34 provides the results of MW U Test and reveals that

a) there is no significant difference between gender and level of satisfaction of two library services i.e. CD-ROM facility and SDI since p value is less than the significant value of 0.05 for all the variables. So, the null hypothesis is accepted.

b) there is a significant difference between gender and level of satisfaction of all other library services since p value is more than the significant value of 0.05 for all those variables. So, the null hypothesis is rejected.

9.35 OVERALL SATISFACTION OF LIBRARY SERVICES *Vs.* GENDER

Table 35 : Overall Satisfaction of Library Service *Vs.* Gender

Level of Satisfaction	Gender		Total	Chi-Square
	Male	Female		
Highly satisfied	37 (37.76%)	33 (32.35%)	70	Chi-Square Value = 2.149 df=2 Sig. = .341
Moderately Satisfied	57 (58.16%)	60 (58.82%)	117	
Slightly satisfied	04 (4.08%)	09 (8.82%)	13	

(Source: Primary Data and Computed Data)

Table 35 shows the overall satisfaction of library services among the male and female students. A majority of 57 (58.16%) male students and a majority of 60 (58.82%) female students are moderately satisfied with the library services. While 37 (37.76%) male students and 33 (32.35%) female students are highly satisfied with library services, just 4.08% of male students and 8.82% of female students are slightly satisfied with the library services.

Chi-Square Test

To test whether there is an association between gender of the respondents and their overall satisfaction of library services, a chi-square statistics was conducted. Table 4.35 provides the results of chi-square statistics and reveals that there is no association between gender of the students and their overall satisfaction of library services as p-value is more than the significant level of 0.05. Thus, the null hypothesis is accepted.

9.36 ADEQUACY OF LIBRARY FACILITIES *Vs.* GENDER

Table 36: Adequacy of Library facilities *Vs*. Gender

Library facilities	Gender			
	Male		Female	
	Adequate	Not adequate	Adequate	Not adequate
Physical Infrastructure	87 (88.78%)	11 (11.22%)	88 (86.27%)	14 (13.73%)
Working Hours	57 (58.16%)	41 (41.84%)	42 (41.18%)	60 (58.82%)
Reading room facilities	67 (68.37%)	31 (31.63%)	67 (65.69%)	35 (34.31%)
Environment	46 (46.94%)	52 (53.06%)	37 (36.27%)	65 (63.73%)
General facilities (air, water, lighting)	70 (71.43%)	28 (28.57%)	67 (65.69%)	35 (34.31%)

(Source: Primary Data)

Table 36 reveals the comments of male and female UG law students on the adequacy of library facilities.

A majority of 87 (88.78%) male students and 88 (86.27%) female students opined that library physical infrastructure facility is adequate. While reading room facilities are adequate for 67 (68.37%) male students and 67 (65.69%) female students, library general facilities like air, water, lighting etc. are adequate for 70 (71.43%) male students and 67 (65.69%) female students.

Library environment is conducive for 46 (46.94%) male students and not so for 52 (53.06%) male students. Library environment is conducive for 37 (36.2%) female students and not conducive for 65 (63.73%) female students. Library working hours is not adequate for 41 (41.84%) male students and 60 (58.82%) female students.

9.37 SUGGESTIONS FOR IMPROVING THE LIBRARY SERVICE

Table 37: Suggestions for improving the Library Service

Suggestions for improving the Library Service	No.	% (200)
Provision of modern library facilities	103	51.5
Provision of computers with internet facilities	142	71.0
Provision of index to law reports	151	75.5
Provision of more current legal materials	151	75.5
Provision of electronic resources and on-line legal databases	155	77.5
Provision of government publications	139	69.5
Conduct of User orientation programme	140	70.0

Demos of online legal resources by external experts	160	80.0
Air-conditioning of the library	113	56.5
More computers in the library with high speed internet connection	104	52.0

(Source: Primary Data)

Table 37 shows the suggestions given by the respondents to improve the library services in the law library at Govt. Law College, Coimbatore.

A majority of 80% (160) of the students want the library to conduct demos of online legal sources by external experts. It is followed by 77.5% (155) of the students who expect the library to provide more electronic resources and online legal databases and 75.5 % (151) of the students who want the library to provide index to law reports and more current legal materials. The least number of students want the library to have more computers (52%), modern library facilities (51.5%) and air-conditioning (56.5%).

9.38 OVERALL ASSESSMENT OF THE COLLEGE LIBRARY *Vs.* GENDER

Table 38: Overall assessment of the college library *Vs.* Gender

Overall assessment of the college library	Gender	
	Male	**Female**
Excellent	38 (38.78%)	27 (26.47%)
Good	49 (50.00%)	61 (59.80%)
Fair	04 (4.08%)	05 (4.90%)
Average	07 (7.14%)	09 (8.82%)

(Source: Primary Data)

Table 38 shows that a majority of male students (49, 50%) and a majority of female students (61, 59.80%) assessed the overall functioning of the college library as 'Good'. It is followed by 38 (38.78%) male students and 27 (26.47%) female students who opined that the overall functioning of the library is 'Excellent'. Only a less percentage of UG law students assessed their college library as fair or average.

10. SUGGESTIONS

❖ The undergraduate law students should be motivated to visit the library often.

❖ The law library in the college should become attractive and pleasing in its appearance.

❖ Library hours may be introduced in the class time table or Special library hours may be introduced for a or two subjects in all the semesters.

- ❖ The library should conduct orientation programme among the first year students of 5 years integrated law course.

- ❖ The library may conduct special orientation programme for the first year students of 3 years law course separately.

- ❖ Most of the UG law students visit the library to meet their educational needs. So, the library should acquire and possess more textbooks to attract them.

- ❖ As a good number of users need law reports, human rights information, judgements, global legal information and constitutional information, the print and electronic materials possessing the aforesaid information.

- ❖ Most of the students are not aware of many legal information resources available in the library. User education programmes should be organized to educate the users on the availability of legal information sources.

- ❖ There are some legal information sources the law students are aware of but they don't use. Such users should be identified and they should be introduced to the goodness of the unutilized resources.

- ❖ A couple of e-resources like e-journals, e-books and e-case summaries are not known to law students. Either a demo from the publishers or a demo by the librarian may be arranged to educate the students on the availability and usability of such electronic resources.

- ❖ The internet is the single electronic resources known to most of the student. So, necessary sessions may be arranged joining hands with the dept. of computer science to empower the students with basic internet skills, search strategies, search techniques and use of various search engines.

- ❖ The list of useful free and open source legal information websites may be displayed in the library and in the college website.

- ❖ The law library may establish its own blog or website to inform the uses on the arrivals of new books, journals and other new titbits.

- ❖ A demo class may be held to show and discuss with the students the searching mechanisms and contents of useful law websites or blogs.

- ❖ Library should have sufficient browsing nodes for the use of students.

- ❖ A dedicated internet connection may be established for the library to serve their users better.

- ❖ An institutional repository may be established in the college to store the lectures of visitors, faculties and students. It may include Moot court proceedings.

- As students use library catalogue to locate library documents, the library should ensure that the library catalogue is update and if possible, OPAC or Web OPAC may be made accessible for the students.

- As good number of students search for library documents by searching the shelves, it is to be assured that the books are classified and arranged subject-wise with shelf labels and bay guides to direct the users to get the required information at once without wasting time.

- The library should be the hybrid library possessing both print and electronic resources as per the expectations of the users.

- Half a century of them depend on mass media for accessing legal information. So, mass media like TV / Internet TV may be made available in the library.

- Since one third of the students need instruction from library staff to learn to user legal information sources, the librarian should become well-versed in the library resources and updates in legal information sources to be able to guide the users.

- Enough propaganda campaigns may be organized to publicize the open access legal information resources available in the legal studies.

- A special survey may be conducted to understand why some users are not satisfied with certain categories of print and electronic resources. The reasons may be analysed and suitable steps may be initiated to get them satisfied.

- Legal literacy cell / forum / club may be established in the college to improve the legal information literacy skills of the students.

- Suitable arrangements should be made to see that the students do not suffer from erratic power supply. UPS / Inverter may be placed in the library.

- The library should subscribe to new / current law texts as the legal literature has more possibilities for frequent amendments, changes, modifications, additions, deletions etc.

- The library should build a digital library to serve the users with various electronic information resources.

- The library should be automated to see that the problems of excessive time for book issues and returns get stopped.

- ❖ The old law books which are of much use even today should be identified and bound carefully to serve the future generation too.
- ❖ The library should subscribe to law journals to enable the users keep abreast of latest developments in legal studies.
- ❖ The law libraries may establish a consortium either at state or regional or national level to plan and acquire e-journals and e-books on law at subsidised rates for all of them together on cooperative basis in the line of UGC INFONET, INDEST etc.
- ❖ The students should be made aware of library services which aim at reaching them with relevant library resources. Most of the students are aware of only circulation service and nothing else.
- ❖ General library facilities like ventilation, water, lighting etc should be given due weightage.
- ❖ The library may plan to purchase all government publications needed for law students and faculty.
- ❖ Library may be air-conditioned as per the expectations of the users.
- ❖ The reasons for dissatisfaction of library services may be taken stock of to get rid of such problems in future.
- ❖ Around 50% of the students opine that the library working hours is not sufficient. So, some arrangements may be planned to see that the library works for extended period of time with the help of certain contractual library assistants.

11. CONCLUSION

In today's electronic era, law students and law professionals are very computer savvy and require instant information. Nobody has the patience to find information about case laws by scanning the huge case reporters or commentaries. They use Internet to access the necessary information instantly. Printed case reporters come with a gap of at least a month whereas case laws are updated in online databases within 24 hours. Searching for case laws online is quick and exhaustive. Amendments in Acts are also updated online in the databases instantly, whereas for a publisher it may take months to publish the amended Act. Online resources offer instant access to information with high frequency of updating of the information. Quick and exhaustive information can be obtained through

online databases. Consultation with peers and/or seniors is possible through various social media like the discussion forums. Therefore, it is necessary to make the practitioners and the students of law aware of the various authentic information resources available on the Internet (Purnima Joshi, 2012). Let the law libraries rejuvenate themselves in this web 2.0 era with necessary tools and techniques to face the present generation of law students and law professionals with instant information in whatever forms they want and in whatever devices they want, whenever and wherever they want.

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