

*Full length research paper*

# The use of ICT in government law college libraries in Tamil Nadu: A study

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Accepted 29 September 2011

**Libraries are important resources for individual as well as for communities and organizations. For centuries Libraries have been regarded as depository of books, manuscripts, journals, newspapers and other forms of printed material. Gradually the process of recording information has changed and is reflected in the growth and variety of sources. The electronic revolution, specifically, Internet is narrowing the information gap. The power of web technology is enabling the generators of information to disseminate their creativity at low cost and high speed. The Internet is the gateway for libraries and information centers to enter the Electronic Information Era and is providing the information, generated by different organizations, institutions, research centers and individuals all over the world. This paper is an attempt to investigate the use of Information and Communication Technology by the academic community of the government law colleges in Tamil Nadu. For this purpose a survey was carried out using the questionnaire tool. The findings indicated that most of the respondents 37.28 percent use electronic information resources through e-mail. 29.38 percent of respondents use electronic information resources through DVDs and CD-ROMs. The results show that 4-5 hours of access to internet takes the first order reporting among the faculty members and students of the government law colleges, above 5 hours of access to internet the second, 3-4 hours of access to internet the third, 2-3 hours of access to internet the fourth and below 2 hours of access to internet the last.**

**Keywords:** ICT, Internet, e-resources, online help, legal websites, CD-ROM, Information needs, legal studies.

## INTRODUCTION

Libraries are the lighthouses of information dissemination, an important component of any educational institution, and hub of learning activities where students, researchers, and teachers can explore the vast amount of information resources. The present age is regarded as the 'age of information' and information has become the commodity in today's context of information explosion where we are living in the information society. Information has become an essential requirement for every one's life. Each one of us requires information for our day-to-day activities. In this context, Library and Information Centres (LICs) are playing an important role in extending the required latest information services quickly to their users.

Law is a highly knowledge-intensive domain and obtaining accurate and up-to-date legal information can mean the difference between winning or losing cases. The information work carried out by lawyers can be complex, often involving finding and working with a

wealth of different types of information. This 'wealth' of legal information spans different types of documents (e.g. law reports/legal cases, legislation, commentary articles, forms and precedents etc.), a wide range of legal topic areas and a range of jurisdictions. Information-seeking is an important part of lawyers' work and unlike many other professions; the legal profession has access to many dedicated electronic resources. Notable examples are the high-profile commercial platforms - Manupatra, SCC-Online, Indlaw-Online, LexisNexis and Westlaw (which are commonly referred to by the legal professionals as legal databases, but can also be considered to be digital law libraries).

Callister illustrates that lawyers have, at least since the beginning of the twentieth century, been regarded as having poor research skills; in a quote from the legal research literature in 1902, Justice Deemer of the Iowa Supreme Court states that he has "been amazed at the helplessness of law students and even of lawyers when

they go into a library to search for authorities.” Over one hundred years later, it can be argued that this statement still holds true (particularly regarding digital law library use); Howland and Lewis have surveyed law firm librarians throughout the United States in order to collect empirical data about the quality and extent of the electronic legal research skills of summer clerks and first-year associates. The authors found that these graduates were unable to take up efficiently and effectively research issues that appear routinely in cases handled by middle-sized law firms and concluded that recent graduates and summer clerks were not efficient or cost-effective users of LexisNexis and Westlaw (the two biggest digital law libraries in terms of case, legislation and journal coverage). This was despite all of the students having received some training on how to use the libraries while in law school.

Digital libraries have traditionally been regarded as difficult to use and based on the contextual observations with academic lawyers, digital law libraries such as LexisNexis Professional and Westlaw are no exception. It is believed that this difficulty of use contributes to the problems that lawyers face when conducting electronic legal research. Furthermore, it is argued that developing better information seeking skills goes hand-in-hand with developing an understanding of the electronic environment in which these skills must be practiced.

As electronic information and its access has grown, selection of information sources has become complex. When alternatives were limited, selection was primarily based on the access and cost factors. As CD-ROM and tape-loaded with electronic information became available, local area networks (LANs) and interfaces became important issues in their selection. Now with multiple sources of information, human, demographic, and technological factors have become important in their selection process. In addition to these, factors like training standards, password protection mechanism, links-to-holdings, and full-text availability are the parameters used by the users for the selection process. Because of the dynamic nature of electronic information, traditional selection criteria are not effective, so new criteria must be developed or adopted.

Internet has made tremendous impact on the academic activities of the faculty members, researchers, and the students. After the advent of Internet, a significant transition is seen in users' approach and the way they seek information and the methods they use in research and learning activities. This has become possible as Internet provides a wealth of new course materials and acts as a powerful supplement to the traditional ways of studying and learning. Internet is now facilitating electronic communication, exchange of ideas, and collaboration in research globally. Internet can be accessed for the latest developments in one's area of research at an amazing speed. It also plays a significant

role in distance education and conferencing and thus transforming the academicians as facilitators in providing guidance, drawing students, and steering observations. The Internet, therefore, creates an excellent academic environment where the academic community can perform their activities in a rejuvenated manner.

### Literature review

Ray and Day, (1998) conducted their study to determine the level of use of electronic resources and how students feel about various issues surrounding electronic resources. In their paper titled, "Student Attitude towards Electronic Information Resources", they used questionnaire method. The findings of their study are that 91 per cent of respondents acknowledged access to a networked computer via university, and also that more internet access is from work place than from home. The most popular electronic resources used were CD-ROM and the internet. Only 37.5 per cent of the sample population used electronic journals as an information tool.

Lenares, (1999) in his research study titled "Use of electronic journals at research institution" found that there was a rapidly growing acceptance of electronic journals by faculty within the scholarly community. The increase in electronic journals usage is accompanied by a decrease in the frequent use of print journals. Print journal usage, however, continues to dominate electronic journal usage. Only 14 per cent of respondents used electronic journals frequently as compared to 65 per cent using print journals frequently. Questionnaire was sent through e-mail to randomly selected faculty members from the university directory.

Crawford and Daye, (2000) studied "A Survey of the Use of Electronic Services Glasgow Caledonian University library". The survey used observational and questionnaire based method. The questionnaire was administered both on paper and electronically. The results show that most of the respondents were full time students and were using PC rather than Mac, 18 per cent used CD-ROMs and only 13 per cent used online databases. About one-third of the respondents had problem in using the electronic information floor (elf). Information searching restricted to bulk of the work is the same as that done in other parts of the university.

Zhang, (1999) in his the paper titled "Scholarly Use of Internet-based Electronic Resources," made an attempt to know how scholars use, cite, and evaluate e-resources during their research. Three approaches were used to collect data for the investigation (a) a longitudinal analysis of e-journals from 1991 through 1998, (b) a survey of editors of the eight journals; and (c) a survey of 201 authors with articles to be published in the eight journals. The results of this study show that there has been a notable increase in the number and proportion of

authors who cite e-resources in their research articles over an eight year period but e-sources were still cited much less frequently than print sources. E-resources are increasingly used among scholars and also becoming an important component in their research.

Herring, (2002). in the paper titled "Use of Electronic Resources in Scholarly Electronic Journals: A Citation Analysis" studied through citation analysis of research articles from scholarly electronic journals published in 1999-2002, to know the scholars using electronic resources and the type /subject area of online resources that are being referenced. The researcher brought out that online resources are increasingly important for today's scholars and researchers. There is change in information seeking behavior. The use of information resources is greater as scholars and researchers feel comfortable and familiar with the resources available through the web.

Yang, (2003) conducted a study titled, "Internet Use by Pre-service Teachers in Elementary Education Instruction" which explored the attitude of pre-service elementary educators towards internet use, internet self-efficacy, and internet anxiety and their relationship. The respondents of this survey were all elementary pre-service students enrolled in Core College of Education courses at Idaho State University during 2003. The questionnaires were distributed to 98 students' during regularly scheduled class time and a total of 71 responses were obtained. The implications of the findings suggested that an early and frequent use of the internet across the teacher education curricula was useful in promoting students' internet use and self-efficacy.

Choukhande and Kumar (2004) have studied the information needs and use pattern in their paper titled "Analytical Study of Information Needs and Use Pattern of Faculty Members and Research Scholars of Amravati University". They used a questionnaire method with random sampling technique to collect the data. Some of the findings are: users face difficulty in searching information through electronic sources, and they need skill to use the available sources in the library.

Doraswamy, (2001) studied the use and familiarity of electronic information resources in paper titled "Familiarity and Use of the Available Electronic Information Resources by the Students in U.R Siddhartha Engineering College Library, Vijay Wada: Survey". The study was conducted by using questionnaire method. The findings show that 61.25 per cent students are familiar with electronic information resources, 27.50 per cent of the students use the computer daily and 5.63 per cent have never used it. A small percentage of students, i.e., 2.5 per cent of students used CD-ROM, 33.13 per cent internet, 38.13 per cent e-mail, 36.87 per cent search engines, and 21.25 per cent use VRSECE website 'daily' respectively. The online databases are used by 25 per cent and VRSECE catalogue once a month.

18.75 per cent of students use online journals rarely. 42.50 per cent of the students use electronic information resources for communication purposes. The main problems faced while using electronic information resources were lack of training and time.

Robinson, (2005) examined in his research titled "Internet Use among African-American College Students: An Explanatory Study" the internet use among African-American college students. The respondents were surveyed by using the 43-items questionnaire to determine the frequency of use of internet. The results of the study indicated that most of the African-American college students (76 per cent) had used the internet for more than three years. The use of the internet for most African-American college students occurred at school or work place with 49 per cent response or at home with 47 per cent response and they spent on an average two hours per day on-line. A small percentage of the students spent 5-6 hours per day on the internet. 43 per cent of the students used the internet primarily to learn and find school resources.

Razaand and Upadhyay, (2006) A survey was carried out to examine the usage of ejournals by the researchers at Aligarh Muslim University. They used questionnaire method to find out purpose and place used by research scholars for using e-journals. The survey reveals that all the researchers are aware of e-journals in AMU. Many research scholars are consulting e-journals from their departmental labs and computer centers, not only for research purposes but also to update their own knowledge. Some problems like lack of training and slow downloading has been found and the researchers felt about the need for print journals as well as electronic journals.

Asefeh and Nosrat, (2007) carried a survey to investigate the relationships between awareness and use of digital resources among students in Isfahan University of Medical Sciences. A questionnaire was designed with descriptive method and was randomly used for survey. 250 users of the Medical libraries and information centers affiliated to Isfahan university of Medical Sciences were taken for survey. The results can be found the paper titled "Awareness and use of digital resources in the libraries of Isfahan University of Medical Sciences, Iran" that 70 percent of students were aware of digital resources, but 69 percent have used them; 62 percent were aware of offline databases and 19 percent were only using them through Central library LAN network. About 70 percent were aware of online databases, accessible via Central library web site and 53 percent have used them In total 87 percent of students felt that the available data met their information needs. Infrequent periodic orientation and lack of education on use of offline databases and fewer terminals connected to the server in the Central library, due to these factor students had less use offline databases. Users are faced with problems like

**Table 1:** Category wise Distribution of Respondents

Category	No. of Respondents	Percentage
Faculty Members	55	24.12
5year B.L. students	86	37.72
3year B.L. students	87	38.16
Total	228	100.00

low speed connectivity and shortage of hardware facilities.

Kanwal, (2008) studied the "Barriers in Collection Sharing among Libraries of Pakistan: University Library Managers' Viewpoint". A survey method was used to explore the barriers to collection sharing among the well-established chartered university libraries situated in the major cities of Pakistan. The survey followed a qualitative design based on an interview technique of data collection. Twenty chief/head librarians from five major cities of Pakistan were interviewed. In-depth, semi-structured interviews were conducted at the librarians' workplaces during 2003 to 2004. The results of the present study revealed that various technical, procedural, psychological, and behavioral barriers in achieving planned and meaningful collection-sharing (CS) programs still prevail. It suggests analyzing the possibilities, opportunities, and challenges of CS in the emerging paradigm.

### Objectives of the study

The following objectives are evolved for the purpose of the present study:

- To examine the respondents' duration and quantum of time utilization in search of legal information
- To identify the respondents' extent of requiring various legal information
- To study the respondents' frequency of utilizing legal information
- To analyze the respondents' extent of access to e-resources
- To examine the respondents' purpose of gathering e-resources
- To study the respondents' satisfaction and problems in utilizing the e-resources

### METHODOLOGY

Keeping in view the above objectives in mind, a structured questionnaire was prepared to collect data from the users of electronic information resources in the students and faculty members of government law

**Table 2:** Gender wise Distribution of Respondents

Gender	No. of Respondents	Percentage
Male	154	67.54
Female	74	32.46
Total	228	100.00

colleges in Tamil Nadu. Questionnaire contains various questions pertaining to the awareness and use of information and communication Technology. For this purpose a total of 280 questionnaires were distributed among the students and faculty members of the government law colleges in Tamil Nadu. Out of 280 questionnaires distributed, 228 valid questionnaires were collected and then data was analysed, tabulated, interpreted and presented in form of this paper. This constitutes 81.42 % (228/280) of the total response.

### RESULTS AND DISCUSSION

Analysis of data is the ultimate step in research process. It is the link between raw data and significant results leading to conclusions. This process of analysis has to be result oriented.

#### Distribution of respondents by age

The distribution of respondents according to their category is shown in Table 1. A study of data in table-1 indicates the category wise distribution of respondents. It could be noted that out of the total 228 respondents, 24.12 per cent of them belong to the faculty members and 37.72 per cent of them come under the 5year law degree students. In this study, 38.16 per cent of the respondents' belong to the 3year law degree students. It is concluded from the above table that majority of the respondents are found to be with the 3year law degree students.

#### Distribution of respondents by gender

Table-2 describes the distribution of respondents by gender. A study of data in table-2 indicates the gender distribution of respondents. It could be noted that out of the total 228 respondents, more than two thirds of the respondents (67.54%) belong to the male group and the rest one third of them (32.46%) are females. It is concluded that male respondents constitute more in number than female respondents, indicating the presence of male domination in legal profession in Tamil Nadu.

**Table 3:** Most Frequently used E-Resources

Services	Number	Percentage
E-mail	85	37.28
E-journals	21	9.22
E-books	18	7.89
E-Databases	37	16.23
DVD / CD-ROMs	67	29.38
Total	228	100.00

### Frequency of accessing electronic information resources

Table-3 indicates the use of electronic resources. From the table-3, it is clear that most of the respondents 37.28 percent use electronic information resources through e-mail. 29.38 percent of respondents use electronic information resources through DVD and CD-ROMs. 16.23 percent of respondents use electronic information resources through E-Databases followed by 9.22 percent of respondents use that electronic information resources through e-journals and 7.89 percent of respondents use electronic information resources through e-books.

### Internet access

The use of ICT partially depends on the extent of internet access. Most of electronic information resources are accessible through the internet. The respondents have been asked to indicate the frequency of access to Internet. The responses are given in table 4.

Data presented in table-4 indicate the category wise respondents' frequency of access to internet. It could be noted that out of the total 228 respondents, 10.52 per cent of them have below 2 hours of access to internet. In this study, 18.85 per cent of them have 2-3 hours of access to the internet and majority of the respondents (30.23%) of the 5 year B.L. students have 2-3 hours of access to internet. Out of the total 228 respondents, 19.29 per cent of them have 3-4 hours of access to the internet. Majority of the respondents (24.42 %) in the 5year B.L. students have 3-4 hours of access to the internet. In this study, 31.57 per cent of the respondents have 4-5 hours of access to internet. Majority of the respondents (51.72 %) in the 3year B.L. students have 4-5 hours of access to internet. Moreover, 19.73 per cent of the respondents have above 5 hours of access to the internet and majority of the faculty members (47.27 %) fall under this category. It could be seen clearly from the above discussion that 4-5 hours of access to internet takes the first order reporting among the faculty members and students of the government law colleges have above

5 hours of access to the internet; the second, 3-4 hours of access to the internet; the third, 2-3 hours of access to the internet; the fourth had below 2 hours of access to internet being the last.

### Frequency of library visits

The frequency of library visits by the user is usually influenced by factors such as collection, organization, and maintenance of the library resources along with the library resources, facilities and the library services.

Data presented in table 5 indicate the category wise respondents' frequency of library visits. It could be noted that out of the total 228 respondents, 7.46 per cent of them make daily library visit. In this study, 28.07 per cent of them make library visit thrice a week and majority of the respondents (52.87%) in the 3yr B.L. students make library visit thrice a week. Out of the total 228 respondents, 15.78 per cent of them make library visit twice a week. A considerable number of respondents (20.93%) in the 5 year B.L. students make library visit twice a week. In this study, 11.41 per cent of the respondents make library visit once in a week. In this study, 10.96 per cent of the respondents make library visit once in a fortnight and the rest 26.32 per cent of them make library visit as and when required. It could be seen clearly from the above discussion that library visit of thrice a week takes the first order reporting among the faculty members and students of the government law colleges, library visit as and when required the second, library visit of twice a week the third, library visit of once in a week the fourth, library visit once in a fortnight the fifth and the library visit of daily the last.

### Information searching pattern

Searching for the right information is a skill. Some studies have shown that some users tend to rely on library catalogue to find information in libraries while some others search on their own or take the help of the library staff to find out the relevant information.

Data presented in table-6 indicate the category wise respondents' mode of searching documents in the library. It could be noted that out of the total 228 respondents, 35.96 per cent of them search documents from legal websites. Majority of the respondents in the 3year B.L. students (63.22%) make use of legal websites. In this study, 18.85 per cent of them search documents in the library with the help of library catalogue and more than one third of the respondents in the 5year B.L. students (32.56%) search documents in the library with the help of library catalogue. In this study, 15.78 per cent of the respondents search documents in the library with the help of library staff. Majority of the respondents in the 5

**Table 4:** Respondents' Frequency of Access to Internet

Category	Less than 2 hours	2-3 hours	3-4 hours	4- 5 hours	Above 5 hours	Total
Faculty Members	5 (9.09)	6 (10.91)	7 (12.73)	11 (20.00)	26 (47.27)	55
5 Year B.L. students	11 (12.79)	26 (30.23)	21 (24.42)	16 (18.60)	12 (13.95)	86
3 Year B.L. students	8 (9.20)	11 (12.64)	16 (18.39)	45 (51.72)	7 (8.05)	87
Total	24 (10.52)	43 (18.85)	44 (19.29)	72 (31.57)	45 (19.73)	228

**Table 5:** Respondents' Frequency of Library Visits

Category	Daily	Thrice a Week	Twice a Week	Once in a Week	Once in a Fortnight	As and When Required	Total
Faculty Members	5 (9.09)	6 (10.91)	7 (12.73)	8 (14.55)	9 (16.36)	20 (36.36)	55
5 Year B.L. Students	6 (6.98)	12 (13.95)	18 (20.93)	9 (10.47)	8 (9.30)	33 (38.37)	86
3 Year B.L. Students	6 (6.90)	46 (52.87)	11 (12.64)	9 (10.34)	8 (9.20)	7 (8.05)	87
Total	17 (7.46)	64 (28.07)	36 (15.78)	26 (11.41)	25 (10.96)	60 (26.32)	228

**Table 6:** Respondents' Mode of Searching Documents in the Library

Category	Library Catalogue	Library Staff	Directly Search in the Stack	Legal Websites	Online Database	Total
Faculty members	6 (10.91)	9 (16.36)	20 (36.36)	15 (27.27)	5 (9.09)	55
5 Year B.L. Students	28 (32.56)	21 (24.42)	9 (10.47)	12 (13.95)	16 (18.60)	86
3 Year B.L. Students	9 (10.34)	6 (6.90)	5 (5.75)	55 (63.22)	12 (13.79)	87
Total	43 (18.85)	36 (15.78)	34 (14.91)	82 (35.96)	33 (14.47)	228

year B.L. students (24.42%) search documents in the library with the help of library staff. Out of the total 228 respondents, 14.91 per cent of them directly search documents in the library. Majority of the respondents in the faculty members (36.36 %) search documents directly in the library. In this study, 14.47 per cent of the respondents search documents in the library with the help of online data base.

#### Purpose of using electronic information resources

From the table-7, it is clear that most of the respondents 81.57 percent use electronic information resources for writing papers. 67.54 percent of respondents use

electronic information resources for studying course work. 54.38 percent of respondents use electronic information resources for other works like exams etc. 42.10 percent respondents use for update of subject knowledge. 15.78 percent of users using electronic information resources for research work.

#### Problems of accessing electronic information resources

Though electronic information resources have become a common source among the academic and research communities, the majority of users stated that they have difficulties to use electronic information resources. The

**Table 7:** Purpose of using Electronic Information Resources

Purpose	Number	Percentage
For studying course work	154	67.54
For update subject knowledge	96	42.10
For research work	36	15.78
For writing papers	186	81.57
Any other works	124	54.38

Note: Total sample exceeds the required size since the questions are multiple choices

specific problems faced by the users are given in table-8. It was observed that majority of respondents are not satisfied with lack of training, followed by virus threat, many electronic information resources are not available in my subject, time consuming, and no assistance provided by the information professionals, limited access to computers and coverage on electronic information resources is not suited to my research area.

### Satisfaction on online database

Today there are various online databases catering for the needs of advocates and litigating parties. The respondents have been requested to indicate the satisfaction on online database. Different types of online database have been listed in the questionnaire, viz., Indlaw-Online, Manupatra-Online, SCC-Online and Lexis Nexis etc.

A study of data in table-9 indicates the category wise respondents' satisfaction on online database. The faculty member respondents occupy the first position with respect to their overall satisfaction on all online databases as their secured mean score is 3.52 on a 5 point rating scale. The 3year B.L. student respondents take the second position in their overall satisfaction on all online databases as their secured mean score is 3.38 on a 5 point rating scale. The 5year B.L. students rank in the third position in their overall satisfaction on online database as their secured mean score is 3.22 on a 5 point rating scale. It could be seen clearly from the above discussion that faculty member respondents occupy the first position with respect to their overall satisfaction on online database, 3year B.L. students the second and 5 year B.L. students the last.

### Opinion towards library services

The importance of existence of libraries is to satisfy the information needs of its user. It has to move with the time

and equip with modern technological gadgets to satisfy the needs of the users.

Data presented in table-10 indicate the category wise respondents' views on library services. It could be noted that out of the total 228 respondents, 38.59 per cent of them report that the services of the library are poor. Majority of the respondents (65.52 %) in the 3year B.L. students, report that the services of the library are poor. In this study, 20.61 per cent of them report that the services of the library is very poor and more than one third of the respondents (30.23 %) of the 5year B.L. students report that the services in the library are very poor. Out of the total 228 respondents, 14.91per cent of them report that they have no opinion about the services in the library. In this study, 13.15 per cent of the respondents report that the services in library are good. Around one fourth of the respondents (22.09%) in the 5year B.L. students report that the services in the library are good. Moreover, 12.71 per cent of the respondents report that services in library are excellent.

### Findings

The following observations were made: Most of the respondents 37.28 percent use of electronic information resources through e-mail. 29.38 percent of respondents use of electronic information resources through DVD and CD-ROMs; Majority of the respondents (51.72 %) in the 3year B.L. students have 4-5 hours of access to internet; Majority of the respondents (52.87%) in the 3yr B.L. students make library visit thrice a week; Majority of the respondents in the faculty members (36.36 %) search documents directly in the library; Most of the respondents 81.57 percent use electronic information resources for writing papers; Majority of respondents are not satisfied with lack of training.

The above discussion shows that faculty member respondents occupy the first position with respect to their overall satisfaction on online database. Majority of the respondents (65.52 %) in the 3year B.L. students, report that the services of the library are poor.

### Recommendations

Based on the findings of the study the following recommendations are made: Legal education curricula should be revised at the national level to accommodate the integration of information literacy and the use of e-library, either as embedded or standalone courses. This is in recognition of the changes in technology, especially, in managing legal information.

Awareness should be generated on the e-resources to obtain current legal information. More computer terminals should be installed in the college library for easy access

**Table 8:** Problems of Accessing Electronic Information Resources

Reasons	Number	Percentage
Not many electronic information resources available in my subject	126	55.26
Coverage on electronic information resources is not suited to my research area	47	20.61
No assistance provided by the information professionals	96	42.10
Lack of training	168	73.68
Time consuming	102	44.73
Limited access to computers	78	34.21
Virus	153	67.10

Note: Total sample exceeds the required size since the questions are multiple choices

**Table 9:** Respondents' Satisfaction on online Database

Online Database	Category			Total
	Faculty Members	5 year B.L. Students	3 year B.L. Students	
Indlaw-Online	4.11	3.96	3.81	4.01
Manupatra Online	4.12	4.10	4.11	3.90
SCC- Online	3.90	3.76	3.77	3.51
Lexis- Nexis	3.44	3.52	2.77	3.16
Westlaw	2.90	2.44	3.52	2.96
Hein Online	3.71	2.52	2.81	3.18
World Bank Resources Online	2.36	3.36	3.85	3.85
WTO online	3.65	2.12	2.36	2.52
Total	3.52	3.22	3.38	3.39

**Table 10:** Respondents' Views on Library Services

Category	Excellent	Good	No Opinion	Poor	Very Poor	Total
Faculty Members	4 (7.27)	7 (12.73)	20 (36.36)	17 (30.91)	7 (12.73)	55
5 Year B.L. Students	18 (20.93)	19 (22.09)	9 (10.47)	14 (16.28)	26 (30.23)	86
3 Year B.L. Students	7 (8.05)	4 (4.60)	5 (5.75)	57 (65.52)	14 (16.09)	87
Total	29 (12.71)	30 (13.15)	34 (14.91)	88 (38.59)	47 (20.61)	228

to students and faculty members.

The authority must conduct training programmes for users regarding how to use electronic information resources and online databases. Awareness should be created to use electronic information resources and online databases to fulfill information needs.

All the legal information news should be provided at the law university website and it should be regularly updated.

Such websites depicting services will help the students and faculty members to explore relevant information.

Better user education programs should be conducted by the college libraries as the students and faculty members depend heavily on the library staff to get their required information. This will reduce the dependence of the students on the library staff that can devote more time in other activities of the library



## Conclusion

The use of information and communication technologies no doubt is gaining momentum in government law colleges in Tamil Nadu. The Internet is used by faculty, staff and students in sourcing information. Information and communication technologies assist libraries in providing efficient and current information services. Once the staff and students are able to use these technologies effectively, the teaching, learning and research activities in the colleges will be made easier for the college community. ICT usage will facilitate development since there will be free flow of information. Students and faculty members are heavily dependent on e-resources for their required information and to keep themselves up-to-date in their subject area. The role of libraries in the age of e-resources will increase tremendously, particularly in providing training and guidance to use authentic and relevant information. The libraries are and will develop necessary tools to provide such services to their users satisfactorily. The study reveals that the students and faculty members of government law colleges in Tamil Nadu, are using the available e-resources satisfactorily. At the same time the library of government law colleges are playing an important role in promotion, assistance and guidance in accessing the e-resources.

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