

A Comparative Study On Information Seeking Behaviour Under Rajiv Gandhi University Affiliated Law Colleges In Arunachal Pradesh

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Abstract

In the digital era, information-seeking behavior among undergraduate students has undergone substantial transformation due to rapid technological advancement, the ubiquity of mobile devices, and increasing dependency on digital resources. This study explores and compares the information-seeking behavior of undergraduate students at Jarbom Gamlin Government Law College (JGGLC) and Arunachal Law Academy (ALA), both affiliated with Rajiv Gandhi University in Arunachal Pradesh. . A descriptive survey method was employed to examine students' preferences, patterns, and challenges in accessing academic information. The sample consisted of 134 students—68 from JGGLC (32 male, 36 female) and 66 from ALA (35 male, 31 female)—selected through random sampling. . Data were collected using a structured questionnaire and analyzed using SPSS and Excel. The study found that while traditional sources such as textbooks and newspapers remain relevant, students increasingly rely on mobile applications (e.g., WhatsApp, Telegram) and digital platforms (e.g., Google, YouTube) for academic engagement and collaborative learning (Omotayo et al., 2025; Lee et al., 2023).

Findings reveal a strong preference for mobile-based tools such as WhatsApp, Google, and social media over traditional digital library tools. More than 70% of students accessed online resources daily, whereas OPAC and DELNET remained largely unused. Issues related to password-protected systems, inadequate search skills, and frequent power outages. Social platforms not only facilitated academic collaboration but also emerged as primary information channels, reflecting global trends (Omotayo et al., 2025; Izquierdo-Condoy et al., 2024). Libraries are still relevant, with high usage for book borrowing and newspaper reading, yet underutilized for reference or archival resources. The study underscores the critical role of information literacy, ICT infrastructure, and user-friendly digital services in enhancing academic engagement and lifelong learning (Baro et al., 2021; Kaur & Singh, 2024).

Keywords: Information-seeking behavior, undergraduate law students, ICT, library usage, digital literacy, Rajiv Gandhi University, Arunachal Pradesh, blended library model

INTRODUCTION

In today's information-rich era, rapid technological advancements, evolving educational paradigms, and the phenomenon of information overload have significantly transformed the way users seek and interact with information. The choices, needs, and expectations of information seekers are continuously shifting, shaped by digital innovations and socio-cultural dynamics (George & Mutshewa, 2021; Baro et al., 2021; Dulle & Minishi-Majanja, 2020). Researchers (Baro, et al., 2021; George & Mutshewa, 2021; Kim, 2022; González-Fernández-Villavicencio, 2023) now emphasize the importance of user-centered information systems and adaptive literacy strategies to meet these evolving demands.

Information plays a crucial role in the development of human society, serving as a foundation for decision-making, learning, innovation, and social progress. In the contemporary context, information is often defined as processed, contextualized, and meaningful data that support understanding and action (Case & Given, 2022). This definition emphasizes that information is not merely raw data, but data that have been refined through interpretation, organization, and relevance to meet users' cognitive or practical needs. As digital environments expand, the usability and accessibility of information have become equally important in ensuring its value to individuals and society (Savolainen, 2021; George & Mutshewa, 2021). "Information seeking" refers to the process through which individuals actively search for and obtain information to satisfy a need or solve a problem. It is a key concept in disciplines like library and information science, communication studies, psychology, education, and user experience design (Case & Given, 2016). Information seeking is a purposeful activity where a person tries to find

information from various sources (e.g., books, internet, experts, databases) to reduce uncertainty, make decisions, or gain knowledge (Wilson, 2000; Case & Given, 2016). With the rise of the internet, people increasingly rely on digital platforms (e.g., Google, YouTube, academic databases, social media) for information. Digital information seeking requires skills like keyword usage, source evaluation, and the ability to identify misinformation (Head & Eisenberg, 2010). Information seeking remains a fundamental human activity that transcends demographics and disciplines, manifesting through identifiable patterns and behaviors. In academic contexts, understanding how students and faculty seek information is crucial for librarians, as it informs the development of user-responsive collections, service models, and digital infrastructures (Baro, et al., 2021; George & Mutshewa, 2021). Information is fundamental to societal development and human decision-making. In the contemporary context, it is commonly defined as *processed and contextualized data that is meaningful, relevant, and actionable to the user* (Case & Given, 2022). This modern definition emphasizes the usability, purpose, and cognitive impact of data within specific user contexts.

Modern libraries and information centers have adapted to the ongoing digital transformation by offering access to resources not only in traditional print formats but also in diverse digital and electronic media. This hybrid model enhances flexibility and extends the reach of information services to meet the evolving needs of users in both physical and virtual environments (Okike & Adetoro, 2021; González-Fernández-Villavicencio, 2023). The digital revolution has introduced a wide range of electronic resources, reshaping traditional information-seeking behaviors. Users now access information through platforms such as e-books, online journals, digital libraries, and academic databases—changing their expectations regarding speed, accessibility, and relevance (Baro, et al., González-Fernández-Villavicencio, 2023). Research study also reveal that university students are increasingly relying on ICT tools and mobile technologies to retrieve academic information (Okike & Adetoro, 2021). Academic libraries are pivotal in guiding students and researchers through the complexities of digital information environments. Librarians must analyze and adapt to evolving information-seeking patterns by offering user-centered services, enhancing digital literacy, and curating responsive collections (Kim, 2022; Baro et al., 2021). Their role is instrumental in fostering lifelong learning and research efficiency within academic institutions.

In recent years, the academic use of mobile technologies and social platforms has grown substantially among university students worldwide. These tools are no longer limited to communication or entertainment but are actively integrated into students' academic routines. For instance, a study by Omotayo et al. (2025) conducted in Nigerian universities revealed that students widely rely on WhatsApp and Telegram for academic collaboration, including sharing lecture materials, discussing assignments, and engaging in peer learning. Similarly, Aina (2025) reported that pre-service teachers in Nigeria extensively use platforms such as WhatsApp and Facebook for academic engagement, reflecting a growing dependency on mobile-based communication tools for learning. Furthermore, a Latin American multicenter study by Rodríguez et al. (2024) found that 88.2% of medical students used smartphones for academic tasks, particularly for watching educational videos, reading materials, and organizing study content.

Recent research underscores a global shift in how university students leverage mobile technologies—particularly **WhatsApp, Telegram, and smartphones**—to support academic collaboration and learning. In Malaysia, Lee et al. (2023) , found that private university students perceive WhatsApp as a useful and easy-to-use tool for collaborative learning and improving team effectiveness. In South Africa, van den Berg and Mudau (2022) reported that postgraduate students actively use WhatsApp groups to maintain course communication and enhance interactive learning during the COVID-19 pandemic. In Saudi Arabia, Binsuhaim (2024–2025) showed that programming students rely on academic WhatsApp groups for peer support, content sharing, and conceptual clarification. Finally, a large-scale Latin American survey (Izquierdo-Condoy et al., 2024) revealed that 88.2% of medical students use smartphones for academic purposes—especially accessing educational videos and materials. A study by Serediak et al. (2023) in *The Journal of Academic Librarianship* revealed that students with high information-seeking self-efficacy were more engaged and performed better academically, even in remote or hybrid learning environments. Similarly, Meng & Zhang (2023) confirmed that **academic self-efficacy**, strengthened by effective information strategies, predicts students' academic outcomes. Shaikh & Elahi, (2023) emphasized that students with strong information literacy skills tend to become better lifelong learners, adapting more efficiently to changing educational technologies. Collectively, these studies highlight the consistent and growing importance of ICT—particularly mobile messaging apps and smartphones—as essential academic tools for students across the globe. They support collaboration, facilitate access to academic resources, and enhance information retrieval.

These above studies further underscore the critical role that ICT, particularly mobile platforms, now play in academic information seeking and emphasize the importance of recognizing them as legitimate and integral tools within modern educational environments. Evaluating the information-seeking behavior of undergraduate students is essential to enhance their engagement with and access to academic information resources. In the context of both personal and professional development, information plays a pivotal role in decision-making and knowledge acquisition. The innate human drive to resolve uncertainty and bridge knowledge gaps underpins the motivation to seek information (Kuh et al., 2022).

Undergraduate students utilize diverse information sources—ranging from digital databases and online search engines to print materials and peer networks—to fulfill their academic needs. According to Alshahrani and Alqarni (2023), information seeking is a deliberate and goal-oriented activity aimed at resolving specific academic tasks. This behavior is central to the fields of information science and library studies, forming the foundation of user engagement in academic environments (Yusof et al., 2023). Studies confirm that students' information-seeking behaviors are shaped by academic demands such as completing assignments, preparing for presentations, participating in seminars, and conducting research projects (Abbas et al., 2022). These behaviors range from exploratory browsing to focused querying and analytical reading of academic content (Alenezi & Brinthaup, 2022). Librarians play a critical role in facilitating effective information-seeking practices by providing instructional support, access to curated resources, and research guidance. As highlighted by Khan et al., (2022), academic libraries are integral in promoting information literacy and helping students develop the skills necessary to evaluate and apply scholarly content effectively.

Rajiv Gandhi University is a Central Government university with 45 affiliated colleges. Among them are two law colleges: Jarbom Gamlin Government Law College, located at Jote, and Arunachal Law Academy, situated at Lekhi Village. Both institutions are located in the Papumpare district and offer undergraduate (UG) and postgraduate (PG) programs. Information and Communication Technology (ICT) is playing a pivotal role in enabling students to share and access academic information. Therefore, this study aims to examine the current status of how UG students at Jarbom Gamlin Government Law College and Arunachal Law Academy seek information for their studies in the digital era.

Objectives of the study:

- 1) To examine the strategies, tools, and behavioral patterns employed by undergraduate students in seeking and acquiring information to fulfill their academic requirements.
- 2) To assess the types and formats of information sources preferred by undergraduate students, including print, digital, and human sources, in the context of their academic activities.

Methods of the Study

This study adopts a descriptive survey research design to investigate the information-seeking behavior of undergraduate (UG) students at *Jarbom Gamlin Government Law College* and *Arunachal Law Academy*, both affiliated with Rajiv Gandhi University in Arunachal Pradesh. The primary focus is to understand how students utilize Information and Communication Technology (ICT) to access and share academic information in the context of the digital era.

Sample

A total of 134 undergraduate students participated in the study, including 68 students (32 male and 36 female) from Jarbom Gamlin Government Law College and 66 students (35 male and 31 female) from Arunachal Law Academy. The respondents were selected using a random sampling technique to ensure a representative sample across gender and year of study. The age range of the participants was between 20 and 25 years, and the target population consisted of UG students enrolled in the two colleges during the 2024–2025 academic session.

Table 1: Gender-wise Distribution of Library Users

Name of the College	Gender	Number of respondents	Percentage	Total Users	Percentage
Jarbom Gamlin Govt. Law College	Male	32	47.06%	68	100%
	Female	36	52.94%		
Arunachal Law Academy	Male	35	53.03%	66	100%
	Female	31	46.97%		

Figure-1 and 2 shows gender wise distribution of Jorbam Gamlin Govt. law college (N=68) and Arunachal Law Academy (N=66)



Data were collected using a structured questionnaire, which served as the primary research instrument. The questionnaire consisted of both closed-ended and multiple-choice questions. It was designed to capture essential variables such as: Preferred sources of academic information, Frequency and mode of ICT usage, Challenges in accessing digital resources, and Perceptions of ICT's role in academic support

The tool was pre-tested for clarity and reliability was found .81

Analysis of the Data

The collected data were coded and analyzed using **IBM SPSS Statistics (Version 26)** and **Microsoft Excel**. A **descriptive statistical approach** was employed to facilitate interpretation and understanding of the results. Key statistical measures such as **frequencies, percentages, 3D pie charts** and bar charts were used to summarize the characteristics of the respondents and to visualize trends in ICT-based information-seeking behavior.

Results and discussion:

The findings are systematically presented in **Table 2 to Table 6**, and figure 2 to 7 corresponding to the major themes of the study.

Table -2 represent the frequency of visit library visit by the Jarbom Gamlin Law college (N=68) and Arunachal Law Academy N=66)

Name of the college	Everyday	2-3 times a week	weekly	Bi monthly	monthly	Whenever is need	Rarely	%
Jarbom Gamlin Law college	33 (48.53%)	15 (22.06%)	12 (17.65%)	2 (1.36%)	2 (1.36%)	2 (1.36%)	2 (1.36%)	100
Arunachal Law Academy	30 (45.45%)	15 (22.73%)	12 (18.18%)	3 (4.55%)	2 (3.03%)	2 (3.03%)	2 (3.03%)	100

Figure-3(a) Frequency of visit library visit by JGGLC

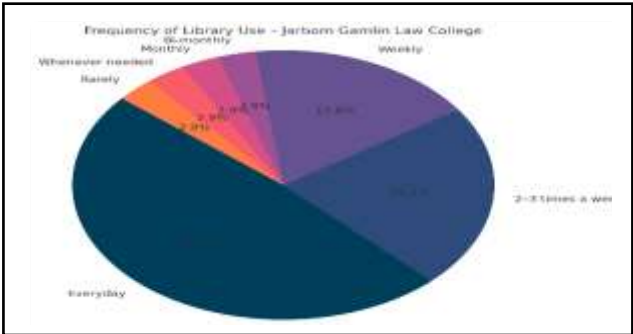
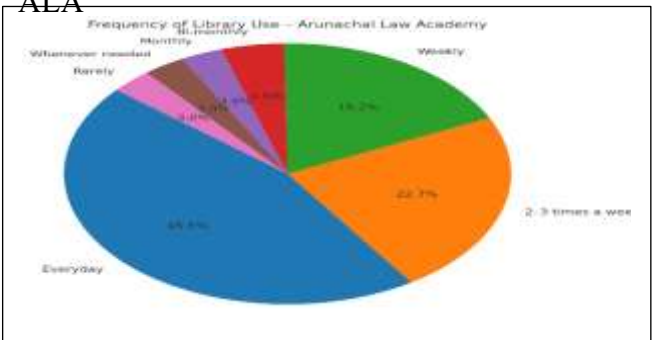


Figure-3(b) Frequency of visit library visit by ALA

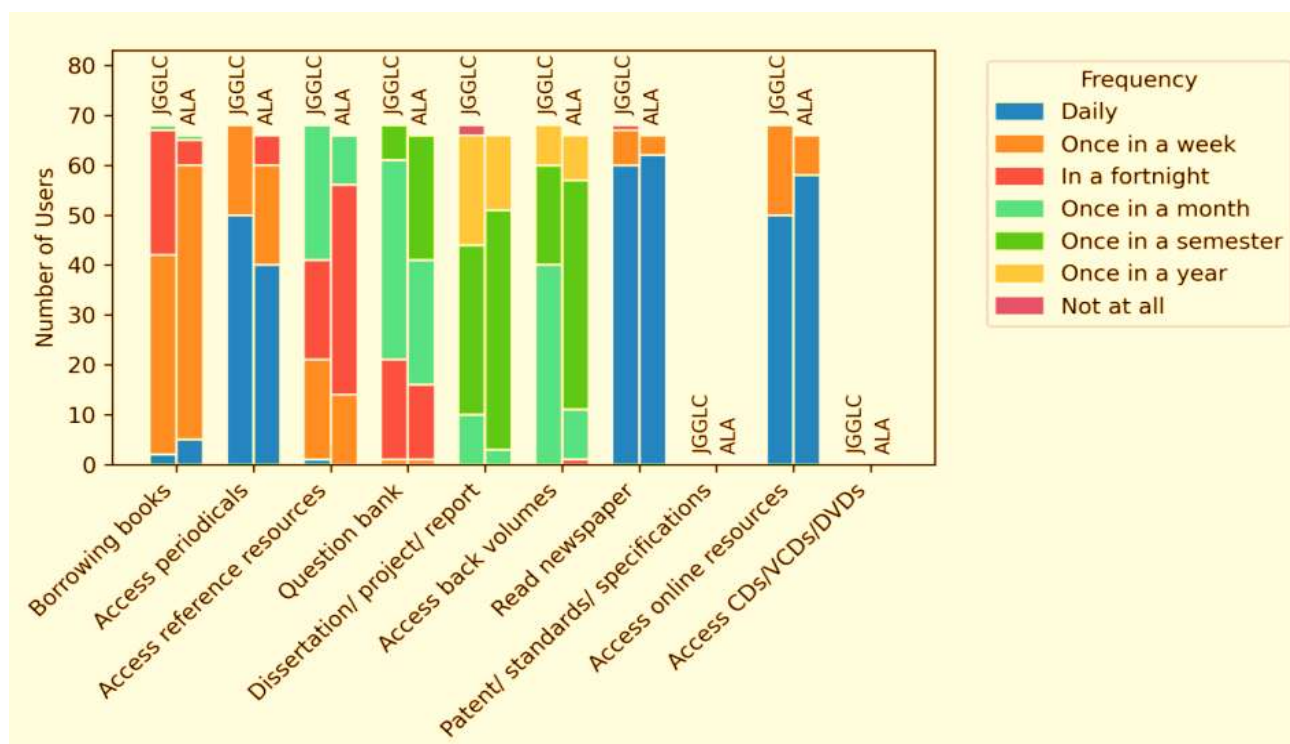


Based on the data presented in Table 2, the frequency of library visits among undergraduate students at Jarbom Gamlin Government Law College (JGGLC) and Arunachal Law Academy (ALA) reveals both similarities and subtle differences in information-seeking behavior. A notable proportion of students from JGGLC (48.53%) reported visiting the library daily, slightly higher than ALA (45.45%). Likewise, 22.06% of students from JGGLC and 22.73% from ALA visited the library two to three times a week, showing a parallel trend in regular usage. Weekly visits were reported by 17.65% of JGGLC students and 18.18% of ALA students, again indicating comparable habits. However, differences emerged in less frequent usage: 4.55% of ALA students visited the library bi-monthly compared to only 1.36% at JGGLC. Monthly, whenever needed, and rarely visits were each reported by 1.36% of JGGLC students, whereas each of these categories accounted for 3.03% at ALA. This suggests that students at ALA are slightly more inclined to use the library on an as-needed or infrequent basis than their counterparts at JGGLC. Overall, both institutions show a strong pattern of regular library engagement, aligning with recent research highlighting the significance of library access in supporting academic achievement and fostering consistent study habits (Ali et al., 2021; Singh & Kaur, 2023). This trend aligns with research findings that indicate frequent library use among law students correlates with academic success, critical thinking, and legal research skills (Khan et al., 2023; Abbas, 2017). Moreover, student engagement in library spaces has been reinforced by the increasing integration of blended learning environments in Indian legal education post-COVID-19, prompting regular on-campus visits (Sarkar, 2023)

Table-3 How often visit library various purposes by the Jarbom Gamlin Law college (N=68) and Arunachal Law Academy N=66)

Purpose	College	Daily	Once in a week	In a fortnight	Once in a month	Once in a semester	Once in a year	Not at all	
Borrowing books	JBGLC	2	40	25	1	0	0	0	
	ALA	5	55	5	1	0	0	0	
Access periodicals	JBGLC	50	18	0	0	0	0	0	
	ALA	40	20	6	0	0	0	0	
Access reference resources	JBGLC	1	20	20	27	0	0	0	
	ALA	0	14	42	10	0	0	0	
Question bank	JBGLC	0	1	20	40	7	0	0	
	ALA	0	1	15	25	25	0	0	
Dissertation/ project/ report	JBGLC	0	0	0	10	34	22	2	
	ALA	0	0	0	3	48	15		
Access back volumes	JBGLC	0	0	0	40	20	8	0	
	ALA	0	0	1	10	46	9	0	
Read newspaper	JBGLC	60	7	1	0	0	0	0	
	ALA	62	4	0	0	0	0	0	
Patent/ standards/ specifications	JBGLC	0	0	0	0	0	0	0	
	ALA	0	0	0	0	0	0	0	
Access online resources	JBGLC	50	18	0	0	0	0	0	
	ALA	58	8	0	0	0	0	0	
Access CDs/VCDs/DVDs	JBGLC	0	0	0	0	0	0	0	
	ALA	0	0	0	0	0	0	0	

Figure-4: Comparison in terms of Library visit for various purposes by the Jarbom Gamlin Govt. Law college (N=68) and Arunachal Law Academy N=66)



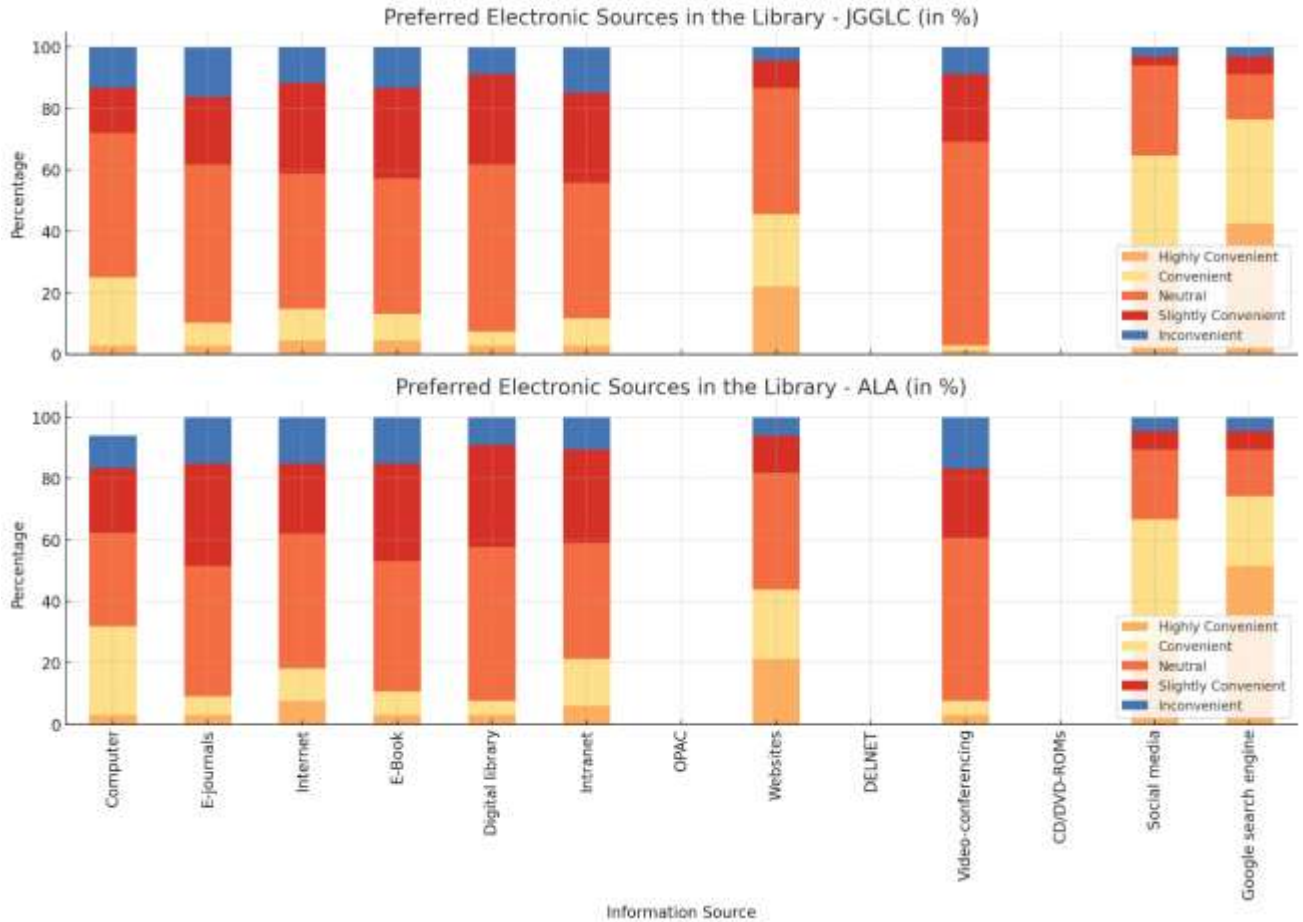
Based on the data presented in Table 3, the frequency of library visits for various academic purposes among students of Jarbom Gamlin Government Law College (JGGCL) and Arunachal Law Academy (ALA) reveals both similarities and differences patterns in library utilization.

For borrowing books, 80.88% of JGGCL students visit the library once a week, while a slightly higher percentage (83.33%) of ALA students do so with even more regularity—7.58% daily and 83.33% weekly. This suggests that students from both institutions actively utilize the lending section, with ALA showing a marginally more diverse borrowing pattern. Regarding access to periodicals, daily visits were significantly high for both JGGCL (73.53%) and ALA (60.61%), reflecting strong engagement with current legal literature and journals. When it comes to reference resources, JGGCL students showed a relatively balanced distribution: 29.41% visit once a week, 29.41% fortnightly, and 39.71% monthly. In contrast, a larger proportion of ALA students (63.64%) prefer a fortnightly schedule, and fewer visit monthly or weekly. This might indicate that ALA students plan their research needs more strategically over the semester. The use of question banks was more frequent among JGGCL students, with 29.41% visiting fortnightly and 58.82% monthly. ALA students exhibited similar patterns but with slightly more students using question banks less frequently—particularly once a semester (37.88%). For dissertation, project, and report consultations, JGGCL students showed a wider spread: 50% access such materials monthly or once a semester, while 33.33% of ALA students rely heavily on semesterly access (72.72% combining once a semester and once a year). The access to back volumes of legal journals was again more common in ALA, with 69.70% accessing them once a semester compared to 29.41% in JGGCL. Newspaper reading was a routine habit, with 88.23% of JGGCL and 93.94% of ALA students engaging daily, reinforcing libraries' role as hubs for staying informed on current events. Both the colleges showed strong daily usage of online resources, with 73.53% (JGGCL) and 87.88% (ALA) accessing them daily—emphasizing a shift toward digital information consumption. However, patents, standards, and CDs/DVDs remained unused by students of both institutions, which could indicate either a lack of awareness or irrelevance to the law curriculum. These findings echo recent scholarly discussions that highlight a steady transformation in student information-seeking behavior, moving from traditional print to digital and reference-based sources for academic needs. Studies by Kumar and Mishra (2022) and Thakur and Lamsal (2024) support this trend, indicating that while borrowing and periodical access remain stable, digital platforms and structured reference access are becoming more central to law students' academic routines. These patterns align with recent research emphasizing the increasing role of digital platforms and purpose-driven library use in enhancing legal education and academic outcomes (Ghosh & Das, 2023; Ojha & Roy, 2024; Narang & Raj 2021; Thomas, 2022).

Table-4 presents comparison between Jarbom Gamlin Government Law College (N=68) and Arunachal Law Academy (N=66) on Preferred electronic sources in the library

Information sources used	Name of the college	Highly convenient	Convenient	Neutral	Slightly convenient	Inconvenient	Percentage
Computer	JGGLC	2(2.91%)	15(22.06) %	32(47.06%)	10(14.71%)	9(13.24%)	100
	ALA	2(3.03%)	19 28.89%)	24(30.30%)	14(21.21%)	7(10.61%)	100
E-journals	JGGLC	2(2.91)	5(7.35%)	35(51.47%)	15(22.06%)	11(16.18%)	100
	ALA	2(3.03%)	4(6.06%)	28(42.42%)	22(33.33%)	10(15.15%)	100
Internet	JGGLC	3(4.41%)	7(10.29%)	30(44.12%)	20(29.41%)	8(11.76%)	100
	ALA	5(7.58%)	7(10.61%)	29(43.94%)	15(22.73%)	10(15.15%)	100
E-Book	JGGLC	3(4.41%)	6(8.82%)	30(44.12%)	20(29.41%)	9(13.24%)	100
	ALA	2(3.03%)	5(7.58%)	28(42.42%)	21(31.82%)	10(15.15%)	100
Digital library	JGGLC	2 (2.91)	3(4.41%)	37(54.41%)	20(29.41%)	6(8.82%)	100
	ALA	2(3.03%)	3(4.55%)	35(50.03%)	22(33.33)	6(9.09%)	100
Intranet	JGGLC	2(2.91)	6(8.82%)	30(44.12%)	20(29.41%)	10(14.71%)	100
	ALA	4(6.06%)	10(15.15%)	25(37.885)	20(30.30%)	7(10.61%)	100
OPAC	JGGLC	0	0	0	0	0	0
	ALA	0	0	0	0	0	0
Websites	JGGLC	15(22.06 %)	16(23.53%)	28(41.18%)	6(8.82%)	3(4.41%)	100
	ALA	14((21.21 %))	15(22.73%)	25(37.88%)	8(12.12%)	4(6.06%)	100
DELNET	JGGLC	0	0	0	0	0	100
	ALA	0	0	0	0	0	100
Video-conferencing	JGGLC	1(1.47%)	1(1.47%)	45(66/18%)	15(22.06%)	6(8.82%)	100
	ALA	2(3.03%)	3((4.55%)	35((53.03%)	15((22.73%)	11(16.67%)	100
CD/DVD-ROMs based on data base	JGGLC	0	0	0	0	0	0
	ALA	0	0	0	0	0	0
Social media	JGGLC	24((35.29 %)	20((29.41%)	20((29.41%)	2(2.94%)	2(2.94%)	100
	ALA	16(24.24 %)	28(42.42%)	15(22.73%)	4((6.06%)	3(4.555)	100
Google search engine	JGGLC	29(42.65 %)	23(33.82%)	10(14.71%)	4(5.88%)	2(2.94%)	100
	ALA	34(51.52 %)	15(22.73%)	10(15.15%)	4(6.06%)	3(4.55%)	100

Figure -5 depicts comparison between Jarbom Gamlin Government Law College (N=68) and Arunachal Law Academy (N=66) on preferred electronic sources in the library



The comparative analysis of Table-4 reveals that students from both Jarbom Gamlin Government Law College (JGGLC) and Arunachal Law Academy (ALA) showed a stronger preference for easily accessible and general-purpose digital tools like Google Search Engines and social media, with 42.65% of JGGLC and 51.52% of ALA students rating search engines as “Highly Convenient,” aligning with recent findings that legal students heavily rely on quick-access platforms over curated academic databases (Ghosh & Das, 2023). Social media was rated as “Highly Convenient” by 35.29% of JGGLC and 24.24% of ALA students, indicating its growing role in informal academic discourse and peer sharing (Ojha & Roy, 2024). In contrast, traditional academic tools like e-journals and e-books were perceived as largely “Neutral” (e.g., 51.47% of JGGLC and 42.42% of ALA rated e-journals this way), possibly due to limited training or access difficulties, echoing observations by Patnaik and Baral (2020) regarding underutilization of institutional e-resources. OPAC, DELNET, and CD/DVD-ROM-based sources were not used at all in either college (0%), highlighting a significant disconnect between available legacy systems and students’ digital habits—an issue also identified by Narang and Raj (2021) in Indian law libraries. While website usage showed moderate convenience ratings, platforms like video conferencing and intranet were largely rated as “Neutral” or “Slightly Convenient,” underscoring infrastructural and pedagogical challenges in integrating synchronous digital tools into legal education (Thomas, 2022). This pattern suggests that while students are digitally engaged, their preferences lean heavily toward user-friendly and socially embedded platforms rather than formal academic databases, necessitating improved digital literacy initiatives and infrastructure alignment.

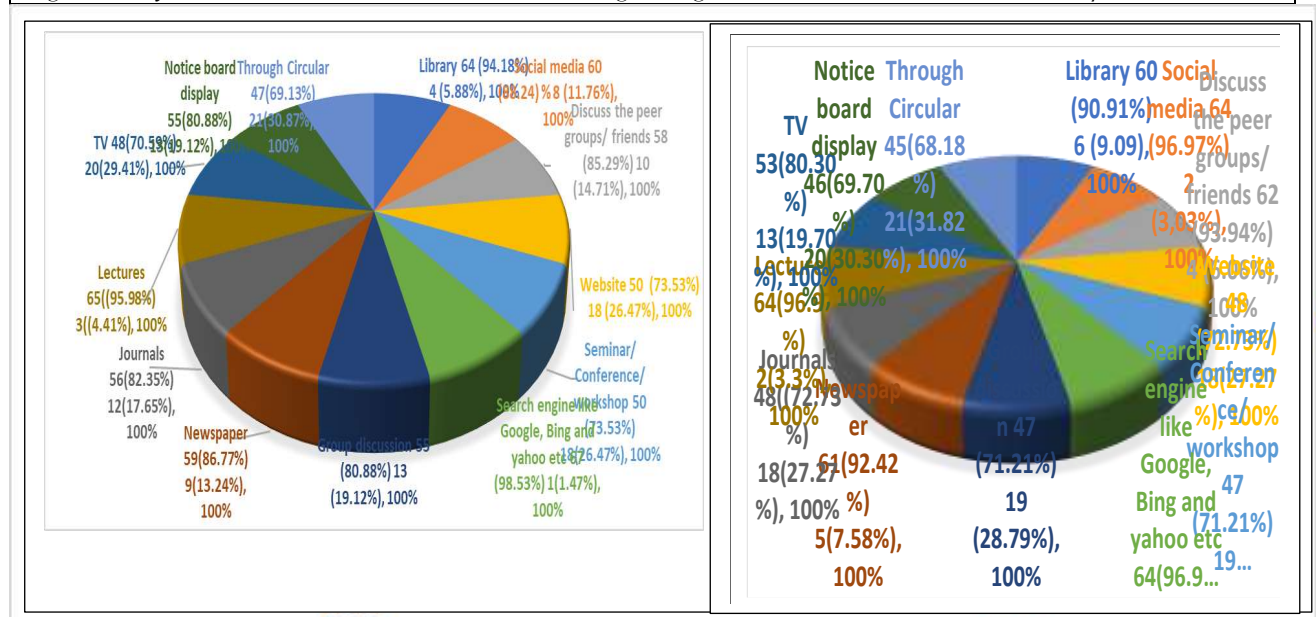
Table -5 shows comparison between Jarbom Gamlin Government Law College (N=68) and Arunachal Law Academy (N=66) on Information sources used by the students

Information sources use	Jarbom Gamlin Government Law College N=68	Arunachal Law Academy N=66
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	Yes	No	Yes	No
Library	64 (94.18%)	4 (5.88%)	60 (90.91%)	6 (9.09%)
Social media	60 (88.24%)	8 (11.76%)	64 (96.97%)	2 (3.03%)
Discuss the peer groups/ friends	58 (85.29%)	10 (14.71%)	62 (93.94%)	4 (6.06%)
Website	50 (73.53%)	18 (26.47%)	48 (72.73%)	18 (27.27%)
Seminar/ Conference/ workshop	50 (73.53%)	18 (26.47%)	47 (71.21%)	19 (28.79%)
Search engine like Google, Bing and yahoo etc	67 (98.53%)	1 (1.47%)	64 (96.97%)	2 (3.03%)
Group discussion	55 (80.88%)	13 (19.12%)	47 (71.21%)	19 (28.79%)
Newspaper	59 (86.77%)	9 (13.24%)	61 (92.42%)	5 (7.58%)
Journals	56 (82.35%)	12 (17.65%)	48 (72.73%)	18 (27.27%)
Lectures	65 (95.98%)	3 (4.41%)	64 (96.97%)	2 (3.03%)
TV	48 (70.59%)	20 (29.41%)	53 (80.30%)	13 (19.70%)
Notice board display	55 (80.88%)	13 (19.12%)	46 (69.70%)	20 (30.30%)
Through Circular	47 (69.13%)	21 (30.87%)	45 (68.18%)	21 (31.82%)

Figure 6 (a) and 6(b) shows comparison between Jarbom Gamlin Government Law College (N=68) and Arunachal Law Academy (N=66) on Information sources used by the students

Figure (6a) Jarbom Gamlin Government Law College Figure 6 (b) Arunachal Law Academy



The comparison (Table-5) between Jarbom Gamlin Government Law College (JGGLC, N=68) and Arunachal Law Academy (ALA, N=66) on preferred information sources reveals notable patterns in student behavior. Both institutions show a strong reliance on traditional academic sources, with library use reported by 94.18% of JGGLC and 90.91% of ALA students, and lecture attendance at 95.98% and 96.97%, respectively—underscoring the foundational role of formal instructional content in legal education (Thomas, 2022). The dominance of search engines (98.53% JGGLC; 96.97% ALA) and social media (88.24% JGGLC; 96.97% ALA) indicates that students are increasingly integrating informal and self-directed digital tools into their academic routines (Ghosh & Das, 2023). Baro, et al., (2023) emphasized that even when students are aware of specialized academic databases, their default preference is often Google due to its user-friendly interface and immediacy of results. Similarly, high usage of peer discussions (85.29% and 93.94%) and group discussions (80.88% and 71.21%) at both colleges confirms the growing importance of collaborative and socially constructed learning environments (Ojha & Roy, 2024).

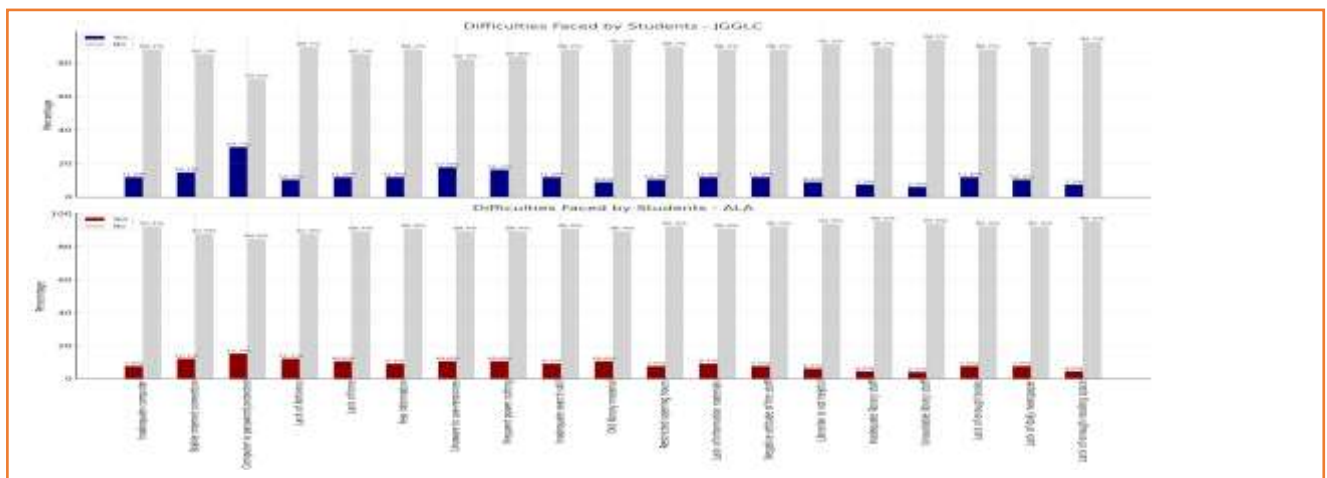
Meanwhile, journal use was slightly higher in JGGLC (82.35%) than in ALA (72.73%), though both indicate moderate engagement, perhaps reflecting access limitations or a preference for more immediate digital content (Narang & Raj, 2021). Notably, **TV (70.59% JGGLC; 80.30% ALA)** and **newspapers (86.77% JGGLC; 92.42% ALA)** continue to play supportive roles, suggesting that students still rely on mass media for current affairs and legal awareness. However, **notice boards and circulars** received comparatively lower responses (around 69–80%), indicating a shift away from traditional physical notices toward digital communication tools. Students are stronger engagement with social media and peer group discussion reflecting a mobile- first, collaborative learning culture in line with research by Omotayo et al., (2025). Lee et al., (2023) and Binsuhaim (2025) , who emphasize WhatsApp and Telegram as key academic tools, Newspaper use is slightly higher among the groups , aligning with Kola Anina's (2025) observation that legal students often rely on newspaper for current affairs. These findings align with prior research on the hybrid use of formal and informal information channels in legal academia and suggest a continued need for integrating structured academic content with flexible, student-centered digital platforms (Patnaik & Baral, 2020).

Table: 6 Comparison based on difficulties faced by the under graduate students while seeking behavior by Jarbom Gamlin Government Law College (N=68) and Arnachal Law Academy (N=66)

Views	Jarbom Gamlin Government Law College (N=68)		Arunachal Law College N=66	
	Yes	No	Yes	No
Inadequate computer	8(11.76%)	60(88.24%)	5(7.58%)	61(92.42%)
Stable internet connection	10(14.71%)	58(85.29%)	8(12.12%)	58(87.88%)
Computer is password protected	20(29/71%)	48(70.59%)	10(15.15%)	56(84.85%)
Lack of Antivirus	7(10.29%)	61(89.71%)	8(12.12%)	58(87.88%)
Lack of time	8(11.76%)	58(85.29%)	7(10.61%)	59 (89.39%)
Few information	8(11.76%)	60(88.24%)	6(9.09%)	60(90.915)
Unaware to use-resources	12(17.65%)	56(82.35%)	7(10.61%)	59(89.39%)
Frequent power cutting	11(16.18%)	57(83.82%)	7(10.61%)	59(89.39%)
Inadequate search skill	8(11.76%)	60(88.24%)	6(9.09%)	60(90.91%)
Old library material	6(8.82%)	62(91.18%)	7(10.61%)	59(89.39%)
Restricted opening hours	7(10.29%)	61(89.71%)	5(7.58%)	61(92.42%)
Lack of Information materials	8(11.76%)	60(88.24%)	6(9.09%)	60(90.91%)
Negative attitude of the staff	8(11.76%)	60(88.24%)	5(7.58%)	61(92.42%)
Librarian is not helpful	6(8.82%)	62(91.18%)	4(6.06%)	62(93.94%)
Inadequate library staff	5(7.35%)	61(89.71%)	3(4.55%)	63(95.45%)
Unavailable library staff	4(5.88%)	64(94.12%)	4(6.06%)	62(93.94%)
Lack of enough books	8(11.76%)	60(88.24%)	5(7.58%)	61(92.42%)
Lack of daily newspaper	7(10.29%)	61(89.71%)	5(7.58%)	61(92.42%)
Lack of enough reading space	5(7.35%)	63(92.65%)	3(4.55%)	63(95.45%)

Figure 5 (a) and (b) shows comparison between Jarbom Gamlin Government Law College (N=68) and Arunachal Law Academy (N=66) on Information sources used by the students

Figure-7 depicts comparison based on difficulties faced by the under graduate students while seeking behavior by Jarbom Gamlin Government Law College (N=68) and Arnachal Law Academy (N=66)



A comparative (Table-6) analysis of undergraduate students' difficulties in seeking academic information shows that at Jarbom Gamlin Government Law College (JGGCLC), 11.76% of students reported inadequate computer facilities compared to 7.58% at Arunachal Law Academy (ALA), indicating relatively better access at ALA. Stable internet issues were experienced by 14.71% of JGGCLC and 12.12% of ALA students, while 29.41% of JGGCLC students faced problems with password-protected computers compared to 15.15% at ALA. Other concerns such as lack of antivirus protection (10.29% at JGGCLC; 12.12% at ALA), lack of time (11.76% and 10.61%), inadequate information (11.76% and 9.09%), and lack of awareness in using digital resources (17.65% and 10.61%) were also evident. Poor search skills were noted by 11.76% of JGGCLC and 9.09% of ALA students, while 16.18% of JGGCLC and 10.61% of ALA reported frequent power cuts. Concerns about outdated materials (8.82% and 10.61%), restricted library hours (10.29% and 7.58%), and insufficient information materials (11.76% and 9.09%) were similarly reflected. Negative staff attitudes (11.76% at JGGCLC; 7.58% at ALA) and librarians being unhelpful (8.82% and 6.06%) further highlight interpersonal challenges in library services. Issues like inadequate or unavailable staff, insufficient books, newspapers, and reading space were reported by under 12% in both institutions. These patterns align with recent findings that academic libraries in less-resourced regions continue to face infrastructural and service-related barriers to effective information access (Ahmed et al., 2022; Hussain & Majid, 2023; Khan et al., 2024; Tripathi & Pandey, 2021). These findings align with literature indicating that digital infrastructure, accessibility, and information literacy continue to pose challenges for undergraduate students in developing regions (Ahmed & Majid, 2022; Hussain et al., 2023). Ensuring user-friendly digital access, improving search skills, and training staff for supportive roles are crucial for enhancing academic information-seeking behavior (Khan et al., 2024).

CONCLUSION:

This study highlights the evolving landscape of information-seeking behavior among undergraduate law students in Arunachal Pradesh, where traditional and digital methods coexist in a dynamic and complementary manner. Students from both Jarbom Gamlin Government Law College (JGGCLC) and Arunachal Law Academy (ALA) continue to show a strong preference for traditional academic resources such as libraries, journals, and classroom lectures. At the same time, there is a noticeable and growing inclination toward using mobile technologies—particularly social media platforms, messaging apps, and search engines—to meet their academic needs. The findings reflect broader global trends, indicating a shift toward hybrid information-seeking practices that combine formal, institutional resources with informal, self-directed digital tools. Students from both institutions remain frequent users of library services, especially for accessing printed books, newspapers, periodicals, and legal reference materials. However, their increasing reliance on platforms like Google, WhatsApp, and Facebook for quick and convenient access to information underscores the changing nature of academic engagement. This growing dependence on digital tools is particularly significant in semi-urban and rural academic contexts, where access to advanced digital infrastructure may be limited. Despite the availability of e-resources such as OPAC, DELNET,

and digital libraries, usage remains relatively low—mainly due to limited awareness, insufficient training, and lack of structured orientation. In addition, issues related to infrastructural and operational challenges such as inconsistent power supply, and limited connectivity, call for timely administrative attention. To better support students' evolving needs, institutions should focus on enhancing ICT infrastructure, implementing targeted digital literacy programs, and promoting mobile-friendly access to academic resources. Libraries, as central academic spaces, must adapt by providing user-centric digital services and equipping students with the skills necessary to navigate complex information landscapes effectively. Ultimately, fostering information literacy and modernizing library environments will not only improve academic outcomes but also empower students for lifelong learning, critical legal reasoning, and professional success in an increasingly digital world. If addressed strategically, these efforts can help academic libraries in semi-urban institutions remain vital hubs for knowledge, growth, and empowerment in the 21st century.

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