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A STUDY ON INFORMATION ACQUISITION AND RETENTION BY FACULTY AND STUDENTS OF SYMBIOSIS LAW SCHOOL THROUGH KNOWLEDGE RESOURCE CENTRE OF SYMBIOSIS INTERNATIONAL UNIVERSITY, PUNE

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Abstract

Access to information is vital and the library professionals have to face challenges in providing adequate qualitative information to users of legal institutions. In the era of information explosion and information overload it becomes essential that the information needs of students and faculties in legal institution can be met effectively. Hence, the need of users of law schools libraries, i.e. faculties and students and their information acquisition and retention for planning and information collection, services and facilities of libraries are felt necessary. The purpose of this study is to investigate the awareness of legal e-resources and information acquisition and retention amongst the law faculties and students in Symbiosis Law International University, Pune. In this study, we investigated into the information literacy competency and information technology skills of the faculties and students of Symbiosis Law International University, Pune as a case study. The study focuses on legal information needs of law faculties and students, awareness of legal information, resources, the information seeking strategy, utilization of digital legal resources, challenges and problems of law faculties and students with regards to accessing digital legal information in the present digital environment.

Keywords: Acquisition, Retention, Information Literacy

OBJECTIVES OF THE STUDY

The confined objectives of the present study are as follows:

1. To reveal the demographic profile of the respondents.
2. To study the difference between demographic profiles with respect to effect of information literacy skill program level among law users.
3. To measure the level of satisfaction with various services to the library users.
4. To assess the overall satisfaction towards the effect of information literacy skill program level among law users.
5. To offer suitable suggestions for enhancing the information acquisition and retention of faculty and students of the symbiosis law school on the basis of the findings of the study.

RESEARCH DESIGN OF THE STUDY

Research design is the conceptual structure within which the research is conducted. It is a blueprint for the collection, management and analysis of the data. The research design of the present study is descriptive in nature since it describes the phenomena of information acquisition, library services and information literacy programme. Apart from this, the present study has its own objectives and pre-determined methodology. It is purely descriptive in nature.

SAMPLING FRAMEWORK OF THE STUDY

The sampling framework of the study consists of determination of sample size and sampling procedure of the study.

SAMPLING PROCEDURE OF THE STUDY

There are 1954 faculty and students are taken as a sample for the present study. Nine hundred questionnaires were distributed equally amongst symbiosis law school faculties and students as shown in the table 3.1.

Distribution of Sampling

SLNo.	Faculty and Students	Number of students and faculty in Department	Number of questionnaires distributed	Number of Filled Questionnaires Received
1.	UG	1800	760	631
2.	PG	80	66	49
3.	M.Phil/Ph.D	9	9	3
4.	Teachers	27	27	16
5.	Non-Teaching Staff	38	38	13
	Total	1954		712

The total number of questionnaires distributed in the self-administered survey. Purposive sampling method is applied in this research for selecting the sample. A form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, capacity and willingness to participate in the research. Some types of research design necessitate researchers taking a decision about the individual participants who would be most likely to contribute appropriate data, both in terms of relevance and depth. For example, in life history research, some potential participants may be willing to be interviewed, but may not be able to provide sufficient data. Researchers may have to select the samples carefully. Assumption was made that the respondents were either reluctant to collaborate or did not want to answer the questionnaire seriously. As a result, only 712 valid sets of questionnaires were available and then used for further analysis using SPSS software version 21. The data analysis methods carried out for this research was descriptive analysis, scale measurement analysis and inferential analysis.

SOURCES OF DATA

The present study is completely based on the primary data. The secondary data collected from the books, journals and magazines were used to form the theoretical framework of the study and the review of literature. The primary data was collected personally with the help of structured questionnaire.

DATA ANALYSIS AND INTERPRATION

TABLE NO. 1

Gender	No. of respondents (n=712)	Percentage (100%)
Male	464	65.2
Female	248	34.8

Source: Primary Data

Out of the total 712 respondents, 464 respondents (65.2 per cent) were male and 248 respondents (34.8 per cent) were Female. It is concluded that the majority of the total respondents (65.2 per cent) were Male.

EDUCATIONAL QUALIFICATION

TABLE No. 2

Edu. Qualification	No. of respondents (n=712)	Percentage
UG	164	23.0
Diploma / Certificate	108	15.2
PG	173	24.3
Professional	153	21.5
Others	114	16.0

Source: Primary Data

Out of the total 712 respondents, 164 respondents (23 per cent) educational qualification was Undergraduate holders; 108 respondents (15.2 per cent) were certificate or diploma holders; 173 respondents (24.3 per cent) were

post graduate holders and 153 respondents (21.5 per cent) had Professional qualification. It is concluded that the significant variation is found on the basis of educational qualification of the respondents.

LIBRARY MEMBERSHIP

TABLE No. 3

Category of Users	No. of respondents (n=712)	Percentage
UG	303	42.5
PG	152	21.3
M.Phil / Ph.D	20	2.8
Teachers	135	19.0
Non-Teaching Staff	102	14.4

Source: Primary Data

Out of the total 712 respondents, 303 respondents (42.5 per cent) were under graduate level library membership users; 152 respondents (21.3 per cent) post graduate level library membership users; 20 respondents are research programme users; 135 respondents (19 per cent) are Faculty Members and 102 respondents (14.3 per cent) are non-teaching membership users. It is concluded that the significant number of the total respondents (42.5 per cent) as under graduate level library membership users.

PURPOSE YOU NEED INFORMATION

TABLE No. 4

Purpose	No. of respondents (n=712)	Percentage
General Awareness	32	4.5
Update subject knowledge	140	19.7
Project work	154	21.6
Assignment	164	23.0
Teaching & Research	222	31.2

Source: Primary Data

Out of the total 712 respondents, 222 respondents (31.2 per cent) availed the information for the teaching and research purpose; 164 respondents (23 per cent) for writing their assignment; 140 respondents (19.7 per cent) update the subject knowledge; 154 respondents (21.6 per cent) project work and only 32 respondents (4.5 per cent) general awareness. It is concluded that the majority of the total respondents (31.2 per cent) availed the information for the teaching and research purpose.

TABLE No. 5

BEST CHOICE FOR LOCATING BASIC BACKGROUND INFORMATION ON "LAW OF CRIMES"

Particulars	No. of respondents (n=712)	Percentage
Books	257	36.1
Law encyclopedia	195	27.4
Journal	220	30.8
Bibliography	40	5.7

Source: Primary Data

Out of the total 712 respondents, 257 respondents (36.1 per cent) were said the books is the best choice for locating basic law of crimes; 195 respondents (27.4 per cent) were from Law encyclopedia and 220 respondents (30.8 per cent) were from journals and only few 40 respondents were from bibliography. It is concluded that the significant number of the total respondents (36.1 per cent) were said the books is the best choice for locating basic law of crimes.

TABLE No.6

MODE OF CURRENT INFORMATION ABOUT "LAW OF TORTS AND CONSUMER PROTECTION ACT"

Particulars	No. of respondents (n=712)	Percentage
Books	237	33.3
Law encyclopedia	141	19.8
Journal	156	21.9
Bibliography	178	25.0

Source: Primary Data

Out of the total 712 respondents, 237 respondents (33.3 per cent) were said the books is the correct mode of getting information about "Law of Torts and Consumer Protection Act"; 178 respondents (25 per cent) used Bibliography; 141 respondents (19.8 per cent) from Law encyclopedia; 156 respondents (21.9 per cent) through journals. It is concluded that the significant number of the total respondents (33.3 per cent) were said the books is the correct mode of getting information about "Law of Torts and Consumer Protection Act".

TABLE No. 7

A BOOK ON "CONSTITUTIONAL LAW OF INDIA" IN THE LIBRARY

Particulars	No. of respondents (n=712)	Percentage
Library catalogue	170	23.9
Periodical index	159	22.3
Bibliography	121	17.0
Internet	123	17.3
Others	139	19.5

Source: Primary Data

Out of the total 712 respondents, 170 respondents preferred library catalogue is a source for "Constitutional law of India" in the library; 159 respondents (22.3 per cent) from periodical index; 121 respondents (17 per cent) from bibliography; 123 respondents (17.3 per cent) internet and 139 respondents from other sources. It is concluded that the significant number of the total respondents (23.9 per cent) preferred library catalogue is a source for "Constitutional law of India" in the library.

TABLE No.8

SEARCHING A LAW DATABASE

Particulars	No. of respondents (n=712)	Percentage
Law dictionary	218	30.6
Thesaurus	94	13.2
Encyclopedia	186	26.1
Internet search engines	214	30.1

Source: Primary Data

Out of the total 712 respondents, 218 respondents (30.6 per cent) searching a law database form law dictionary; 214 respondents (30.1 per cent) from internet and search engines; 186 respondents from encyclopedia and 94 respondents (13.2 per cent) from thesaurus. It is concluded that the significant number of the total respondents (30.6 per cent) searching a law database form law dictionary.

TABLE No.9
FIND A BOOK ON THE SHELF IN THE LIBRARY

Particulars	No. of respondents (n=712)	Percentage
Title & Author	272	38.2
ISBN / ISSN Number	180	25.2
Call number	121	16.9
Year of publish	88	12.3
Name of the Publisher	51	7.4

Source: Primary Data

Out of the total 712 respondents, 272 respondents (38.2 per cent) find a book on shelf with title with author name; 180 respondents (25.2 per cent) from ISBN/ISSN number; 121 respondents (16.9 per cent) from call number and 51 respondents from name of the publisher. It is concluded that the significant number of the total respondents (38.2 per cent) find a book on shelf with title with author name.

TABLE No.10
EFFICIENT SOURCE FOR FINDING OTHER LAW RELATED ARTICLES

Particulars	No. of respondents (n=712)	Percentage
Library catalogue	304	42.7
Search the database	114	16.0
Bibliography from the article	102	14.3
Volume of the journal	101	14.1
Others	91	12.9

Source: Primary Data

Out of the total 712 respondents, 304 respondents (42.7 per cent) library catalogue was the efficient source for finding other law articles; 114 respondents (16.0 per cent) were search from the database; 102 respondents (14.3 per cent) from the bibliography from the article and 91 respondents (12.9 per cent) from other sources. It is concluded that the significant number of the total respondents (42.7 per cent) library catalogue was the efficient source for finding other law articles.

TABLE No. 11
AREAS OFFER IL PROGRAMME

Particulars	No. of respondents (n=712)	Percentage
Library website	75	10.53%
Catalogue use	58	8.15%
OPAC	62	8.71%
Internet & Search Engines	49	6.88%
Online databases	45	6.32%
Journals & e-journals	42	5.90%
Search strategies for e- resources	67	9.41%
Evaluation of information resources	114	16.01%
Research	164	23.03%
Others	36	5.06%

Source: Primary Data

Out of the total 712 respondents, 164 respondents (23.03 per cent) prefer IL programme in research; 114 respondents in evaluation of information resources; 75 respondents (10.53 per cent) in library websites; 67 respondents (9.41 per cent) in search strategies for e- resources and 42 respondents (5.90 per cent) in journals and e-journals. It is concluded that the significant number of the total respondents (23.03 per cent) prefer IL programme in research.

TABLE No. 12

TECHNIQUES USED IN DEVELOPING IL PROGRAMMES

Particulars	No. of respondents (n=712)	Percentage
Multimedia	235	33.0
Audio & Video	252	35.4
Interaction with devices	210	29.4
Others	15	2.2

Source: Primary Data

Out of the total 712 respondents, 235 respondents (33 per cent) said that multimedia is next level of choice in developing IL programmes; 252 respondents (35.4 per cent) said that audio and video technique is the correct choice for developing IL programmes and 15 respondents (2.2 per cent) said that the other media tools is correct choice for developing IL programmes. It is concluded that the significant number of the total respondents (35.4 per cent) said that audio and video technique is the correct choice for developing IL programmes.

TABLE No. 13

DEVELOP THE INFORMATION LITERACY PROGRAMMES IN THE LIBRARY

Particulars	No. of respondents (n=712)	Percentage
External experts	164	23.0
Mixed team of library professionals	108	15.2
Law practitioners	173	24.3
In-house team	153	21.5
Bar council members	114	16.0
Others	0	0.0

Source: Primary Data

Out of the total 712 respondents, 164 respondents (23.0 per cent) said that external experts develop the IL programmes; 108 respondents (15.2 per cent) mixed team of library professionals; 173 respondents (24.3 per cent) law practitioners; 153 respondents (21.5 per cent) in-house team members and 114 respondents (16.0 per cent) from bar council members. It is concluded that the significant number of the total respondents (24.3 per cent) said that law practitioners is the correct choice for developing the IL programmes in the library.

TABLE No. 14

METHODS USED FOR IL PROGRAMMES

Particulars	No. of respondents (n=712)	Percentage
JIT or Point- of -contact	118	16.6
Printed training manuals	91	12.8
One -to-one	92	12.9
Seminars & workshops	87	12.2
Lectures & Demonstrations	99	13.9
Internet portals	110	15.4
Online tutorials	58	8.1
Websites & web OPAC	57	8.0

Source: Primary Data

Out of the total 712 respondents, 99 respondents (13.9 percent) used lectures and demonstration method for IL programmes; 87 respondents (12.2 percent) used seminars and workshop; 118 respondents (16.6 percent) used JIT or point of contract; 91 respondents (12.8 percent) used to print training manuals and 57 respondents (8 percent) used websites and web OPAC methods of IL programmes. It is concluded that the significant number of the total respondents (16.6 percent) used JIT or Point- of -contact method for their IL programmes.

TABLE No. 15

MAIN ISSUES WHICH AFFECTS THE EFFECTIVE DELIVERY OF IL PROGRAMME

Particulars	No. of respondents (n=712)	Percentage
Faculty expertise	159	22.3
Staff time	82	11.5
Service cost	59	8.3
Lack of quality product	100	14.0
User resistance	216	30.3
Lack of effectiveness	96	13.5
Others	0	0.0

Source: Primary Data

Out of the total 712 respondents, 159 respondents (22.3 per cent) said that the effective delivery of IL programme affects through lack of faculty expertise; 82 respondents (11.5 per cent) affect the staff timings; 59 respondents (8.3 per cent) through service cost; 100 respondents (14 per cent) affect through lack of quality product and 216 respondents (30.3 per cent) affect through user resistance. It is concluded that the significant number of total respondents (30.3 per cent) said that the effective delivery of IL programme affect through only user resistance.

TABLE No. 16

COMPUTER LITERACY SKILLS

Computer Literacy Skills	High	Average	Neutral	Low	Poor
Usage of Library Automation Software	98 (13.8%)	88 (12.4%)	149 (20.9%)	184 (25.8%)	193 (27.1%)
Digitization of documents	227 (31.9%)	61 (8.6%)	130 (18.3%)	202 (28.4%)	92 (12.9%)
Open and save a file	108 (15.2%)	197 (27.7%)	134 (18.8%)	141 (19.8%)	132 (18.5%)
Draw patterns / Pictures	93 (13.1%)	95 (13.3%)	203 (28.5%)	175 (24.6%)	146 (20.5%)
Print document / File / Pictures	102 (14.3%)	214 (30.1%)	135 (19%)	155 (21.8%)	106 (14.9%)
Copy / transfer files	181 (25.4%)	224 (31.5%)	113 (15.9%)	89 (12.5%)	105 (14.7%)
Search in OPAC	248 (34.8%)	206 (28.9%)	101 (14.2%)	97 (13.6%)	60 (8.4%)
Handling MS -Office	176 (24.7%)	231 (32.4%)	135 (19%)	86 (12.1%)	84 (11.8%)
Handling other hardware devices	210 (29.5%)	175 (24.6%)	115 (16.2%)	128 (18%)	84 (11.8%)
CD -writer service	210 (29.5%)	181 (25.4%)	106 (14.9%)	100 (14%)	115 (16.2%)
Image / Text Scanner	200 (28.1%)	199 (27.9%)	114 (16%)	115 (16.2%)	84 (11.8%)

Source: Primary Data

Out of the total 712 respondents, 248 respondents (34.8 per cent) highly skilled in search OPAC in the computer and 60 respondents were poor in search OPAC; 227 respondents (31.9 per cent) said that high Digitization of documents in the computer and 61 respondents (8.6 per cent) said that the digitization of documents was average. 210 respondents (29.5 per cent) said that the handling other hardware devices and CD writer service was high and 84 respondents (11.4 per cent) said that the poor handling other hardware devices; 200 respondents (28.1 per cent) were said high in text/image scanner and 84 respondents (11.4 per cent) said that poor in text/image scanner. It is concluded that the significant number of total respondents one or other factors need computer literacy skills.

TABLE No. 17

RATE YOUR INTERNET LITERACY SKILLS

Internet Skills	High	Average	Neutral	Low	Poor
Web browsing	230	198	184	60	40
Copy/ download files from internet	198	137	154	125	98
Write and send e-mail	203	175	146	95	93
Attach a file to an email message	260	240	155	52	22
Download scholarly article from the internet	249	234	141	60	28
Search online law databases	310	181	106	100	15
Search in OPAC	198	139	152	127	96
Video conferencing	102	214	135	155	106
Print and electronic media formats	275	210	165	40	22

Source: Primary Data

Out of the total 712 respondents, 310 respondents were highly rate the search online law databases through internet; 260 respondents said that the file attachment to an email message was high; 249 respondents said that the download scholarly article from the internet was high; 230 respondents said that the web browsing was high through internet. Similarly only few 15 respondents were said that poor in search online law databases through internet; 22 respondents said that the file attachment to an email message was poor; 28 respondents said that the download scholarly article from the internet was poor; 40 respondents said that the web browsing was poor through internet.

Test:

H₀ - There is no significance in the association of the gender of the respondents and the Effect of Information Literacy skill programme Level among Law users.

H₁ - There is significance in the association of the gender of the respondents and the Effect of Information Literacy skill programme Level among Law users.

Effect of Information Literacy skill programme Level among Law users	Mean	S.D	Statistical inference
Male (n=464)	29.57	3.898	T=.014 Df=710 .988>0.05 Not Significant
Female (n=248)	29.56	3.939	
Effect of IL skill among law users			
Male (n=464)	79.00	8.840	T=-.086 Df=710 .932>0.05 Not Significant
Female (n=248)	79.06	8.250	

RESULT:

Since the significance level is 0.988 and 0.932 which are greater than 0.05, it is concluded that there is no significance in the association of the gender of the respondents and the Effect of Information Literacy skill programme Level among Law users. Thus, it is said that the gender of the respondents will not magnify the overall opinion about the effect of IL skill among law users.

H₀ - There is no significance in the association of the gender of the respondents and the overall opinion about the computing facility.

H₁ - There is significance in the association of the scheme used by the respondents and the overall opinion about the computing facility.

	Mean	S.D	Statistical inference
Computing Facility			
Male (n=464)	29.46	3.756	T=-.909 Df=710 .364>0.05 Not Significant
Female (n=248)	29.73	4.134	
Overall opinion about Computing Facility			
Male (n=464)	78.88	8.633	T=-.538 Df=710 .591>0.05 Not Significant
Female (n=248)	79.24	8.645	

RESULT

Since the significance level is 0.364 and 0.591 which are greater than 0.05, it is concluded that there is no significance in the association of the gender used by the respondents and the overall opinion about the computing facility. Thus, it is said that the respondents will not magnify the overall opinion about the computing facility.

Ho - There is no significance in the association of the gender of the respondents and the overall opinion about the library sections.

H1 - There is significance in the association of the gender of the respondents and the overall opinion about the library sections.

	Mean	S.D	Statistical inference
Overall opinion about library sections			
Male (n=464)	29.46	3.756	T=-.909 Df=710 .364>0.05 Not Significant
Female (n=248)	29.73	4.134	

RESULT

Since the significance level is 0.364 which is greater than 0.05, it is concluded that there is no significance in the association of the gender of the respondents and the overall opinion about the library sections. Thus, it is said that the gender of the respondents will always justify the reason for selection of library sections.

Ho - There is no significance in the association of the gender of the respondents and the challenges faced by the law users.

H1 - There is significance in the association of the gender of the respondents and the challenges faced by the law users.

	Mean	S.D	Statistical inference
challenges faced by the law users			
Male (n=464)	78.88	8.633	T=-.538 Df=710 .591>0.05 Not Significant
Female (n=248)	79.24	8.645	

Result:

Since the significance level is 0.538 which is greater than 0.05, it is concluded that there is no significance in the association of the gender of the respondents and the challenges faced by the law users. Thus, it is said that the gender of the respondents will always justify the challenges faced by law users.

SUGGESTIONS

Based on the research findings, the following suggestions are set out for the various Stakeholders:

1. The overall percentage of information literacy competency is high amongst the law faculty and law students, the competency of information search through technology is only moderate. Therefore, the law faculty and law students need more training on using technology for information search like searching online resources, using various databases, online forums and so on.

2. It is also amazing to note that the competency of information search through technology is high among male students compared to females. This may be due to the exposure that they get to use technology and other opportunities. So the female respondents may be focused for the training on using new technologies.
3. Good infrastructure facility in the institution is one of the important factors for the quality of education. In the study, the majority of the respondents are not satisfied with the infrastructure facility available in the institutions. It is suggested that the management of the college shall take immediate steps to develop their infrastructure facilities to ensure quality of education for the students.
4. Information literacy programmes may be offered to teachers of schools and colleges also so that they can also teach their students.
5. Information Literacy programmes should be accessible compulsorily in schools and colleges in India to improve the information literacy competency of students.
6. Qualitative studies can also be conducted to assess information literacy competency.
7. Knowledge and skills possessed by the respondents in this study are not satisfactory. Therefore it is suggested that conference/seminar/workshop shall be organized by the library to improve their knowledge and skills on searching databases and used Techniques and tools.
8. The researcher has proposed a prototype ICT based search pattern model for the faculty and the students. This model will help the student community to find, locate and access information effectively. It is also suggested that a new research can be carried out based on this ICT model.

CONCLUSION

Information acquisition and retention is important not only for the individuals, but also for the institutions and nation as a whole. Hence this present research study will make a significant contribution to the existing pool of knowledge in terms of information literacy. This study has attempted to bring out a standardized tool to assess information acquisition and retention. The findings will be of interest to academicians, academic administrators and policy makers.

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