

**AWARENESS AND USE OF SOCIAL NETWORKING SITES BY
FACULTY MEMBERS AND STUDENTS OF NATIONAL INSTITUTE
OF TECHNOLOGY, MIZORAM**

*A Dissertation submitted in partial fulfilment of the requirement for the degree of Master of
Philosophy in Library and Information Science*

Submitted by

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2015

DECLARATION

I, Ms. Esther Lalnunpuii, hereby declare that the subject matter of this dissertation entitled, **“Awareness and Use of Social Networking Sites by Faculty Members and Students of NATIONAL INSTITUTE OF TECHNOLOGY, Mizoram”** is the record of the work done by me, the content of this dissertation did not form the basis of the award of any previous degree to me, or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/ Institutes.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in the Department of Library and Information Science.

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CERTIFICATE

This is to certify that the dissertation entitled “**AWARENESS AND USE OF SOCIAL NETWORKING SITES BY FACULTY MEMBERS AND STUDENTS OF NATIONAL INSTITUTE OF TECHNOLOGY, MIZORAM**” submitted by Esther LaLnunpuii for the award of the degree of **Master of Philosophy in Library and Information Science** is carried out under my guidance and incorporates the student’s bonafide research. This is the candidate’s original work and is worthy of examination.

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Preface

Social networking is a social structure that led the user interact and work collaboratively with other users, including the ability to browse, search, invite friends to connect and interact with web world. Social Networking not only enhances the practical usability in the library but also helps the diminishing librarians add value to their profession given the value of potential of librarian being questioned in the information landscape. Social Networking Sites have changed the scenario of information communication.

During the last two decades the world, in general and India, in particular has witnessed for remarkable changes in Information Technology. The advancement in IT led to the emergence of SNSs. SNSs are currently being used regularly by millions of people. The usage of SNSs has been so widespread that they have caught the attention of academics worldwide. The usage of SNSs among the people of the world is evidently increasing, particularly among the Indian College students. It has invariably left a big impact on society in general and college students in particular.

Developments in web technologies are creating more friendly, social and fun environments for retrieving and sharing information and one of such is Social Networking Websites. Emergence of internet and particularly World Wide Web as a new medium of information storage make the concept more come into sight than earlier and it cause the emergence of a new mode of resource sharing. Advances in computer application during the past few decades have brought radical changes the way information is gathered, stored, retrieved, accessed, organized and consumed. The internet and the web has changed the traditional library into a virtual library which a number of information can be retrieved in a digital format. Therefore, it become an important area of research for information professionals. In this context the present problem, **“Awareness and Use of Social Networking Sites by Faculty Members and Students of NATIONAL INSTITUTE OF TECHNOLOGY, Mizoram”** was conceived whole study was divided in following chapters:

The present study consists of the following chapters:

Chapter 1: Introduction

Chapter 2: NIT, Mizoram: An Overview

Chapter 3: Social Networking Sites: An overview

Chapter 4: Use of SNSs in Academic Library for dissemination of information

Chapter 5: Data Analysis and Findings

Chapter 6: Conclusion and Suggestions.

Bibliography

CONTENT

Description	Page No.
Declaration	i
Certificate	ii
Acknowledgement	iii
Preface	iv
Table of Contents	v-
List of tables	
List of Graphs	
List of Figures	
Abbreviation	
Chapter 1: Introduction	1-17
1.1 Introduction	1
1.2 Profile of National Institute of Technology	2-4
1.3 Significant and Scope of the Study	4
1.4 Review of Literature	5-13
1.5 Statement of the Problem	13
1.6 Objective of the Study	13
1.7 Research Methodology	14
1.8 Tentative Chapter	14
References	15-17
Chapter 2: NIT- Mizoram: An Overview	18-28
2.1 Introduction	18-19
2.2 National Institute of Technology: Growth and Development	20-22
2.3 NIT, Mizoram: An Overview	23
2.3.1 Aims and objectives of NIT- Mizoram	23-24
2.3.2 Course structure in NIT- Mizoram	24-25
2.3.3 Grading System of NIT-Mizoram	26
References	27-28

Chapter 3: Social Networking Sites: An Overview	29-45
3.1 Introduction	29-30
3.2 Social Networking	30-31
3.3 Social Networking Sites (SNSs)	31
3.3.1 Definition of Social Networking Sites	32-33
3.3.2 Lists of Social Networking Sites	34-38
3.3.3 History of Social Networking Sites	38-40
3.3.4 Evolution of Online Social Networking Sites	40-41
3.3.5 Trends and Development of Social Networking Sites	41-43
References	44-45

Chapter 4: Use of SNSs in Academic Library for Dissemination of Information	46-59
4.1 Introduction	46
4.2 Academic Library System	46
4.2.1 Need for Academic Library System	46-47
4.2.2 Types of Academic Libraries	47-48
4.3 Digital Library	48-49
4.4 Web 2.0 and Libraries	49-50
4.5 Social Networking Sites in Academic Library	51-53
4.6 Use of SNSs by Academic Institutions	53-57
References	58-59

Chapter 5: Data Analysis and Findings	60-90
5.1 Introduction	60
5.2 Analysis and Findings	60
5.3 Analysis of Responses	61
5.3.1 Department wise Analysis	61
5.3.2 Designation wise Analysis	62
5.3.3 Age wise distribution of Respondents	63
5.3.4 Gender wise Analysis	64
5.4 Computer Competency and Internet Uses by Correspondents	65
5.4.1 Computer Knowledge and Skill	65
5.4.2 Internet Uses by Respondents	66

5.4.3	Frequency of Internet Uses by Respondents	67
5.4.4	Preferred Place of Access Internet by Respondents	68
5.4.5	Satisfaction with Internet Speed	69
5.5	Awareness and Use of Social Networking Sites	70
5.5.1	Status of Awareness of SNSs	70
5.5.2	Time-Span of Using SNSs by Respondents	71
5.5.3	Preferred way of Accessing SNSs	72
5.5.4	Types of SNSs Accounts having Respondents	73-74
5.5.5	Frequency of using SNSs by Respondents	74-75
5.5.6	Time- Spend on Using SNSs in a day by Respondents	75-76
5.5.7	Popular SNSs used by the Respondents	76-77
5.5.8	Preferred times of using SNSs by Respondents	78
5.5.9	Preferred Place of Accessing SNSs by Respondents	79
5.6	Purpose of Use and Satisfaction with SNSs	80
5.6.1	Purpose of Using SNSs	80-81
5.6.2	Academic Use of SNSs by Respondents	81
5.6.3	Satisfaction level of Respondents in Using SNSs	82
5.6.4	Main Problems facing by Respondents in Accessing SNSs	83
5.7	Opinion about SNSs	84
5.7.1	SNSs impact on Personal Life	84
5.7.2	Habit of Using SNSs	85
5.7.3	Opinion about SNSs used as a bridge for Academic Communication	86
5.7.4	Reliability of Information Available on SNSs	87
5.7.5	Security of Personal Information on SNSs	88
5.8	Findings	89-90
Chapter 6: Conclusion and Suggestions		92-93
Bibliography		94-101
Appendixes		

List of Table:

S/No.	Name of Table:	Page No.
1.	List of National Institute of Technology	3-4
2.	List of Regional Engineering Colleges	20-21
3.	List of NITs	21-22
4.	Grading system for award of degree in NIT-Mizoram	26
5.	Development of Social Networking Sites	40-41
6.	Use of SNSs tools in the Central University of India	54-55
7.	Use of SNSs tools in the IITs	56
8.	Use of SNSs tools in the IIMs	57
9.	Department wise analysis of respondents	61
10.	Designation wise analysis of respondents	62
11.	Age wise distribution of respondents	63
12.	Gender wise responses	64
13.	Level of computer skills	65
14.	Usage of internet	66
15.	Frequency of use internet	67
16.	Preferred place of accessing internet	68
17.	Satisfaction with internet speed	69
18.	Status of awareness of SNSs by respondents	70
19.	Time-span of using SNSs	71
20.	Preferred way of accessing SNSs	72
21.	SNSs accounts uses by the respondents	73
22.	Frequency of using SNSs	74
23.	Time spend on using SNSs	75
24.	Popular SNSs used by respondents	76
25.	Preferred timing to use SNSs	78
26.	Preferred place to accessing SNSs	79
27.	Purpose of using SNSs	80
28.	Reason of using SNSs	81
29.	Satisfaction level of using SNSs by the respondents	82
30.	Problems in accessing SNSs	83

31. SNSs impact on personal life	84
32. Addiction of using SNSs	85
33. SNSs as a bridge to academic communication	86
34. Reliability of SNSs information	87
35. Security of personal information on SNSs	88

List of Figure

Sl/No.	Name of Figure:	Page No.
1.	Tools of Web 2.0	30
2.	Way of Social Networking	31
3.	Social Networking Sites	32
4.	People connecting through SNSs	33
5.	Web 2.0 in Libraries	50

List of Graph

Sl/No.	Name of the Graph:	Page No.
1.	Analysis by department wise response	61
2.	Designation wise representation in respondents	62
3.	Age wise representation in respondents	63
4.	Gender wise distribution of respondents	64
5.	Level of computer computability	65
6.	Uses of internet	66
7.	Frequency of internet uses	67
8.	Preferred place of using internet	68
9.	Satisfaction with internet speed	69
10.	Awareness with SNSs	70
11.	Duration of SNSs uses by respondents	71
12.	Preferred way to access SNSs	72
13.	SNSs accounts uses	73
14.	Frequency of using SNSs	74
15.	Uses of SNSs in a day by respondents	75
16.	Popular SNSs used by respondents	76
17.	Preferred timing of using SNSs	78
18.	Place of accessing SNSs by respondents	79
19.	Purpose of using SNSs	80
20.	Reasons of using SNSs	81
21.	Satisfaction level with SNSs	82
22.	Problems in accessing SNSs	83
23.	SNSs about negative impact on personal life	84
24.	Addiction of using SNSs by respondents	85
25.	SNSs as a bridge to academic communication	86
26.	Reliability of information available on SNSs	87
27.	Security of personal information on SNSs	88

ABBREVIATION

WWW- World Wide Web

RECs- Regional Engineering Colleges

NIT- National Institute of Technology

IIT- Indian Institute of Technology

HPRC- High Powered Review Committee

MHRD- Ministry of Human Resource Development

AICTE- All Indian Council for Technical Education

INDEST- Indian Digital Library in Engineering Science and Technology

SNSs- Social Networking Sites

ODL- Open Distance Learning

SNWs- Social Networking Websites

RSS feeds-

OSN- Online Social Networking

LIS- Library and Information Science Professionals

ICT- Information Communication Technology

EPC- Engineering Planning Committee

EAA- Extra Academic Activity

HSS- Humanities and Social Science

UGPEC- Under Graduate Programme Evaluation Committee

ARPA- Advanced Research Project Agency

ARPANET-

MUD- Multi-User Dungeon

BBS- Bulletin Board System

CD-ROM- Compact Disc Read Only Memory

OPAC- Online Public Access Catalogue

PDF- Portable Document Format

ISBN- International Standard Book Number

IIM- Indian Institutes of Management

URL- Uniformed Resource Locator

IFLA- International Federation of Library Association

1.1. INTRODUCTION

Advances in the World Wide Web (WWW) have greatly changed the way people access information and communicate with each other. The evolution of the Web has led to the development of a collection of technologies known as Web 2.0. The term Web 2.0 was coined by O'Reilly Media in 2004 and refers to web applications, which provide for online collaboration, participation, social networking, interaction and user-generated content sharing. Social networking sites are profile based websites that allow users to maintain social relationships by viewing, visiting, and sharing their lists of social connections with other members. These sites can be used to build community-based personal websites, online discussions forums, chat rooms and other social spaces accessible to users for exchange of personal content and communication. Examples of social networking sites include Orkut, Facebook, and MySpace. Social networking sites offer a wide variety of resources and services such as messaging, blogging, sharing photos, audios and videos, group discussion, and distribution of applications. Youngsters, especially students, are the avid users of these sites (Mohamad, K. Haneefa & Sumitha, E, 2011). A social network is a collection of individuals linked together by a set of relations. Online social networking sites 'virtually' link individuals, who may or may not know each other.

Social networking sites enable students to get in touch with their friends, faculty members, and institutions and allow them to connect with more friends. Students can use these sites to create and share their identities and profiles that may include personal information, pictures, blog entries, videos and music clips. They can join groups and communicate with other students and faculty members by commenting on topics or by introducing topics that they hoped would encourage discussion. They can share information, exchange files and seek comments, advice, give opinions, and suggestions, and ideas instantly and interactively. Students can also use these sites as a platform to connect with long lost classmates, batch mates and family members. These sites provide an online platform for students of diverse backgrounds and nationalities. Security and privacy are the topmost concerns of social networking sites. This is mainly because social networking sites allow members to display their personal information such as their name, address, phone number, e-mail, and photo. Social Networking Sites have rapidly gained popularity. Globally the active memberships on SNSs reached 300 million on 2010.

1.2. PROFILE OF NATIONAL INSTITUTE OF TECHNOLOGY

The National Institute of Technology is a group of public engineering colleges of India. These institutes have been declared by the Act of Parliament as Institutes of **National Importance**. It comprises 30 autonomous institutes as listed in Table-1 and they are located in one each major state/territory of India. In 2007, the Indian Government declared these schools as Institute of National Importance. All NIT's are autonomous which enables them to set up their own curriculum. All NIT's were referred to as Regional Engineering Colleges (REC's) and were governed by their respective state Governments. NIT's were founded to promote regional diversity and multi-cultural understanding in India. NIT's offer degree courses at Bachelors, Masters and Doctorate levels in various branches of engineering and technology

Jawaharlal Nehru sought to develop India as a leader in Science and technology. The Government started fourteen REC's between 1959 and 1965 at Bhopal, Allahabad, Kozhikode, Durgapur, Kurukshetra, Jamshedpur, Jaipur, Nagpur, Rourkela, Srinagar, Surathkal, Surat, Tiruchirappali and Warangal. It established one in Silchar in 1967 and added two others located at Hamirpur in 1986 and Jalandhar in 1987. The RECs were jointly operated by the central government and the concerned state government.

The upgrade was designed along the lines of the prestigious Indian Institute of Technology (IITs) after it was concluded that RECs had potential as proven by the success of their alumni and their contributions in the field of technical education. The changes implemented recommendations of the "High Powered Review Committee" (HPRC). In 2002, MHRD issued NIT status to three more colleges located at Patna, Raipur and Agartala. In 2010, the Government announced setting up ten new NITs in the remaining states/ territories. This would lead to every state in India having its own NIT. With the technology based industries continuing growth, the Government decided to upgrade 20 National Institutes of Technology to full-fledged technical Universities. Parliament passed enabling legislation, the National Institutes of Technology Act in 2007 and took effect on 15th August of that year. The target is to fulfill the need for quality manpower in the field of Engineering, Science and Technology and to provide consistent governance, fee structure and rules across the NIT's.

The President of India is the ex-officio visitor of all the NITs. The NIT council works directly under him and it includes the ministry in charge of technical education in central government, the chairman and the Directors of all the NITs.

NITs have a central library equipped with technical books, literature, fiction, scientific journals, and other electronic material. Most have digitized their libraries. Some provide an intranet library facility. Every departmental library has high speed connectivity. Electronics libraries allow students access to online journals and other periodicals through the AICTE-INDEST consortium, an initiative by the Ministry of Human Resource Development.

Table-1: List of National Institute of Technology

Name	Established	Short Name	City/Town	State/UT	Website
NIT Kurukshetra	1963	NITKKR	Kurukshetra	Haryana	nitkk.ac.in
NIT Calicut	1961	NITC	Kozhikode	Kerala	nitc.ac.in
NIT Delhi	2010	NITD	New Delhi	Delhi	nitdelhi.ac.in
NIT Agartala	1965	NITA	Agartala	Tripura	nita.ac.in
NIT Durgapur	1960	NITDGP	Durgapur	West Bengal	nitdgp.ac.in
NIT Goa	2010	NITG	Farmagudi	Goa	nitgoa.ac.in
NIT Puducherry	2010	NITPY	Karaikal	Puducherry	nitpy.ac.in
Maulana Azad NIT Bhopal	1960	MANIT	Bhopal	Madhya Pradesh	manit.ac.in
Malaviya NIT Jaipur	1963	MNIT	Jaipur	Rajasthan	mnit.ac.in
Motilal Nehru NIT Allahabad	1961	MNNIT	Allahabad	Uttar Pradesh	mnnit.ac.in
NIT Manipur	2010	NITMN	Imphal	Manipur	nitmanipur.ac.in
NIT Meghalaya	2010	NITM	Shillong	Meghalaya	nitm.ac.in
NIT Mizoram	2010	NITMZ	Aizawl	Mizoram	nitmz.ac.in
NIT Nagaland	2010	NITN	Dimapur	Nagaland	nitnagaland.ac.in
Dr. B.R. Ambedkar NIT Jalandhar	1987	NITJ	Jalandhar	Punjab	nitj.ac.in
NIT Jamshedpur	1960	NITJSR	Jamshedpur	Jharkhand	nitjsr.ac.in
Vivesvaraya NIT Nagpur	1960	VNIT	Nagpur	Maharashtra	vnit.ac.in
NIT Patna	1886	NITP	Patna	Bihar	nitp.ac.in
NIT Raipur	1956	NITRR	Raipur	Chattisgarh	nitrr.ac.in
NIT Rourkela	1961	NITRKL	Rourkela	Odisha	nitrkl.ac.in
NIT Sikkim	2010	NITSKM	Ravangla	Sikkim	nitsikkim.ac.in
NIT Silchar	1967	NITS	Silchar	Assam	www.nits.ac.in

NIT Srinagar	1960	NITSRI	Srinagar	Jammu& Kashmir	www.nitsri.net
ShardarVallabhbbhai NIT Surat	1961	SVNIT	Surat	Gujarat	svnit.ac.in
NIT Surathkal	1960	NITK	Mangalore	Karnataka	nitk.ac.in
NIT Tiruchirappalli	1964	NITT	Tiruchirappalli	Tamil Nadu	nitt.edu

1.3. SIGNIFICANT AND SCOPE OF THE STUDY

The digital environment has changed the traditional and restricted mode of communication into online mode. At present time, the SNSs play an essential role in communication of information freely and speedily to large number of peoples and developed a new medium of communication channel for interaction to share ideas, opinion, thoughts, and professional knowledge. Social networking sites offer a wide variety of resources and services such as messaging, blogging, sharing photos, audios and videos, group discussion, and many more things. Use of SNSs in academic field is now very common and its uses increases day by day very rapidly. Many Libraries already started to use SNSs tools in providing information services to their users. It becomes a level of playground for academic and students to interact on academic issues and share information and resources among themselves on any subject or topic. This is an emerging area for research that how academicians are using SNSs as communication media to share their information.

The scope of the present study is limited to faculty members and students of NIT, Mizoram. At present, there are 38 faculties and 300 students in NIT Mizoram, out of which, all faculty members and 200 students will be randomly selected to collect the primary data with details emphasis about awareness and use of social networking sites for their communication.

1.4. REVIEW OF LITERATURE

There are a good number of literatures available in this area of study. The scholar will make an extensive survey of literature in the concerned field so as to get abreast with the information. The literatures available in different forms will have been scan from the published documents in the area of the study. The scholar will also scan e-resources concerning to the field of study.

Manjunatha, S. (2013). The Usage of Social Networking sites Among the College Students in India. *International Research Journal of Social Sciences*. 2(5), 15-21. Retrieved February 3rd, 2015, from the JSTORE Database.

The author discussed that today in India, particularly among the Indian college students the usage of Social Networking Sites (SNSs) has significantly increased and it certainly has far reaching impacts on the academic and other activities of the students. And these impacts are so widespread that they caught the attention of social scientists worldwide. However, the range of studies conducted to deal with the usage of SNSs among college students is negligible in India. Hence, this study is placed in this context, aimed at presenting usage pattern of SNSs by the Indian college students. The findings of the study acknowledge the rampant usage of SNSs among young college students in India. Their usage pattern of SNSs, hours spending per week, gender differentiation in its usage, purpose of membership, their level of intimate relationships with online friends and much more interesting aspects have been dealt scientifically in this paper.

K, Haneefa Mohamed and E, Sumitha. (2011). Perception and Use of Social Networking sites by the students of Calicut University. *DESIDOC Journal of Library and Information Technology*. 31 (4), 295-301. Retrieved Dec 14th, 2014.

The author study on investigating the perception and use of social networking sites by the students of Calicut University, Kerala. Structured questionnaires were used to collect the data. A number of students visited social networking sites twice a week. From the study the students indicated that lack of security and privacy are the main concerns of social networking sites.

Kanunga, Talwar. Neena. (2007). Use of internet in the scholarly communication of social scientists: a case study of IGNOU. *Annals of Library and Information Studies*. 54(1), 7-18 Retrieved Dec 14th, 2014.

The paper discusses the use of internet in the scholarly communication of the social scientist in IGNOU and analyze its impact on their research and working in the Open

Distance Learning (ODL) environment. In the category of scholarly communication , it include both research as well as course development work. The paper also highlight the purposes and frequency of use of the internet by the social scientists, their methods of locating, accessing and using information on the internet.

Olatokun, Wole., and Iiebare, Godson. (2014). Probing University student's adoption and utilization of social networking websites in Nigeria. *Annals of Library and Information Studies*. 61(1), 15-23. Retrieved 15th Dec, 2014.

The author studied about the influence of Social Networking Websites (SNWs). Survey design was adopted. A structured questionnaire was used for data collection from 600 respondents comprising undergraduate and postgraduate students in the two public universities. In the view of these findings, university authorities need to design and develop appropriate social networking systems to serve as a cost-effective platform to deliver instructions to students..

Tyagi, Sunil. (2012). Use of web 2.0 technology by library Professionals: Study of selected Engineering colleges in western Uttar Pradesh. *DESIDOC Journal of Library and Information Technology*. 32(5), 439-445. Retrieved 3rd March 2015.

The author carried out to know the awareness regarding Web2.0 tools like blogs, Wikipedia, RSS feeds social networks, pod casting and others. He observed from his study that significant portion of the respondents have good knowledge about the Web2.0. Web2.0 provided innovative and interesting resources for librarians to serve their users as quickly and effectively as possible with new ways. He also observed that a comprehensive study should be conducted on the country level.

Gulbahar, Yasemin. (2014). Current state of usage of social media for education: Case of Turkey. *Journal of social media studies*. 1(1), 53-69. Retrieved 3rd March 2015.

The author study on the patterns and implication of social media usage by higher education institutions in both face-to-face and online teaching environments, namely for blended learning and e-learning. It also suggested that more and widespread training opportunities together with an institutional strategy are needed for effective implementation and social media for higher education is used and implemented only by individual attempts through a limited know how in terms of potentials that social media can bring to an educational context.

Brady, P. Kevin. [et al.] (2010). The use of alternative Social Networking Sites in higher educational settings: A case study of the e-learning benefits of Ning in education. *Journal of interactive online learning*. 9(2), 151-170. Retrieved 3rd March 2015.

The author evaluate the largely unexplored educational benefits of SNSs, and surveyed graduate students enrolled in distance education courses using Ning in education, an education based SNSs, based on their attitudes towards SNSs as productive online tools for teaching and learning. It also observed that education based SNSs can be used most effectively in distance education courses as a technological tool for improved online communications among students in higher distance courses.

Chiang, Sen. Hsiu. (2013). Continuous usage of Social Networking Sites. *Emerald Insight*. 37(6), 851-871. Retrieved 2nd March 2015.

The author investigated about SNSs applying the theories of reasoned action, uses and gratifications, and innovation diffusion to explain why people continue to join SNSs. The study participants were members of face book in Taiwan. An online questionnaire was used to conduct empirical research. The proposed model also provides and improved understanding of the needs of different SNSs users, and testing verified the effects of the factors related to gratification and innovation diffusion.

Hamade, N. Samir. (2013). Perception and use of Social Networking Sites among University students. *Emerald Insights*. 62(6/7), 388-397. Retrieved 2nd March 2015.

The author conducted a survey on the use of SNSs among University students in the state of Kuwait and studies their positive and negative impacts. A questionnaire with five major sections was designed, validated and distributed among the students. The stratified sample of students was based on availability of students at the time of distributing the questionnaire. A large percentage of students used face book and twitter for viewing their sites more frequently than posting.

Chattopadhyay, Pritam.,&Deshpande, M. Archana. (2012). Implications of SNS in modern environment. *International journal of education and information studies*. 2(1), 9-14. Retrieved 3rd March 2015.

The author focuses on the implications of SNSs and how management of the colleges are responding to Online Social Networking (OSN) and integrating OSN into their strategy for all communications purposes. Applications mentioned are of OSN sites used by the management of the college to communicate with students, potential students, alumni and other key stack holders involved in the modern era.

Majawa, Felix. Patrick., & Chaputula, Aubrey. Harvey. (2013). Use of SNS by mass media organizations in Malawi. *Emerald Insight*. 65(5), 534-557. Retrieved 3rd March 2015.

The author studied the use of SNSs by mass media organizations in Malawi. Survey was carried out amongst mass media organizations in Malawi. It mainly employed quantitative methods. Data were collected through questionnaire method. The study has provided unique knowledge about the use, benefits and challenges of the applications of SNSs among mass media organizations in Malawi.

Park, Ji-Hong. (2010). Differences among University students and faculties in SNS perception and use: Implications for academic library services. *Emerald Insight*. 28(3), 417-431. Retrieved 2nd March 2015.

The author aims to study the used of SNSs by different University users. Data were collected through semi-structured and open-ended interviews conducted with undergraduates, graduates and faculty members at Yonsei University in Seoul, South Korea. The analyses indicated that the three groups of users demonstrated distinct pattern of SNSs use.

Cain, Jeff. (2008). Online Social Networking issues within Academia and Pharmacy Education. *American Journal of Pharmaceutical Education*. 72(1), 1-7. Retrieved 5th January 2015.

The author studied outlines issues of online social networking in higher education by drawing upon articles in both the lay press and academic publications. New points for pharmacy educator to consider also include the possible emergence of an “e-professionalism”, concept, legal and ethical implications of using online postings in admission, discipline and students safety decision and the responsibility for educating students about the risks of online social networking.

Clark, Leigh. A., & Roberts, Sherry. J. (2010). Employer’s use of Social Networking Sites: A socially irresponsible practice. *Journal of Business Ethics*. Vol. 95(4), pp. 507-525. Retrieved 2nd March 2015.

The author studied about the drastically changed of how people interact, communicate, conduct business, seek jobs, find partners and how the employers are using SNSs as a source of background information on job applicants, and also studied SNSs responsible for the employers.

Bauman, Sheri.,& Tatum, Tanisha. (2009). Websites for young children: Gateway to Online Social Networking. *American School Counselor Association*. 13(1), 1-10. Retrieved 3rd March 2015.

The author conducted a survey on the use of Social Networking Sites by the American teens and young adults. The author studied about the basic information related to website for young children, discuss about developmental issues and make recommendations for school counselors and advantages and dangers inherent of the Social Networking Sites.

Eikenberry, Angela.M. (2012). Social Networking, Learning and Civic Engagement: New Relationships between Professors and Students, Public Administrators and Citizens. *Journals of Public Affairs Education*. 18(3), 449-466.

The author investigated about the growing demand for Professors and Public administrators to use social networking to engage with students and citizens in new and more collaborative ways. The focus of the paper is to explore the implications of using social networking for learning, professor-student relationships, and civic engagement and to enhance students empowerment and learning and enable students to learn how to use more effectively these tools for citizen empowerment and engagement.

Tham, Jason.,& Ahmed, Niaz. (2011). The Usage and Implications of Social Networking Sites: A survey of college students. *Journal of Interpersonal, Intercultural and Mass Communication*. 2(1), 1-11.

The author studied about the usage and implications of SNSs among college students. A survey was administered to a non-random sample of 445 college students on SNSs use, perceptions of SNSs communications, and awareness of the impacts of SNSs in academic performance and personal development. In general, for both Males and Females, the time spent on SNSs decreased as the age of the respondent increased.

Stanciu, Andrei.,Mihai, Florin., &Aleca, Ofelia. (2012). Social Networking as an Alternative Environment for Education. *Accounting and Management Information Systems*. 11(1), 56-75.

The author pursued a study on the impact of social networks on educational process in Romanian higher education, employing a theoretical framework regarding the educational value of the social networking websites. The major result of the study reveal that SNSs have become very popular among students and a valuable tools for education. The study also opens a wide perspective on students availability to use SNSs and also other web based technologies.

Al-Rahmi, Mugahe, Waleed., & Othman, Shahizan, Mohd. (2013). Evaluating Students Satisfaction of Using Social Media through Collaborative Learning in Higher Education. *International Journal of Advances in Engineering and Technology*. 6(4), 1541-1551.

The author conducted a study in order to identify the characteristics and factors surrounding the usability of the social media for collaborative learning in higher education. The study deals the development of conceptual framework in interaction with peers and teachers engagement, perceived ease of use and perceived usefulness; that explain the positive effects and benefits of using social media to enhancing students learning through collaborative learning which in turn improves students academic performance. The result revealed a statistically significant negative relationship between perceived usefulness and their satisfaction for using social media for collaborative learning among students.

Helou, Mahamat, Adam., Abraham, Zairah, Zor., and N.D. Oye. (2012). Students Perceptions on Social Networking Sites Influence on Academic Performance. *International Journal of Social Networking and Virtual Communities*. 1(1), 7-15.

In this article, the study attempts to obtain students perceptions on how SNSs impact their academic performance. In this study a survey was conducted by distributing questionnaire to selected students from the faculty of computer science and information system. The purpose was to obtain respondents opinion on the use of SNSs and its influence on their academic performance. The study confirmed that most of the younger students are engage in the use of SNSs mainly for socializing activities rather than for academic purpose. However, most of the students do feel that the SNSs have more positive impact on their academic performance.

Al-Tarawneh, Heyam, A. (2014). The Influence of Social Networks on Students Performance. *Journal of Emerging Trends in Computing and Information Sciences*. 5(3), 200-205.

The study tries to explore the influence of social media use, and especially facebook on high school students performance and how they spend their time. The results highlighted the problem of using social networking especially facebook used which is reported to have bad influences like addiction, wasting time, information overload and isolation from physical society.

Tariq, Waqas. et.al. (2012).The Impact of Social Media and Social Networks on Education and Students of Pakistan. *International Journal of Computer Science.* 9(4), 407-411.

This article describes the impact of social websites on how it effects and ruin the students future and carrier which continuously distracted students from their studies. This research begins with the social networking websites like LinkedIn, Facebook, Twitter and Orkut etc are continuously distracting students from their studies. The main focus of students should be education but unfortunately today's students are emphasizing on such sites which can be a complete wastage of time. Social networking was only an electronic connections between users but unfortunately it has become an addiction for students, teenager and even adults. This paper presents the impact of social networks on education, students and impact on life of teenagers, further it describes how social networking websites are auditory and dangerous for youth and teenagers.

Judd, G, Rebecca., and Johnston, B, Lon. (2012). Ethical Consequences of using Social Network Sites for Students in Professional Social Work Programs. *Journal of Social Work Values and Ethics.* 9(1), 1-5.

The use of web 2.0 media such as facebook and Myspace by social work students can result in un- anticipated ethical dilemmas. This paper identifies potential areas of concern related to unprofessional behaviors, conflicts of interest and protecting confidentiality of clients, colleagues, instructors and agencies as students interact on social network sites.

Srivastava, Preeti. (2012). Social Networking and its Impact on Education System in Contemporary Era. *International Journal of Information Technology Infrastructure.* 1(2), 11-18.

The study examined that teachers and students are now pushing learning beyond the borders of the classroom through social networking, which move also comes with hurdles, including the fact that many school still block access to such sites within their walls. School officials must also confront the uncertainties and questions surrounding privacy issues, proper management and cyber security when they open their doors to SNSs. On the other hand, educators can help students realize even more benefits from their social network sites use by working to deepen students still emerging ideas about what it means to be a good digital citizen and leader online.

Parveen, Noushia. (2011). Use of SNS (Facebook) in Making Awareness Among the Library and Information Science Professionals of University Libraries of U.P: A case study. *International Journal of Digital Library Services*. 1(1), 9-17.

The purpose of the study explored SNSs, Facebook to work as an effective tool for imparting information or knowledge and prove helpful in making awareness among Library and Information Science (LIS) Professionals of University libraries of U.P as most important aspect of facebook as its emphasis on online collaboration and sharing because it has social networking, user centric characteristics. Data was collected by means of a questionnaire that was circulated among the LIS Professionals of University libraries of U.P randomly. The article reports the survey of SNSs, facebook in making awareness among LIS Professionals. The result of the study shows that majority of the respondents were satisfied in the use of facebook to share experiences, views and participated in creating awareness. It has become one of the largest platforms in the world for sharing real time information.

Khan, Shahzad.(2011). Impact of Social Networking websites on Students. *Abasyn Journal of Social Sciences*. 5(2), 56-77.

The author conducted a study in order to explore the impact of social network websites on students. A research questionnaire was designed to determine the factors of social networking websites that have impact on students. Variables identified are age, gender, education, social influence and academic performance. The study shows that most of the students use SNSs for entertainment and male students commonly used SNSs for knowledge. Graduation students generally prefer SNSs for entertainment. From this study it was also found that people can use SNSs due to social influence. The study determines that most of the students use SNSs due to their friends.

Chaputula, Harvey, Aubrey., and Patrick, Majawa, Felix. (2013). Use of Social Network Sites by Mass Media Organizations in Malawi. *Emerald Insight*. 65(5), 534-557.

The purpose of the study is to investigate the use of SNSs by mass media organizations in Malawi. A survey was carried out among mass media organizations in Malawi. It mainly employed quantitative methods. Data were collected through a combination of mailed and self-administered questionnaire. The research shows that SNSs were popularly used by mass media organizations in Malawi such that 87 percent of the organizations has SNSs pages. Facebook was the most commonly used SNSs although Twitter was also used. Mass media organizations benefitted from using SNSs through increased listenership/ readership, and soliciting of feedback which helped improve

service offering. However, few mass media organizations registered increased business activity through the use of SNSs. Challenges associated with using SNSs were limited ICT penetration in Malawi, distraction of employees attention at work, and there was also a concern that not many people interact on SNSs.

1.5. STATEMENT OF THE PROBLEM

Now a days, social networking is very informative, entertaining because it aware us about various state of affairs or events which are going on in the society in small or in the world at large. Social networking facilitates us to enhance our viewpoints as it enables us certain interactive learning activities also. The social networking sites play a predominant role in information communication among faculties and students. The educational networking has the potential to improve student learning environment by early recognition of student needs and informative assessment, establishment of classroom community, student's engagement, and increase sense of student achievement, information management and access to marginalized student. Social networking sites provide a venue of educators to “facilitate a strong sense of community among students” and encourage the personal interactions that can lead to the creation of new knowledge and collective intelligence.

There are many studies conducted to find out the awareness and use of social networking sites in different discipline and many other organizations in the country as listed in review of literature but no study is being conducted regarding measure the awareness and use of SNSs by NIT, Mizoram till today, even then it is a very emerging area .Therefore, the present study is an attempt to measure the awareness and use of social networking sites by faculties and students of NIT-Mizoram is a very much relevance because this NIT is a Institute of National Importance, established in 2010, with the objectives of developing technical manpower in the state of Mizoram by extending higher education and promotion of research in the area of engineering.

1.6. OBJECTIVE OF THE STUDY

The present study has following objectives:

- 1) To find out the awareness and usage of Social Networking Sites by faculty members and students of NIT Mizoram
- 2) To find out the purpose of use the SNSs by respondents
- 3) To know the most popular SNSs used among the users
- 4) To assess the frequency and duration of using SNSs

- 5) To measure the satisfaction level of use of SNSs
- 6) To know the problems being faced by the users while using SNSs

1.7. RESEARCH METHODOLOGY

1. Questionnaire Method:

One structured questionnaires was framed with adequate questions relating to the study, and circulated total 200 questionnaire to 38 faculty members and 162 students of NIT, Mizoram and received 15 Faculties and 149 students from the respondents in order to obtain required information with regards to awareness, access frequency, use, popularity, technical difficulties and level of satisfaction about SNSs.

2. Interview Method:

To supplement the data, the researcher made a personnel visit to NIT Mizoram and conducted random interview to gather data related to the study which help researcher to understand the ground real situation related to the study.

Under the study, the data collected from the users after receipt, will be scrutinized, tabulated and analyzed for inference and statistical inferences will be drawn by using excel spreadsheet software.

1.8. CHAPTERISATION:

The Present study comprised the following chapters:

- Chapter 1: Introduction.
 - Chapter 2: NIT-Mizoram: An Overview
 - Chapter 3: Social Networking Sites: An Overview
 - Chapter 4: Use of SNSs in Academic Library for dissemination of information
 - Chapter 5: Data Analysis and Findings
 - Chapter 6: Conclusion and Suggestions.
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2.1. INTRODUCTION:

Soon after the dawn of independence, India launched a massive programme of development. Many large projects were undertaken to meet the needs for irrigation, power, and flood control and to establish a basic industrial base for steel, machine tools, fertilizers, transportation, drugs and pharmaceuticals, petrochemicals, power equipment etc. The country hardly had any industrial base or the infrastructure for the task of national building. A policy of planned development adopted. However, one of the major problems faced by the country during the early year of planning was the acute shortage of trained technical manpower. To meet the challenges, an ambitious programme of expansion of engineering education was undertaken to overcome the situation.

India completed more than six decades after independence; during these years, the country has had eleven five year plans of development. The technology capacity of the nation, a key determinant of the pace, quality and quantum of economic and social growth has increased manifold. This has been possible on account of the corresponding quantitative and qualitative expansion of technical education.

Engineering education is a basic and essential input for national development and strengthening of the industry, economy and ultimately improving the quality of life of the people. It has made a significant contribution to India's economic development. The programmes which have advanced the country and diversified and augmented production since independence are largely because of the manpower produced by engineering institutions of the country.

In India, initially engineering education was based on the British model and emphasized the importance of engineering professional practice. After independence it has been constantly influenced by American education system in its contents. The 20th century witnessed tremendous progress and incredible developments took place in the field of engineering education. Technical education system is to produce trained manpower in adequate number for the economic and technological development of the country and to run its industries. It plays an important role for the economic and industrial growth, national developments and international competitiveness. It imparts technical knowledge, study, and research and facilitates technological transfer.

In India engineering education at degree level is provided basically by five categories of institutions:

- *Institute of National importance (IITs)*
- *Technical Universities*
- *Regional engineering collages/National Institute of Technology(NITs)*
- *Engineering Department/ collages in traditional Universities*
- *State level government/private engineering collages*

Technical education in India contributes a major share to the over all education system and play a vital role in the social and economic development of our nation. In India, Technical education is imparted at various levels such as: craftsmanship, diploma, degree, post graduate and research in specified fields to various aspects of technological development and economic progress.

The beginning of formal technical education in India can be dated back to the mid 19th century. The major policy initiatives in the pre- independence period includes appointment of the Indian Universities commission in 1902, issue the Indian Education policy resolution in 1904 and Governor General's policy statement of 1913 stressing the importance of technical education. The establishment of IISc., Bangalore, Institute of Sugar, Textile and Leather Technology in Kanpur, NCE in Bengal in 1905 and industrial schools in several provinces and significant development includes:

- Constitution of technical education committee of the central advisory board of Education(CABA) in 1943
- Preparation of sergeant report of 1944
- Formation of All India council for Technical education (AICTE) in 1945 by the Government of India.

2.2. NATIONAL INSTITUTE OF TECHNOLOGY: GROWTH AND DEVELOPMENT

It was the dream of Pt. Jawaharlal Nehru, the 1st Prime Minister of India to see the India as a leader in Science and Technology. In 1955, Planning Commission appointed an Engineering Planning Committee (EPC), to undertake an overall assessment of the demand and supply position in respect of engineering personnel because a large number of industrial projects were completed in 2nd five year plan (1956-61). To fulfill the above said demand of technical manpower, the Government of India started seventeen Regional Engineering Collages (RECs) in different parts of the country as listed in table-2.1.

Table 2.1: List of regional engineering colleges

Sl. No.	RECs	Year of establishment
1.	Warangal	1959
2.	Suratkal	1960
3.	Nagpur	1960
4.	Bhopal	1960
5.	Durgapur	1960
6.	Jamshedpur	1960
7.	Srinagar	1960
8.	Allahabad	1961
9.	Suratkal	1961
10.	Calicut	1961
11.	Rourkela	1961
12.	Jaipur	1963
13.	Kuruksotra	1963
14.	Tiruchirappali	1964

15.	Silture	1969
16.	Jalandhar	1985
17.	Hamirpur	1986

The REC system served well initially but as time passed, some state government did not shoulder proper responsibility to steer the Institutes in the right direction. Following the long standing demand for more IITs, the MHRD decided to upgrade all RECs to National Institute of Technology (NITs) in 2002 with three new NITs (Table No. 2.2). The Government of India introduced the National Institute of Technology Act 2007 to bring twenty such institutions within the ambit of the act and to provide them with complete autonomy in their functioning. The individual NITs after the introduction of NITs Act have been functioning as autonomous Technical Universities and hence they can draft their own curriculum and functioning policies.

The National Institutes of Technology (NITs) are a group of public engineering colleges of India. On their inception decades ago, all NITs were referred to as Regional Engineering Colleges (REC's) and were governed by their respective state governments. NITs were founded to promote regional diversity and multi-cultural understanding in India. Comprising thirty autonomous institutes, they are located in one each major state/territory of India. In 2007, the Indian government declared these schools as “Institutes of National Importance.

Table 2.2: List of NITs

S.No	Name of Institutes
.	
1.	Dr. B.R. Ambedkar National Institute of Technology, Jalandhar, Punjab
2.	Malaviya National Institute of Technology, Jaipur, Rajesthan
3.	Maulana Azad National Institute of Technology, Bhopal, MadhyaPradesh
4.	Motilal Nehru National Institute of Technology, Allahabad, UttarPradesh
5.	National Institute of Technology, Aizawl, Mizoram
6.	National Institute of Technology, Warangal, Telangana
7.	National Institute of Technology, ArunachalPradesh
8.	National Institute of Technology, Silchar, Assam

9.	National Institute of Technology, Patna, Bihar
10.	National Institute of Technology, Calicut, Kerala
11.	National Institute of Technology, Raipur, Chattisgarh
12.	National Institute of Technology, Delhi
13.	National Institute of Technology, Goa
14.	National Institute of Technology, Hamirpur, HimachalPradesh
15.	National Institute of Technology, Kurukshetra, Haryana
16.	National Institute of Technology, Srinagar, Jammu and Kashmir
17.	National Institute of Technology, Jamshedpur, Jharkhand
18.	National Institute of Technology, Imphal, Manipur
19.	National Institute of Technology, Shillong, Meghalaya
20.	National Institute of Technology, Dimapur, Nagaland
21.	National Institute of Technology, Rourkela, Odisha
22.	National Institute of Technology, Ponducherry
23.	National Institute of Technology, Surathkal, Karnataka
24.	National Institute of Technology, Ravangla, Sikkim
25.	National Institute of Technology, Tiruchirapalli, Tamil Nadu
26.	National Institute of Technology, Agartala, Tripura
27.	National Institute of Technology, Srinagar, Uttarkhand
28.	National Institute of Technology, Durgapur, West Bengal
29.	National Institute of Technology, Surat, Gujarat
30.	National Institute of Technology, Nagpur, Maharashtra

2.3. NIT- MIZORAM - AN OVERVIEW:

NIT- Mizoram was started in the year 2010 in the city of Aizawl with an objective to impart education, research and training leading to B-Tech, M-Tech, M.Sc and Ph.D Degrees. The institute, to cope with the present competitive needs, comprises of laboratories with the latest equipments and installed with best and latest software. The institute has been declared as an institute of **National Importance** by an Act of Parliament. The students are admitted through All India Entrance Exam- Joint Entrance Exam (JEE main).

The institution is currently functioning in a temporary campus in the city of Aizawl. It comprises of one (1) Administrative Block and (3) Academic blocks at Chaltlang. The permanent campus is proposed to be located at Lengpui, Aizawl District.

In order to serve the diverse library needs of the engineering undergraduate students, their faculty and library users, the library has collections of textbooks and references based on the undergraduate curriculum. It holds more than 5000 books which are as per the course requirements of the different semesters. The library has also subscribed e-journals through INDEST like IEL, ASME journals, Springer Link (1300 journals), MathSci Net. It purchased various national newspapers like TOI, Telegraph, Newslink, Economic Times, Employment news and also magazines like India Today, Sports star. The library opens 5 days a week i.e. Monday- Friday as per normal office timings. The institute, to cope with the present competitive needs, comprises of laboratories with the latest equipment's and installed with the best and latest software

2.3.1. Aims and Objectives of NIT-Mizoram

1. To serve the societal needs of the country in particular and the world in general through achieving excellence in innovative scientific and technical education and cutting edge research.
2. To impart and enhance quality technical and scientific education to young men and women.
3. To promote research in both fundamental and applied knowledge for the betterment of the society.
4. To offer modern undergraduate (UG) programmes in various branches of engineering, viz, Civil Engineering, Mechanical Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, Computer Science and Engineering etc.

5. To initiate new Post- Graduate (PG) programmes in Civil Engineering, Mechanical Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, Computer Science and Engineering, Mathematics, Physics, Chemistry, Humanities and Social Sciences, MBA etc.
6. To provide facilities for research in all Engineering departments, Basic and Applied Sciences and Humanities and Social Sciences leading to Doctoral Degree.

2.3.2. Course structure in NIT-Mizoram

The discipline in which the courses of studies for B-Tech degrees in NIT- Mizoram consists of the following:

1. Computer Science and Engineering
2. Electrical and Electronics Engineering
3. Electronics and Communication Engineering
4. Mechanical Engineering
5. Civil Engineering

The academic session is divided into two semesters, each of approximately 20 weeks duration i.e. An Autumn Semester and Spring Semester. The approved schedule of academic activities for a session of NIT- Mizoram, include the date of registration, mid-semester and end-semester examinations, inter-semester breaks etc. in the academic calendar for the session. The academic calendar provide for a total of about 90 working days in each semester.

The duration of the courses leading to the B-Tech degree is four (4) years. The curriculum for different degree programmes was proposed by the respective departments and recommended by the undergraduate programme and evaluation committee and should have the approval of the senate. The departments also prepared the syllabus of each subject containing the scope of studies and detailed instructions which was to be imported by the approval of UGPEC. Every student of first year is required to register in the Extra Academic Activity(EAA). Students can choose anyone of the activities: NSS or any sports/athletic activities of NSO as may be recommended by the student's activity and sports officer (SA & SO) and approved by the Senate.

To get a B-Tech degree the students has to fulfill different disciplines-

Depth Requirement: The depth requirement would be specified by the department and would include- Basic science requirement, engineering science requirement and other requirements like workshops, engineering drawing and graphics etc. Professional subject score and electives, projects and comprehensive viva-voice.

Breadth Requirement: A students is required to take at least six subjects as his breadth subject for which slots would be made available in the curriculum, The breadth subjects must be a subject offered by other discipline but different from the subjects including electives. Students are free to choose a breadth subject provided available in terms of timetable, limitation of class size and the students eligibility.

Humanities and Social Science (HSS), Environmental Engineering and Information Technology related subject Requirements: At least two HSS elective subjects, one IT subjects and one Management and Environment Engineering subjects should be included in the curriculum of any discipline.

Industrial Training and Field Work: The curriculum for B-Tech includes compulsory industrial training for 4 to 6 weeks, which should be carried out in winter vacation at the end of the fifth semester.

A students in any degree programmes should complete the prescribed course work for B-Tech program of the eight semester within a maximum period of six years and in special cases the senate on the recommendation of the Department and the Under-Graduate Programme Evaluation Committee (UGPEC) further extend the total time limit for completion of all the requirements by one more year over and above the limit of six years for the B-Tech degree.

2.3.3. Grading System

The NIT-Mizoram has also adopted a grading system in award of degree like other NITs. The grade is given by letter and it based on corresponding grade per credit according to the students performance as shown in table-3.

Table-3: Grading system for award of degree in NIT-Mizoram

Performance	Letter Grade	Grade Point Per Credit
Outstanding	AA	10
Excellent	AB	9
Very Good	BB	8
Good	BC	7
Average	CC	6
Below Average	CD	5
Marginal	DD	4
Poor	FF	0
Incomplete	II	--
Satisfactory Incomplete	SS	--
Unsatisfactory	UU	--
Registration Cancelled	RC	--
Debarred	XX	--

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3.1. INTRODUCTION

Social Networking Sites is a virtual community which allows people to share various type of personal information and interact with other users from one place to another. SNSs allows users to interact, share information in different ways. SNSs enables the users easy to communicate with friends from different parts of the world which helps in dissemination of information at a faster speed. In general, a social network is a collection of individuals linked together by a set of interrelation and enable rapid exchange of information.

Developments in web technologies are creating more friendly, social and fun environments for retrieving and sharing information and one of such is Social Networking Websites. These sites are typically allow users to create a “profile” describing themselves, exchange public or private messages and list other users or group they are connected in the same way. These SNSs may contains set rules and regulations to be followed as per their editorial policy or may be entirely user- driven. (Efua & Cynthia, 2011). Due to the increasing use of web technology, the popularity of SNSs has become an important computer-mediated communication, personal communication with friends, family has been transformed the offline realm into an online entity in the digital era. The internet provides easy access to the users unlimited sources of updated information and provides the users to find necessary information in an effective way. Researcher believes that the virtual learning community is a powerful tool to promote online learning participation and achievement. (Hiltz, 1998; Pretera & Moller, 2001; Russell, 1999; Miller, 2001). SNSs are profile based websites that allow users to maintain social relationship by viewing, visiting and sharing their lists of social connections with other members. (Boyd & Ellison, 2007)

As information and communication technologies are developing a rapidly advancing history of technological innovations, the past, present and future of students association and communications are indistinguishable from the various technologies that were and are available. From electronic mail and newsgroups, from open forums to open chat rooms, from instant messenger to SNSs, the prevailing technologies partially define the structure and content of social communication and association. Online SNSs, have not only served a similar function, but they also emerged as an innovative approach to recruitment and retention of the student body, promotion of activities and events, and strengthening ties to the colleges. (Pritam,C &Archana M. D, 2012).

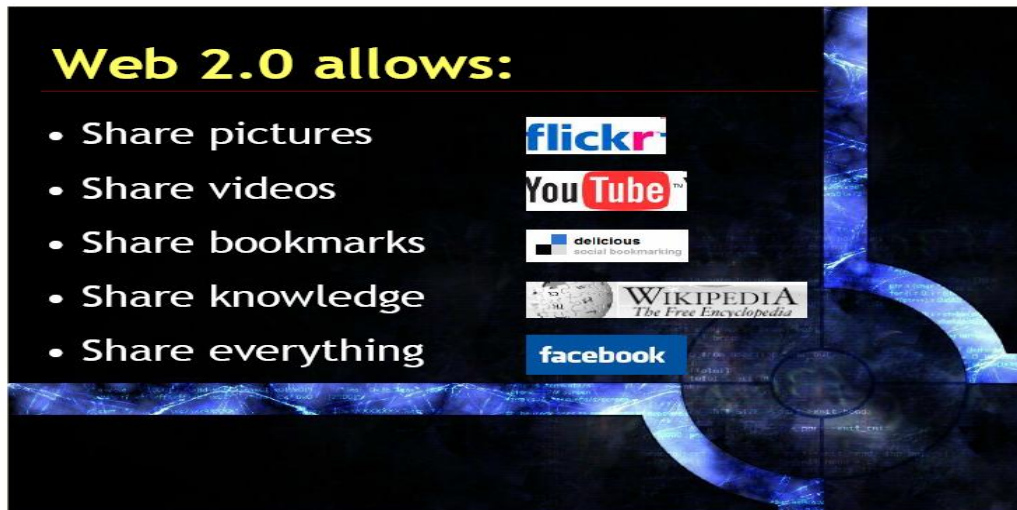


Figure-3.1: Tools of web 2.0

(Source: <http://eprints.oum.edu.my/253/1/Ruzitapercent2520amly.pdf>.)

Thus, we can say that Social Networking Sites have truly become an open platform and capacity to share information, knowledge for learning where the students can access and disseminate their informative needs.

3.2. SOCIAL NETWORKING

Social networking comprise the competencies to recognize and information needs of the individuals and to locate, evaluate, create and disseminate information within economical, cultural and social context. The term social networking is a composition of individuals, professionals or institutions which are attached with one or more individuals like colleague, friend, neighborhood or small society etc. as shown in figure-3.2. It is possible everywhere like school, collage, university, organization library or work place among the individuals of same group because of widely speared of internet in academic work place and individuals gather and share their first hand information, ideas, experience, views, emotions among their social group. In this way, they develop a social network through some social networking sites like face-book, twitter, orkut etc via internet and updating themselves about their ideas, thought, experience, their profession etc.



Figure-3.2: Way of Social Networking

3.3. SOCIAL NETWORKING SITES (SNSs)

Social networking sites are an online portal or web services which include to building a social relation among group of individuals. It can be expressed as social connecting sites among the social user in web 2.0 domain. The potential of social networks are relevant to information seeking and sharing from the more specialist web 2.0 sites. It is a grouping of individuals into specific groups like small rural communities or a group of professionals. It is a relationship between individuals who belongs to different religion, different regions and different profession with same purpose to share their first hand information, ideas, experience, views, emotions, professional information and real life situation among the mass. According to Sadeh (2007), developments in web technology are creating more friendly, social and fun environments for retrieving and sharing information and one of such is Social networking websites. These sites typically allow users to create a "profile" describing themselves, exchange public or private messages and list other users or groups they are connected to in the same way. These social networking sites may contain set rules and regulations to be followed as per their editorial policy or may be entirely user-driven. This platform is used for social activities by organizations, academia and the general public specifically the youth. The use of this platform has compelled modern day students to spend a lot of time at these sites.

3.3.1. Definition of Social Networking Sites

The term Social Networking Sites has been defined by different authors in several different ways. This gives a clear understanding of the reader with a feeling of its real meaning.

The internet applications glossary defines Social Networking as “the practice of expanding the number of one’s business and/or social contacts by making connections through individuals. While social networking has gone on almost as long as societies themselves have existed, the unparalleled potential of the internet to promote such connections is only now being fully recognized and exploited, through web-based groups established for that purpose”.

Webopedia defines Social Networking Sites as “the website that enables users to create public profiles within that website and form relationship with other users of the same website who access their profiles”.



Figure-3.3: Social Networking Sites
(Source-<http://organiksoft.com/social-media/>.)

According to Computing Dictionary. (2011), “Social networking site as any website designed to allow multiple users to publish content of themselves. The information may be on any subject and may be for consumption by friends, mates, employers, employees just to mention a few”.

Boyd and Ellison. (2007) define social networking sites as “web-based services that allow individuals to construct a public or semi-public profile within a bounded system,

articulate a list of other users with whom they share a connection, to view and navigate their list of connections and those made by others within the system”.

Powell. (2009) defines social networking as “a community in which individuals are somehow connected through friendship, values, working relationships, idea and so on”.



Figure-3.4: People Connection through SNSs

(Source- sociallyspeakinginc.com/blog/)

According to Rogers (2009) defines social networking sites as “Social media is information content created by people using highly accessible and scalable publishing technologies. At its most basic sense, social media is a shift in how people discover, read and share news, information and content. It is a fusion of sociology and technology, transforming monologue into dialog and is the democratization of information, transforming people from content readers into publishers.

It is therefore, that Social Networking Sites can be used to describe community-based web sites, online discussion forums, chat rooms and other social spaces online.

Seufert, et al. (1999) defines “Social Networking in terms of knowledge networking as signifying a number of people, resources and relationships among them, who are assembled in order to accumulate and use knowledge primarily by means of knowledge creation and transfer processes, for the purpose of creating value. The concept of social networking is one of the tools of web 2.0 which also forms the basis of library 2.0.

3.3.2. Lists of Social Networking Sites:

There are a number of Social Networking Sites available on the internet which the user can choose any sites that is suitable for his needs and demand. Following are the most popular SNSs which are commonly used:

Facebook: Facebook is an online social networking service. The website was launched on 4th February, 2004 by Mark Zuckerberg with his fellow students in Harvard College. Its headquarter is located in Menlo Park at California. On 26th September, 2006 Facebook was opened to everyone at least 13 years old with a valid email address. On Facebook we can share our photos and videos, can update our status and can comment the post on our shares. At present Facebook has recently crossed 500 million users and is the most popular SNSs in the world.

MySpace: MySpace is a social networking website. It is a user submitted network of friends, personal profiles, blogs, groups, photos, music and videos. Myspace was founded by Chris DeWolfe and Tom Anderson and was launched in July, 2003. Its headquarter is located in Beverly Hills, California. Myspace was acquired by news corporation in July 2005. At MySpace the user must be at least 14 years old to register. At first Myspace users were eUniverse employees. MySpace quickly gained popularity among teenage and young adults social group. On 5th February, 2008, Myspace set up a developer platform which allows developers to share their ideas and write their own Myspace applications. Myspace application was released on 5th March, 2008 with around 1,000 applications available.

Twitter: Twitter was created in March, 2006 by Jack Dorsey, Evan Williams, Biz Stone and Noah Glass and was launched in July 2006. The service rapidly gained popularity with more than 100 million users in 2012. Registered users can read and posts tweets, but unregistered users can only read them. Its headquarter is located in San Francisco and has more than 25 offices around the world.

LinkedIn: LinkedIn is an online social network for business Professionals, which is designed specifically for professional networking to help them find a job, discover sales leads, connect with potential business partners. Unlike most of the other social networking, LinkedIn does not focus on making friends or sharing media like photos, videos and music.

To register in LinkedIn, you need to provide personal information. There are more than 75 million professionals registered on LinkedIn. It is a business oriented social network services. It was founded by Reid Hoffman in Dec 2002 and was launched in 5th May, 2003. It is mainly used for professional networking. Its headquarter is located in Mountain view, California with offices in different parts of the world. Till March 2015, LinkedIn reports more than 364 million users in more than 200 countries and territories.

Bebo: Bebo is the second best social networking services in the United Kingdom. It allows user to create their profile for free. You can register a free account with Beboans can upload photos, videos and information. The website was launched in 2005 and was founded by Michael and Xochi Birch in January 2005 at their home in San Francisco and it was owned and operated by its founders. The company announced the launch of their newest application Blab in early 2014 and in December 2014 a new version of Bebo launched as an avatar hash tag messaging application.

Friendster: Friendster was founded by Canadian computer programmer Jonathan Abrams. It was launched in 22nd March, 2002. Friendster was a social gaming site based in Kuala Lumpur, Malaysia. It was previously a social networking service website. It was designed as a place to connect with friends, family, colleagues and new friends over the internet, it went beyond just a one-way communication. After the relaunch of friendster as a social gaming platform in June 2011, the number of registered users reached over 115 million.

Hi5: Hi5 is a Social Networking Website based in San Francisco, California and was launched in 27th June, 2003 by RamuYalamanchi. It was reported to be the 8th largest social network by mid 2006. Bill Gossman was appointed CEO in April 2009 and that time, hi5 refocused itself as a social gaming platform and opened itself to new game developers. Hi5 had many typical social networking features, such as friend networks, photo sharing, user groups and status updates. The site featured over 200 games in a variety of genres and was adding games at a rate of 2-3 per week. Hi5 claims around 60 million members from more than 200 countries other than the US. One of the sites biggest transformations is the addition of many entertainment options, including games.

Ning: Ning started development in October 2004 and launched its platform publicly in October 2005. Ning was a freeform platform for the development and hosting of open source social applications. In the late September 2006, Ning narrowed its focus to offering a group website, a photos website, and a videos website for the user to copy and use for any purpose.

Ning was co-founded by Marc Andreessen and Gina Bianchini. Its headquarter is located in Palo Alto, California.

Classmates: Classmates.com is a social networking service founded in 1995 by Randy Conrads. Classmates.com is different from most other social networks, in the sense that most of its features are available to premium member. Classmates.com is primarily used to reconnect with old classmates. Creating a basic classmates.com profile is free and easy. However, most of the advanced features in classmates.com are only available to paid users.

Flixster: Flixster is an American social movie site for discovering new movies, learning about movies and meeting others with similar tastes in movies. Its headquarter is located in San Francisco, California and was founded by Joe Greenstein and Sarah Chari in 2007. The site allows users to view movie trailer as well as learn about the new and upcoming movies in the box office. Users can create their own profiles, invite friends, rate movies and actors and post movie reviews as well. Flixster.com also operates leading movie applications on facebook, Myspace, iPhone, Android and Blackberry.

My Heritage: My Heritage was founded in 2003. Its headquarter is located in Or Yehuda, Israel. Myheritage is a website for discovering, sharing and preserving family history. It offers online mobile and software platforms to its users worldwide. Users can create their own online family website, share pictures and videos. There are more than 15 million family trees and 91 million photos on the site, and the site is accessible in over 35 languages.

Orkut: Orkut was a social networking websites owned and operated by google. The service was designed to help users meet new and old friends and maintain existing relationships. It was launched in 24th January, 2004 and was founded by OrkutBuyukkukten. The website was named after its creator, google employee OrkutBuyukkukten. On 30th June, 2014 Google announced that it would be closing Orkut on 30th September, 2014. No new accounts could be created starting from July 2014. Orkut was one of the most visited websites in India and Brazil. In 2008, google announced that Orkut would be fully managed and operated in Brazil, by Google Brazil in the city of Belo Horizonte.

Badoo: Badoo is a dating focused social networking service. It was founded in November, 2006 and its headquarter is located in Soho, London. The site operates in 180 countries. Badoo was founded by the Russian entrepreneur Audrey Andreev. The site allows user to create profiles, send each other messages, and rate each others profile pictures at no cost.

Xing: Xing is a social software platform for enabling a small world network for professionals. The company claims that it is used by people from over 200 countries. It was founded in August, 2003 in Hamburg, Germany and was launched in 1st November, 2003. It was renamed from open BC to Xing on 17th November, 2006.

Cyworld: Cyworld is a South Korean social network service operated by SK Communications. Cyworld was launched in 1999 and was purchased by SK communications in 2003. The idea for Cyworld started in August 1999 by KAIST students organization the 'EC Club', a club that took on online business projects. The club member got the idea to create a social networking website while discussing topics for a research projects. It had a big effect on Korea's internet culture.

iWiW: iWiW is a Hungarian social networking web service which started on 14th April, 2002 as WiW (Who is Who). On 28th April, 2006, T-online, the net branch of Magyar Telekom has purchased iWiW for almost one billion. On 26th October, 2005 the system was rebuilt from scratch and got a new name (iWiW). The most important changes are the multilingual interface, listings, photo upload and a special Java applet to visualize the connections.

Blogger.com: Blogger is a blog- publishing services that allow multi-user blogs with time-stamped entries. It was developed by Pyra Labs, which was bought by Google in 2003. Blogger.com was launched in 23rd August, 1999. Blogger allows its users to choose from various templates and then customize them. Blogger was redesigned in 2006; all blogs associated with a user's google, accounts were migrated to google servers. Blogger claims that the service is now more reliable because of the quality of the servers.

Research Gate: Research gate is a Social Networking Sites for scientists and researchers to share papers ask and answer questions and find collaborators. The websites have millions of users worldwide. Research gate was launched in May 2008. It was created by IjadMadisch, Soren Hofmayer and Horst Fickenscher. In 2009, the company began a partnership with Seeding Labs in order to supply third-world countries with surplus labs equipment from the United States. In 2011, University of Florida study found that Research Gate made positive contributions to Library Science.

Academia.edu: Academia.edu is a Social Networking Websites for academics. The platform can be used to share papers, monitor their impact and follow the research in a particular field. It was launched in September 2008 with 27 million registered users as of November 2015 and 7 million uploaded texts. Academia.edu was founded by Richard Price. Its headquarter is located in San Francisco.

3.3.3. History of Social Networking Sites:

Social networks have evolved over the years to the modern day variety which uses digital media. However, the social media is not that new. In addition, it didn't start with the computer but instead the telephone. During the 1950's, phone phreaking, the term used for the rogue searching of the telephone network began. This process was accomplished through the use of homemade electronic devices that facilitated unauthorized access to the telephone system to make free calls. Phreaks were able to find telephone company test lines and conference circuits to complete their tasks. Brett Borders stated phreaks were able to hack into corporate unused voice mailboxes to host the first blogs and podcasts. (Borders, 2010)

During the 1960's, the public saw the advent of email (Borders, 2010). However, the internet was not available to the public until 1991. Email was originally a method to exchange messages from one computer to another, but both computers were required to be online. Today, email servers will accept and store messages which allow recipients to access the email at their convenience. In 1969, ARPANET created by Advanced Research Projects Agency (ARPA), a U.S government agency, was developed. ARPANET was an "early network of time-sharing computers that formed the basis of the internet". CompuServe, the third development of the 1960's, was also created in 1969 with a mission to provide time-sharing services by renting time on its computers. With very high fees, this service was too expensive for many (Rimskii, 2011; Ritholz, 2010).

Social media was further developed during the 1970's. MUD, originally known as multi-User Dungeon, Multi-User Dimension or Multi-User Domain, was a real time virtual world with role playing games, interactive fiction and online chat. MUD is primarily text based which requires users to type commands using a natural language. BBS was created in 1978, the same year as MUD, BBS is a synonym, for Bulletin Board System. Users log in to the system to upload and download software, read news or exchange messages with others. In the early years, bulletin board were accessed via a modem through a telephone line by one

person at a time. Early on, bulletin board did not have color or graphics. Bulletin board was the predecessors of the World Wide Web, conceived in 1979 and established in 1980, the UseNet is similar to a BBS. Usenet is a system to post articles or news. The difference from a BBS is that Usenet does not have a central server or devoted administration- messages are forwarded to various servers via news feeds (Ritholz, 2010).

Many social networking sites were created in the 1990's. Some examples include Six Degrees, Black Planet, Asian Avenue and Move On. These are, or have been, online niche social sites where people can interact, including sites for public policy advocacy and a social network based on a web of contacts model. In addition, blogging services such as Blogger and Epinions were created. Epinions is a site where consumers can read or create reviews of products. Third Voice and Napster were two software applications created in the 90's that have since been removed from the market. Third Voice was a free plug-in that allowed users to post comments on webpages. Opponents of the software argued that comments were often vulgar or slanderous. Napster was a software applications that allowed peer-to-peer file sharing. Users were allowed to share music files bypassing normal distribution methods, which in the end was determined to be a violation of copyright laws. (Ritholz, 2010)

In 2000 social media received a great boost with the witnessing of many SNS springing up. This highly boosted and transformed the interaction of individuals and organizations who share common interest in music, education, movies and friendship, based on social networking. Among those that were launched included Lunarstorm, sixdegrees, cyworld, ryze and wikipedia. In 2001, fotolog, sky blog and frienster were launched and in 2003, Myspace, LinkedIn, last FM, tribe.net, Hi5 etc. In 2004, popular names like Facebook Harvard, Dogster and Mixi evolved. During 2005, big names like Yahoo! 360, youtube, cyworld and Black Planet all emerged (Junco, Heibergert and Loken, 2011).

The first recognizable social network site launched in 1997 in name of sixdegrees.com and it allowed users to create profiles, list their friends and beginning in 1998, surf the friends lists. Each of these features existed in some form before Six Degrees, of course. Profiles existed on most major dating sites and many community sites. Six Degrees promoted itself as a tool to help people connect with and send messages to others. While Six Degrees attracted millions of users, it failed to become a sustainable business and in 2000 the service closed. Looking back, its founder believes that Six Degrees was simply ahead of its time. (A. Weinreich, 2007).

From 1997 to 2001, a number of community tools began supporting various combinations of profiles and publicly articulated friends. Asian Avenue, Black Planet and MiGente allowed users to create personal, professionals and dating profiles-users could identify and friends on their personal profile without seeking approval for those connections. (O. Wasow, 2007). The next wave of SNSs began when Ryze.com was launched in 2001 to help people leverage their business networks. Ryze's founder reports that he first introduced the site to his friends-primarily members of the San Francisco business and technology community, including the entrepreneurs and investors behind many future SNSs. (A. Scott, 2007).

3.3.4. Evolution of Online Social Networking Sites:

The development of online social networking sites has growing rapidly now a day. Online SNSs helps the end-users which tend to reshape the future. Today, we have been witnessing the rapid rise and development of social networking sites. The evolution of SNSs helps in easy communication and sharing of information at a faster speed which helps in easy dissemination of information. The emergence and popularity of SNSs in recent years has changed the internet ecosystem leading to a more collaborative environment. The SNSs not only help in the development of community development, it also improved the socio-economic well-being of the communities.

The first SNS sites was launched in 1997 in the name of SixDegree.com. The SixDegree.com, facilitate the users to create their profiles, have a list of friends and can contribute information to the community. In 1998, Live Journal, Assian Avenue and BlackPlanet have launched. From 2000, we witnessed of rapid revolution of online SNSs that established most now a day and many popular SNSs were also introduced which helps in the growth and development of SNSs. This uprising has brought a drastic change on the business, cultural, academic and research landscape. The chronological order and evolution of SNSs sites is listed in table-3.1.

Table-3.1: Development of Social Networking Sites

YEAR	Types of SNSs invented
1997	Six Degree.com.
1998	Live Journal, Assian Avenue
1999	Black Planet, Blogger.com
2000	MiGente, Habbo
2001	Cyworld, Ryze
2002	Fotolog, Friendster, Skyblog
2003	LinkedIn, MySpace, Last F.M, Delicious, Hi5, Xing, Piczo, My Heritage, Zorpia
2004	NetLog, Hyves, Bebo, Yahoo!360, Orkut, Facebook(Only Harvard Student)
2005	Youtube, Cyworld(China), Facebook(High school network), Bebo, Ning
2006	Cyworld(U.S), Twitter, Facebook(Everyone), Badoo
2007	Perfspot, Flixster
2008	Research Gate, Academia.edu
2009	Google Wave
2010	Google Buzz

3.3.5. Trends and Development of Social Networking Sites:

The rapid growth and development of Online Social Networking (OSN) sites has made a profound on the impact of the WWW, which tends to reshape its structure, design and utility. SNSs have the potential to fundamentally change the character of our social lives, both on an interpersonal and a community level. Changes in interaction patterns and social connections are already evident among young people, who are the heaviest users of these sites. In the past few years, SNSs have become integrated into the daily practices of million of users, most visibly those of young people, but usage is rapidly spreading to older people and other groups (Pallis, George; Zeinalipour-Yazti, Demetrios and Dikaiakos, Marios. D, 2011).Adoption of SNSs has increasing day by day because of the popularity use of these sites.

According to Nielsen Online’s latest research, social network and blogging sites are nowadays the fourth most popular activity on the internet; this means that more than two-thirds of the global on-line population visit and participate in social networks and blogs.

Social networking services like facebook, myspace, flickr, linkedin, youtube and google+ are the main driving force behind the success of online social networking sites. Online Social Networking Sites promote the vision of a Human-Centric Web, where the network of people and their interest become the primary source of information, which resides entirely on social networking services. Consequently, the main objectives of OSN systems are to provide social networking functionality as a core service to a variety of high level applications and services. In addition, online social networking opens new interesting problems and creates challenges for research in an environment that becomes increasingly complex and less structured. (Willinger, W. [et al]).

Social networking has undergone a dramatic change in recent years. Social networking provides a suitable communication to share multimedia information between individuals in this electronic community. Social networks provide a powerful reflection of the structure and dynamics of the society of the 21st century and the interaction of the internet generation with both technology and other people. The dramatic growth of social multimedia and user generated content is revolutionizing all phases of the content value chain including production, processing, distribution and consumption. It also originated and brought to the multimedia sector a new underestimated and now critical aspect of science and technology, social interaction and networking. Social networking services changed the way how people communicate with each other and the number of user of these sites is growing quickly, share and create content, give and receive recommendations and open a new challenging problems. (Social network overview, 2010)

Social network in themselves are not new to us, but social networks, in the sense most people refer them today, represent an enhanced, more efficient and more effective version of what previously occurred in the offline world. Social networking has changed the way people access and communicates in the digital era. Development of new technologies has changed the character of our social lives, both on an interpersonal and a community level. Every generation bemoans the lack of civility and increased isolation caused by the new technology of the day, and ours is no different. Today's, mobile communication devices such as cell phones and iPods have the opportunities of easy communication and these devices demand our attention and often preclude interaction with others. Social networking internet services are changing the way we communicate with others, entertain and actually live. Social networking is one of the primary reasons that many people have become the avid internet users; people who until the emergence of social networks could not find interest in the web. The web 2.0 era pass leaving behind great strength to the end-user. Nowadays, users produce

and consume significant quantities of multimedia content. These behaviors when combined with social networking have formed a new internet era where multimedia content sharing through SNSs is an everyday practice. More than 200 SNSs of worldwide impact are known today and this number is growing rapidly. Many of the existing top websites are either pure SNSs or offer some social networking capabilities (Social networks Overview, 2010).

There has been a dramatic transformation in the way information is created, disseminated and distributed using various social media in recent years. One significant transformation is the establishment of web 2.0, a term referring to myriad web applications that provide for interactive information sharing and collaboration via the internet using a variety of means such as text, images, audio and video. (Addison, 2006). Web 2.0 allows the users to create content, interact and collaborate in a user-generated virtual-type community. The emergence of web 2.0 not only transformed the quality and content of social media, it also allows a greater connectivity and interaction for social networking. For example the emergence of twitter service enables users to send and read other user's messages of text based posts made up of upto 140 characters called tweets. Twitter has gained popularity rapidly and currently has more than 100 million users worldwide(Economic times, 2010). There are also many other significant tools and applications available to community developers in today's digital environment.

Social networking holds tremendous potential in the field of community development. The potential alienation of people through virtual technologies, especially those who are already marginalized in communities will continue to present a significant challenge. With the availability of immeasurable amounts of information accessible through social networking, web searches today can reveal an overabundance of information that may overwhelm the most technologically- competent community developers. The use of these tools has a great potential in transforming the community development. Various opportunities and new innovation in social networking tools has transformed the discipline of the present and future generations.

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4.1. INTRODUCTION

In the digital environment, internet and mobile technology has become the most important part in today's life. People communicate, create, access and transferred information in the libraries from the traditional role as librarian to cybrarian. Advances in computer application during the past few decades have brought radical changes the way information is gathered, stored, retrieved, accessed, organized and consumed. The internet and the web has changed the traditional library into a virtual library which a number of information can be retrieved in a digital format.

The use of information and communication technology (ICT) is an important factor that opened doors for distant learning and remote access of educational material. Such phenomenon is called "e-learning", where ICT is used as a facilitator of communication, assignment management and task collaboration in Universities (Harb& Abu-Shanab, 2009). SNSs in Academic library improve the performance in dissemination of information and are becoming an important tools for increasing the educational support.

4.2. Academic Library System:

A library which is attached to any educational institution may be called as academic library. An academic libraries differs from a public library and special libraries in purpose and scope of its services. The main function of academic library is to function as an auxiliary to parent institution in carrying out its teaching programme effectively.

The primary characteristics of a good academic library is to make complete identification with its own institution. Library is also called as stored house of knowledge, so it is an important intellectual resource of the academic community and it helps an academic library users for their self-development to fulfill the curriculum requirements and needs to promote studies and research works among the students.

4.2.1. Need for Academic Library system:

The academic function of the college library described by Prof. D.S. Kothari in the Education Commission Report (1964-66) as "The library should provide library facilities and services necessary for success of all formal programmes of instruction, open the door to the worldwide of books that lies beyond the boundaries of its own field of qualification and bring books, students and scholars, together under condition which encourage reading pleasure, self discovery, personal growth and the sharpening of intellectual curiosity. The staff should be

able to convert the library into an intellectual workshop and should along with teachers be in a position to teach with books”.

Technological advances in recent years have not only eliminated time and other barriers but also changed the operational tactics. Traditional libraries are now becoming into virtual libraries. Many of the libraries are transformed into technology based libraries. Networking services helps in resource sharing of different libraries. Networking technology has already come into being in libraries for resource sharing. The need for academic libraries is that the students, teachers and researchers can create or invent new innovations. Libraries is a place where we can get the right knowledge but nowadays a person can get the latest information through online resources from anywhere at anytime.

4.2.2. Types of Academic Libraries:

In general the education system comprises of three divisions, ie, Schools, Colleges, and Universities. Libraries attached to these educational institutional are also divided in the same way. They are:

School Library:

In the past the school libraries were entirely based upon the collection of textbooks and concentrated on the child in a series of mental excercises used to learn a subject taught in the school. School library may be defined as, “a library associated or connected with a school and used by the students, teachers and staff of that school is called school library. School library supports all the educational programmes of the school and cultivates the reading habits to school children. It keeps the teachers and management informed with the latest updates in education sector. School library procures the latest teaching learning material in the form of books,CD, Audio-visual etc to improve the teaching skills of the teachers.

College Libraries:

The college librarian who must discharge his professional responsibilities within the framework of an academic institution is dependent upon the level of support he receives from the college administration for the implementation of the library programmes. In the late 1920's library practitioners in many small colleges desperately needed a clear goal of excellence toward which their institutions could strive and a statement of that goal and the means to achieve it in quantitative terms which they could use with their administrations. (Brown, M. Helen, 1972).

Library services in academic libraries helps in easy dissemination of information to the students, it is an essential concern for the academic as well as educational institutions. College libraries development is closely related to the development of value of college education. Libraries are said to be the heart of educational institutions. It is true when education of an academy goes well to cultivate knowledge rather than only awarding certificates. Role of libraries has come out as a principle issue in creating a study friendly environment encircled libraries. (Sayeed, Abu. M, 2009)

University Libraries:

A library attached or associated with a University and used by students, teachers, researchers, administrative staff of the University as well as by the other research workers, alumni outside the University is known as University Library.

According to Dr. Krishan Kumar, “a University library is a part of a University set up. Therefore, it exists to serve the objectives of its parent organizations. Every library programme must support Universities total programme. In other words, a University library should aim to advance the function of its University”. He also states that the major distinction between a college library and University library that a University library lays emphasis mainly upon research. Thus, we can find that research is a major objective of a University library. It also circulates knowledge to generate new knowledge.

4.3. Digital Library:

In the last decade of the twentieth century and twenty first century, the Information and Communication Technology (ICT) has hoped to transform all the libraries. The ICT, web technologies and database techniques have compelled library and information centers to use these technologies effectively to render services. With increasing number of electronic resources, it has become imperative for information providers or libraries to redefine their role in disseminating information to the users. Further, according to changing technological trends, the libraries must have to transform themselves. The transformed forms of libraries are termed as ‘Digital Libraries’, ‘Electronic Libraries’ and ‘Virtual Libraries’. (Mestri,Mamata and Kumbargoudar, PraveenKumar, 2014).

The term Digital Library began to be heard in the early 1990s, as Universities and other institutions in most of the developed countries began to build digital collections. During the period, access to digital collections was supported by proprietary networks or by local or

campus wide networks only. But, today digital libraries can be established by using open source software and used through WWW across the globe.

The Digital Library Federation (2002) defines digital libraries as, “organizations that provide the resources, including the specialized staff, to select, structure, offer intellectual access to interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections of digital works so that they are readily available for use by a defined community or set of communities”.

Smith(2001) defined a digital library as an organized and focused collections of digital objects, including texts, images, video and audio with the methods of access and retrieval and for the selection, creation, organization, maintenance and sharing of collection.

Library automation helped to provide easy access and collections of materials through the use of computerized library catalogue such as On-line Public Access Catalogue(OPAC). Digital libraries gain popularity from traditional library as they allow users to gain an on-line access of the resources with the electronic versions of full-texts documents. Many digital libraries also provide an access to other multi-media content sharing like audio and video. Digital libraries helps in easy dissemination of information. The digital library extends the breadth and scale of scholarly and cultural evidence and supports innovative research and lifelong learning.

4.4. Web.2.0 and Libraries:

Web 2.0 is a next generation of web services which offers more services on comparison to traditional web. Traditional web have only web sites and search engines like facilities but web 2.0 is a two way shared network that were used in every place. Traditional web have great effect on the libraries but it seems that the web 2.0 have much more impact on libraries. It reveals the gaps between the libraries and the users, if the tools of web 2.0 and the existing services of libraries were used together then the libraries succeed to provide better and new services to their users at present scenario. Technologies are the tools through which libraries provides services to their users and satisfy their users needs, as the time changes technology changes, when technology changes there is change in the form/way/style in the demand of the users. To satisfy the demand libraries, we have to adopt new technologies. In the era the web 2.0, it's needed to be opted by the libraries.

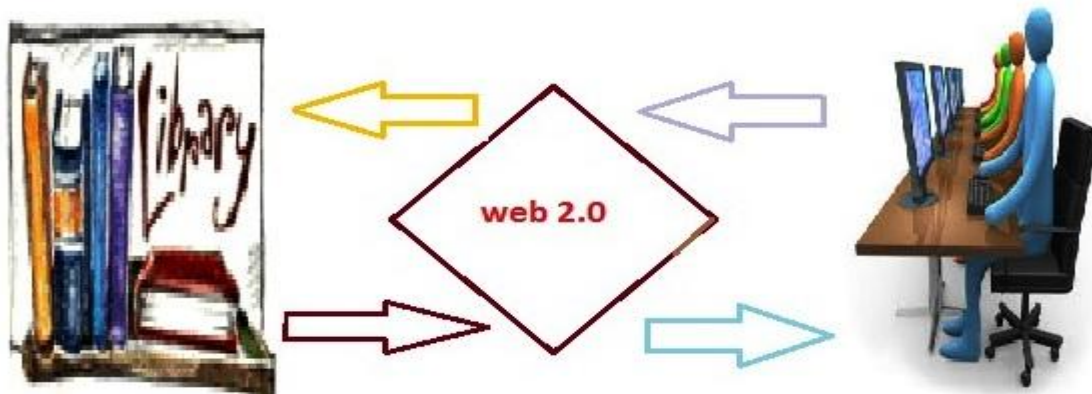


Figure- 4.1: Web 2.0 in Libraries

With web 2.0, the collection of library become virtual collection and library become without walls. The traditional library read only catalogues will become Amazon style where the user's comments, reviews and feedbacks will be used for enhancing the catalogues. The information is viewed as a two way process where the users search, investigate and participate in the creation and re-mixing of new content. The web 2.0 focuses on users and how to attract the uses as information consumer as well as contributor.

Webs 2.0 also give a lot of impact on reference services. With the help of web 2.0 library provide web based reference services in which web 2.0 tool (such as Blogs, social network sites etc.) can be used so that user can meet their information needs without ant tome and place limitation. There are many libraries in all over the world which offering services through their blogs and making blogs the most common channel for providing digital reference services.

To be successful in our modern society, LIS educators should take advantage of this (web 2.0) new information & communication technology (ICT) and consider the learning performances of digital natives and digital immigrants. Web 2.0 is a participative and participation is seems to be on the part of end users such as bloggers. Library use web 2.0 as a way to share information to encourage feedback from their patrons to highlight their services or new materials and more about opinions and input from users to collaborate on making their library the best.

4.5. Social Networking Sites in Academic Library:

SNSs have now becoming an integral part of our life and due to the rapid growth and development ICT has changed the mode of communication in the present digital environment how we access the information, store, organize and disseminate the information. SNSs also have evolved a new medium of communication in this digital era. Some libraries have created an account in SNSs which helps to promote and extent the library services. SNSs have now become popular among the students and professionals and help them in connecting with each others to share information, assignments and other academic related works. In the past, there have been a few opportunities for students to communicate and share the information. Traditional methods of communication are no longer effective and time consuming. SNSs have made a revolution in communication among the students, professionals and the researchers which they can share knowledge, information to a group of people who have a common interest and also in other diverse communities across the world at large.

SNSs have undergone a dramatic growth in recent years and provide an extremely suitable space to instantly share multimedia information between individuals and their neighbors in the social group. Social media like facebook, twitter, LinkedIn and blogs etc. has emerged in the last decade as a dominant feature of the technology landscape, especially for our current generation of digital-native syudents. (Sivakavulu, A. 2014). In the library world, controlled vocabularies have long been created and maintained by Professional cataloguers for easy of retrieving relevant library materials. Recently, social tagging has been widely applied in many social networking sites such as facebook, twitter, Flickr etc. This phenomenon reflects the needs of online users for information organization and retrieval in online communities. Social networks are increasingly attracting the attention of academic and industry researchers intrigued by their affordances and reach. (Kishore, M, Kumar & Arun, M, Kumar, 2014).

SNSs enriches the learning environment of the students by early recognition of students needs and formative assessment, establishing classroom community, student engagement, information management and access to information among the students and provides a door for the educators to facilitate a strong sense of community and encourages personal interactions and innovations that can lead to the creation of new knowledge.

The main goals of a librarian is to make the library services available and aware to the users . Libraries must continuously monitor how social networks attempts are working among

their users and make necessary adjustments to their platforms that could make the new service more effectively. Social network in academic libraries must consider the most effective methods for the particular library and students populations. The use of social network by libraries and information organization is increasing rapidly.

Due to the rapid growth and increasing use of digital technologies, the present library environment is also changing rapidly that many libraries are using the latest tools and software for the library services more popular and user friendly. Traditional library plays a predominant role in the early periods which is a physical place where the users has to visit to get the information needs but the present library is changed into a social cyberspace where user can access, communicate and disseminate the information at their own place at anytime. In present ICT based digital environment, many library resources are available to all the users. The benefits of social network in library includes increased of more user involvement.

There are many social networking sites available on the internet which can fulfill the need and demand for the user. The Social Networks which are available in the libraries for information services and some of the commonly used social network tools in the library for dissemination of information are :

- 1. Slideshare:** Slideshare is a web 2.0 based slide hosting service. Users can upload files privately or publicly in the following file formats. Powerpoint, PDF, Keynote or Open Document Presentation.
- 2. LIS Links:** It is the most commonly used in the community of Indian LIS Professionals. It provides customize services in various sub areas of LIS to the professionals through voluntary collaboration of its members.
- 3. RSS Feeds:** RSS feeds and other related technologies provide users a way to syndicate and republish the contents on the web.
- 4. Blog:** Through blog librarian can post and share information and allow the user to share and contribute the subject content. Articles from a particular topics can be issued and post by the librarian to their user. Librarian can also utilize it for new books review, new acquisition in library, library newsletter etc.
- 5. Library thing:** It allows users to catalogue their books and share list with each other. By this tools libraries can easily customize and enrich the library OPAC after creating account a list of books with their ISBN is send to library thing which send back the

code and is pasted on the footer of the library OPAC that helps the library users to get easily finding information on library services and resources.

6. **Wikis:** Wikis are essentially open web pages which allow the user to access, edit and storage of contents by a group of users. It is a free online encyclopedia that gives a background information and collective intelligence of its contributors.
7. **Mashups:** It is a hybrid web application that combines data from more than one source into single integrated tools. Library 2.0 is a mashup, it is a hybrid of blogs, wikis, streaming media, instant messaging and social networks.

4.6. Use of SNSs by Academic Institutions:

The use of SNSs in academic institutions plays an important role in this digital era. Different SNSs were used by the faculty members and students in the academic institutions for sharing of information, easy dissemination of information and communication. Many Central Universities were also practicing in using of SNSs, to interact with each other, share information. Web 2.0 technology acts as a platform which offers many services on comparison to traditional web technology. Web 2.0 is not only a web of textual publications but a web of multi sensory communication. Web 2.0 principles and technology offer to academic institutions and their libraries offers many opportunities to serve their existing audiences better and to reach out beyond the walls. Web 2.0 applications are combined with library services and known as Library 2.0 as the applications of interactive, collaborative and multimedia based technology for library services and collections. The different tools and techniques of web 2.0 like Blogs, Wikis, Tagging, RSS feeds, Audio blogging and Podcasting, Mashups, Social networks, Instant Messaging were used in the library for services and collections.

Downes(2005) believes that the emergence of web 2.0 is a social revolution rather than a technological revolution. Web 2.0 tools and services foster new modes of connectivity, communication, collaboration, sharing of information, content development and social organization. Web 2.0 supports constructivist approaches to learning and has great potential to socialize online learning to a greater extent and support great flexibility in learning processes and allow for the easy creation, sharing and re-use of study content that is managed by teachers and learners themselves. They are suitable for active and meaningful learning and collaborative knowledge building (Majhi and Maharana, 2010).

Now many studies have been conducted on use of social networking sites by academic institutions and it was found that many academic institutions are now using SNSs as tool of communication. After conducting a pilot study of Website of Central University of India it was found that out of 43 central universities, 19 University are using different type of SNSs tools and they are disseminating information on it (Verma M.K. and Verma,N.K., 2014). Table- 4.1 shows a list of central university using SNSs tools.

Table-4.1:Use of SNSs tools in the Central Universities of India

S.No.	Central Universities Name	Web 2.0 Tools
1.	English & Foreign Languages University	Facebook, Google+
2.	Maulana Azad National Urdu University	Null
3.	University of Hyderabad	Facebook, Blog and Wikipedia
4.	Assam University	Null
5.	Tezpur University	Null
6.	Central University of Gujarat	Null
7.	Central University of Himachal Pradesh	Facebook
8.	Central University of Jharkhand	Facebook, Twitter and LinkedIn
9.	Central University of Kerala	Blog
10.	Dr. Harisingh Gour Vishwavidyalaya	Null
11.	The Indira Gandhi National Tribal University	Null
12.	Central Agricultural University	Null
13.	Manipur University	Facebook, Twitter and RSS
14.	Mizoram University	Null
15.	Central University of Orissa	Null
16.	Central University of Rajasthan	Facebook
17.	Central university of Tamil Nadu	Null
18.	Indian Maritime University	Null
19.	Aligarh Muslim	Facebook, Twitter, Google+ and Youtube
20.	Babasaheb Bhimrao Ambedkar University	Twitter
21.	Banaras Hindu University	Null
22.	University of Allahabad	Null
23.	Visva Bharati	Null
24.	Rajiv Gandhi University	Null
25.	Central University of Bihar	Null
26.	Nalanda University	Facebook

27.	Central University of Haryana	Facebook and Youtube
28.	Central University of Jammu	Nil
29.	Central University of Kashmir	Nil
30.	Central University of Karnataka	Nil
31.	Guru Ghasidas Vishwavidyalaya	Facebook, Twitter and Google+
32.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya	Blog
33.	North Eastern Hill University	Nil
34.	Central University of Punjab	Nil
35.	Sikkim University	Nil
36.	Tripura University	Facebook
37.	Hemwati Nandan Bahuguna Garhwal University	Nil

Union Territories

S. No.	Central Universities Name	Web 2.0 Tools
1.	Indira Gandhi National Open University	RSS and Youtube
2.	Jamia Millia Islamia	Youtube
3.	Jawaharlal Nehru University	Nil
4.	South Asian University	Facebook, Twitter, Google+, Blog and Youtube
5.	University of Delhi	Nil
6.	Pondicherry University	Google+

In the technical education institutions now it is also very common to use different type of SNSs for communication and dissemination of information. The Indian Institutes of Technology (IITs) are autonomous public institutes of higher education in India. They are governed by the Institutes of Technology Act, 1961 which has declared them as “Institutions of National Importance”, and lays down their powers, duties, framework for governance etc. under the Institutes of Technology Act, 1961. There are sixteen IITs as listed on MHRD website (<http://mhrd.gov.in/print/iits>). Out of 16 IITs, 10 IITs are using different type of SNSs tools as listed in Table.4.2 (Verma, M.K. And Verma,N.K., 2015).

Table No. 4.2: Use of SNSs tools in the IITs.

Name of the Institute	Facebook	Twitter	Google+	Linkedin	YouTube	Blog	Wikipedia	Wordpress	RSS
IIT, Kharagpur	*	-	-	-	-	-	-	-	-
IIT, Bombay	Yes	Yes	Yes	Yes	Yes	-	-	-	Yes
IIT, Madras	Yes	Yes	Yes	Yes	-	-	-	-	-
IIT, Delhi	-	-	-	-	Yes	-	-	-	Yes
IIT, Guwahati	-	-	-	-	-	-	-	-	-
IIT, Roorkee	Yes	Yes	Yes	Yes	-	Yes	-	-	-
IIT, Hyderabad	-	Yes	-	-	Yes	Yes	-	Yes	Yes
IIT, Jodhpur	-	-	Yes	-	-	Yes	-	-	-
IIT, Ropar	-	-	-	-	-	-	-	-	-
IIT, Mandi	Yes	-	-	-	-	-	-	-	-
IIT, Indore	-	-	Yes	-	-	-	Yes	-	Yes
IIT, Patna	-	-	-	-	-	-	-	-	-
IIT, Gandhinagar	Yes	Yes	Yes	-	Yes	-	-	-	-
IIT, Bhubnaeswar	-	-	-	-	Yes	-	-	-	-
IIT (BHU), Varanasi	-	-	-	-	-	-	-	-	-

('-' means not using)

The Indian Institutes of Management (IIMs) are a group of 13 public, autonomous institutes of management education and research in India and these are apex institutions of management on our country. Each IIM is autonomous and exercises independent control over its day-to-day operations and the administration of all IIMs and the overall strategy of IIMs are overseen by the IIM council. At present there are 13 IIMs as listed on MHRD website (<http://mhrd.gov.in/print/iims>) and all IIMs are using SNSs as Listed in table-4.3 ((Verma, M.K. And Verma,N.K., 2015).

Table-4.3:Use of SNSs tools in the IIMs

Name of the Institute	Facebook	Twitter	Google +	Linkedin	YouTube	Blog	Wikipedia	Wordpress
IIM, Ahemdabad	Yes	-	-	-	-	-	-	-
IIM, Banglore	Yes	-	Yes	-	-	-	-	-
IIM, Culcutta	Yes	Yes	-	Yes	Yes	-	-	-
IIM, Lucknow	Yes	Yes	-	Yes	-	-	-	-
IIM, Indore	Yes	-	-	Yes	-	-	-	-
IIM, Kozhikode	Yes	Yes	Yes	-	-	Yes	-	-
IIM, Shillong	Yes	Yes	Yes	-	Yes	-	-	-
IIM, Rohtak	-	-	Yes	-	Yes	-	-	-
IIM, Raipur	Yes	Yes	-	Yes	Yes	Yes	-	-
IIM, Ranchi	Yes	Yes	Yes	-	-	Yes	Yes	-
IIM, Tiruchirappalli	Yes	Yes	Yes	Yes	Yes	Yes	-	-
IIM, Kashipur	Yes	Yes	-	-	-	-	-	Yes
IIM, Udaipur	Yes	Yes	Yes	Yes	-	-	-	Yes

('-' means not using)

In present ICT era, social media provide a platform for people to discover, read and share news, information and content. It is a fusion of sociology and technology transforming monologue into dialog and is the democratization of information and transformation of people from content readers to publishers. The use of social media and it applications constituted a meaningful and substantive change in the history of libraries and the library collections and services becomes more interactive & fully accessible. SNSs have endless opportunities, it is the responsibilities of the academic institutions and information centers how they use it. As discuss above that much central universities, IITs and IIMs are now using SNSs as tool of information communication and dissemination. This is a new trend and day by day going up and now students and scholars are using this opportunity where they can share their information speedily at a single click. The social networking provides a great opportunity to all academic institutions and organizations to use these tools to stay connected with their academic community and provide a variety of services.

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5.1. INTRODUCTION

A Social Networking Service is a platform to build a social relation among the peoples to share activities, information, real life events and for sharing common interest. Social networking sites is the most common tools for sharing the information from different parts and it incorporate new information and communication tools like mobile connectivity, sharing photos and videos and even blogging. SNSs in the academic libraries plays a pre-dominant role in today's world. Electronic communications have transformed our traditional library into virtual library which promotes and supports in collections of updated information in anywhere, any place at anytime. New developments in technological world have made the internet an innovative way for individuals to share and communicate. In the new development e-resources have changed the way people access and communicate the information due to multidisciplinary research and multi-dimensional resources requirement of the user's in today's electronic environments because they are more up-to-date, and can be accessed anywhere at anytime crossing all the geographical boundaries. The development of ICT applications in the libraries has led to the rapid rise of electronic resources and new methods of technologies have changed the entire scenario of the information access, where the user's attitude is changed from print documents to modern electronic resources area of research for the information professionals in today's world.

Data analysis and findings are important for a scientific study and for that the scholar has taken relevant data obtained through the filled in questionnaire for making analysis and draw inferences.

5.2. Analysis and Findings:

Analysis of data reflects the information about use of SNSs by users under study. The investigator adopted two methods to collect the data in this study as already been spelled out in the methodology, i.e.

- i. Questionnaire method and
- ii. Interview method

Altogether, 200 questionnaires were distributed to the faculty and students of NIT-Mizoram and out of which 164(82%) filled questionnaires were received.

5.3. Analysis of Responses:

Table-5.3.1: Department wise analysis of respondents

Department	No. of students respondents (N=149)	No. of faculty respondents (N=15)	Total (N=164)
Electrical and Electronic Engineering	32(22%)	3(20%)	35(21%)
Mechanical Engineering	33(22%)	1(7%)	34(21%)
Computer science and Engineering	34(23%)	4(27%)	38(23%)
Electronic and communication Engineering	24(16%)	5(33%)	29(18%)
Civil Engineering	26(17%)	2(13%)	28(17%)
Total	149(100%)	15(100%)	164(100%)

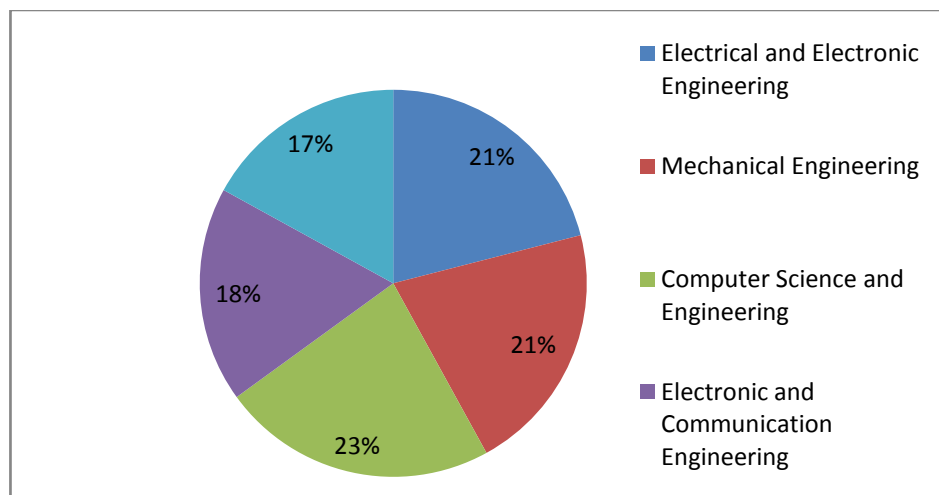


Figure-5.3-A: Analysis by department wise response

It is very important to know about respondent under the study. As already discuss that total 200 questionnaire were distributed among the faculties and students of NIT-Mizoram and finally 164 responses were received which constitutes total 82% response. All these respondents are belonging to five discipline of engineering. Table-5.3.1 and Figure-5.3-A shows department wise respondents analysis and it resolved that 23% respondents belong to computer science & engineering, followed by electrical and electronic engineering (21%), mechanical engineering (21%), electronic and communication engineering (18%) and civil engineering (17%).

5.3.2. Designation wise Analysis

Table- 5.3.2: Designation wise analysis of respondents

Designation	No. of Respondents	Percentage
Students	148	90%
Assistant Professor	15	9%
Trainee Teacher	1	1%
Total	164	100%

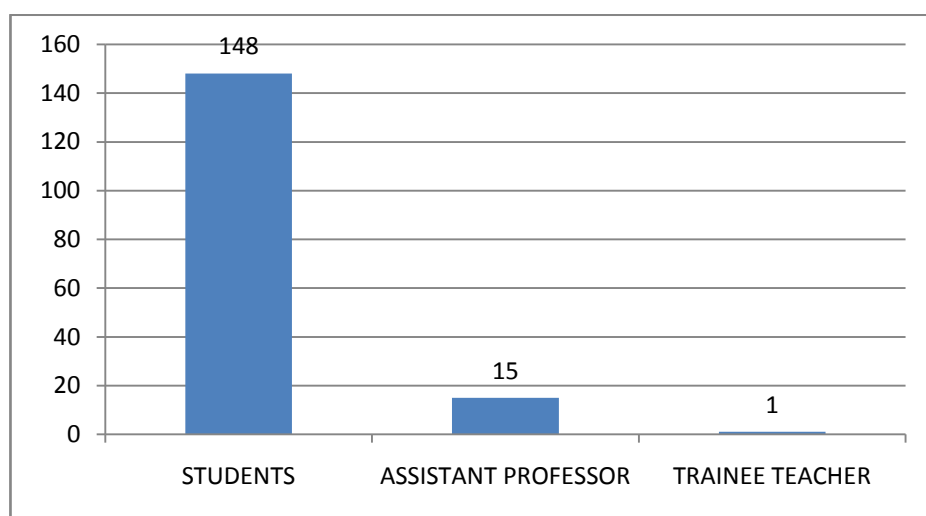


Figure- 5.3-B: Designation wise representation in respondents

Table-5.3.2 shows the designation wise analysis of respondents and shows that majority of respondents (90%) under the study were students and only 9% respondents were faculties while 1% was trainee teacher.

5.3.3. Age wise distribution of respondents

Table- 5.3.3: Age wise distribution of respondents

Age Group	No. of respondents	Percent
Below 18-25 years	145	88%
Between 25-35 years	18	11%
Between 35-45 years	1	1%
Total	164	100%

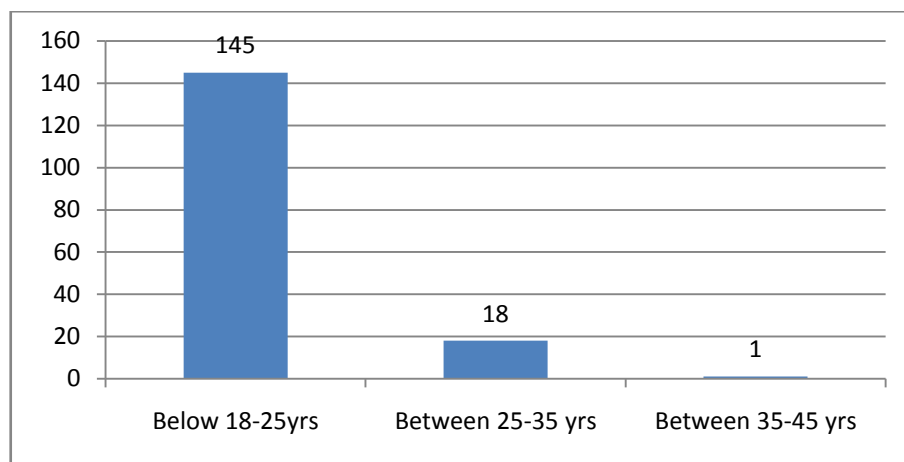


Figure- 5.3-C: Age wise representation in respondents

In many research it was proved that age is an important factor to become techno-friend. Table-5.3.3 shows the age group of respondents which is supported by figure-5.3-C. After analyzing the age wise distribution of respondents it was resolved that almost all the respondents was below the age of 35 years. Majority of the respondents (88%) were below 25 years and 11% between 25-35 years while only 1% respondent was between 35-45 years age among the respondents.

5.3.4. Gender wise analysis

Table- 5.3.4: Gender wise responses

Gender	No. of respondents	Percent
Male	112	68%
Female	52	32%
Total	164	100%

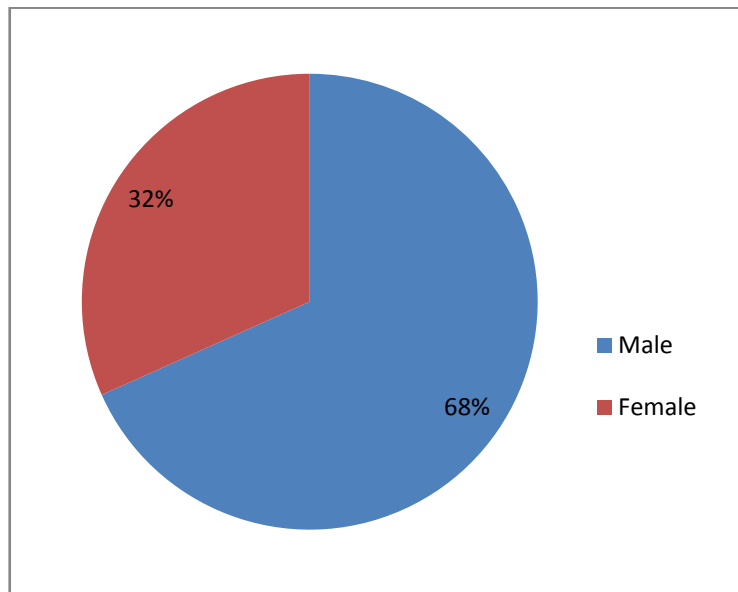


Figure- 5.3-D: Gender wise distribution of respondents

In social science research, gender is an important factor in data analysis. Table-5.3.4 shows gender-wise distribution of respondents and it was resolved male is dominating because out of total 148 respondents, 112 (68%) were male and 52(32%) were female.

5.4. Computer competency and internet uses by correspondents:

5.4.1. Computer knowledge and skill

Table-5.4.1: Level of computer skills

Computer skill	Faculties	Students	Total
Excellent	3(20%)	37(25%)	40(24%)
Good	9(60%)	63(42%)	72(44%)
Satisfactory	3(20%)	29(19%)	32(20%)
Poor	-	20(14%)	20(12%)
Computer Illiterate	-	-	-
Total	15(100%)	149(100%)	164(100%)

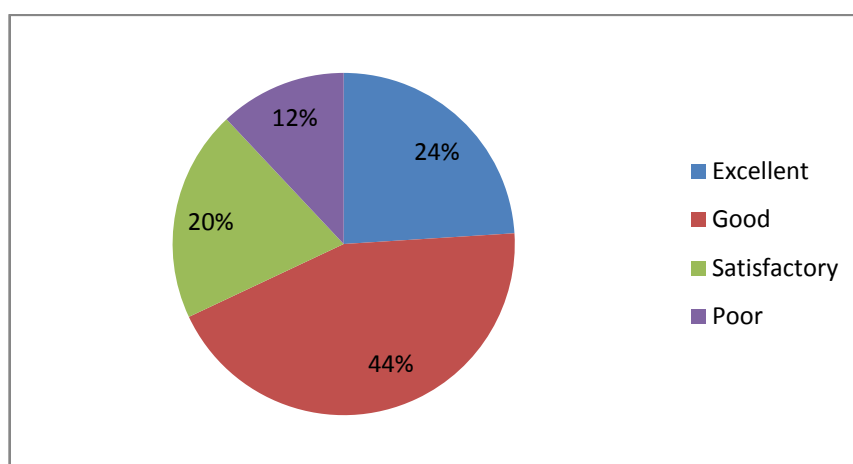


Figure- 5.4-A: Level of computer computability

In the present digital era computer literacy is very important because without knowing the knowledge of computer it is very difficult to survive in the present digital environment. Table 5.4.1 in support with figure 5.4-A shows the level of computer knowledge and skill among the respondents and found that majority of the respondents having good knowledge of computer knowledge and skills. Total 72(44%) respondents, which constituting 9(60%) faculties and 63(42%) students were having good level of computer knowledge for accessing the internet while 3(20%) faculties and 37(25%) students were having excellent computer skills and 3(20%) faculties and 29(19%) students having satisfactory level of computer skill. Only 20(14%) among the student respondents were having poor level of computer skill but they can use computer. There was no computer illiterate respondent.

5.4.2. Internet used by respondents:

Table-5.4.2: Usage of Internet

Uses	Faculties	Students	Total
Yes	15(100%)	104(70%)	119(73%)
No	-	45(30%)	45(27%)
Total	15(100%)	149(100%)	164(100%)

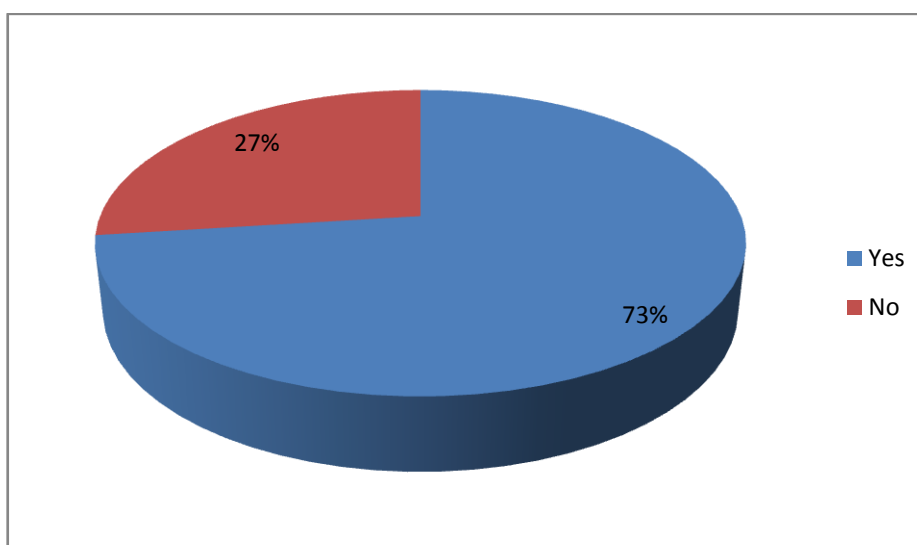


Figure- 5.4-B: Uses of Internet

The rapid growth and development of ICT has changed the mode of communication where the people can easily access and disseminate the information. Internet has now becoming the most important tools to communicate where everyone wants to participate in the digital world. Table 5.4.2 in support with figure 5.4-B described the use of internet by the respondents and found that 119(73%) respondents which include all faculties 15(100%) and 104(70%) students using internet regularly and only 45(30%) respondents among students were not using internet regularly.

5.4.3. Frequency of internet uses by respondents:

Table- 5.4.3: Frequency of use internet

Frequency	Faculties (N=15)	Students (N=149)	Total (N=164)
Daily	15(100%)	63(43%)	78(48%)
Alternate Day	-	27(18%)	27(16%)
2-3 time in a week	-	29(19%)	29(18%)
Weekly	-	30(20%)	30(18%)
Total	15(100%)	149(100%)	164(100%)

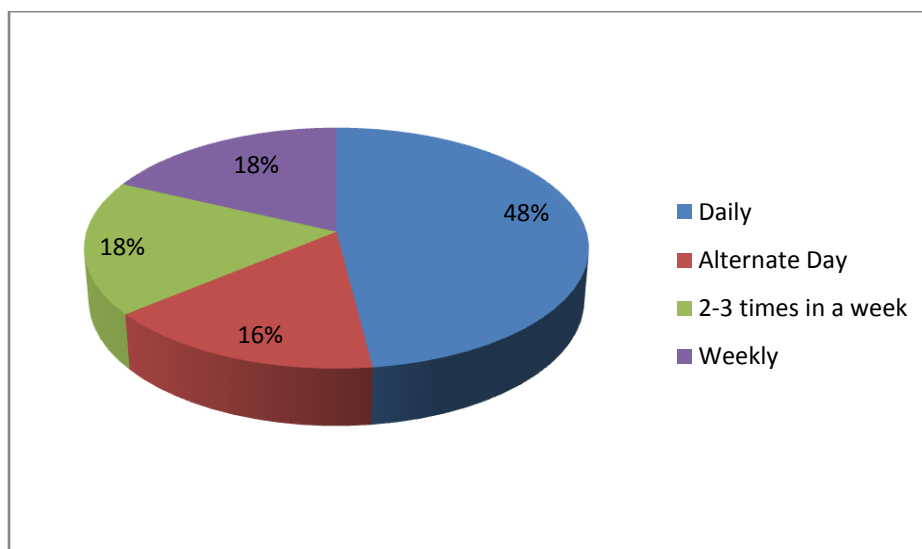


Figure-5.4-C: Frequency of internet uses

The frequency to use internet is one of the important parameters to know the usability of internet resources. Table 5.4.3 supported with figure 5.4-C, shows the frequency of internet use by the respondents and it was resolved that all the faculties 15(100%) were using internet daily and 63(43%) students were using internet daily. 27(18%) students used internet alternate day. 29(19%) students use internet 2-3 times in a week while 30(20%) students were using internet weekly.

5.4.4. Preferred place of access internet by respondents

Table- 5.4.4: Preferred place of accessing internet

Place	Faculties (N=15)	Students (N=149)	Total (N=164)
Department	8(53%)	42(28%)	50(30%)
Computer Center	-	21(14%)	21(13%)
Library	-	24(16%)	24(15%)
Personnel data card	4(27%)	40(27%)	44(27%)
Mobile phone	4(27%)	53(35%)	57(35%)

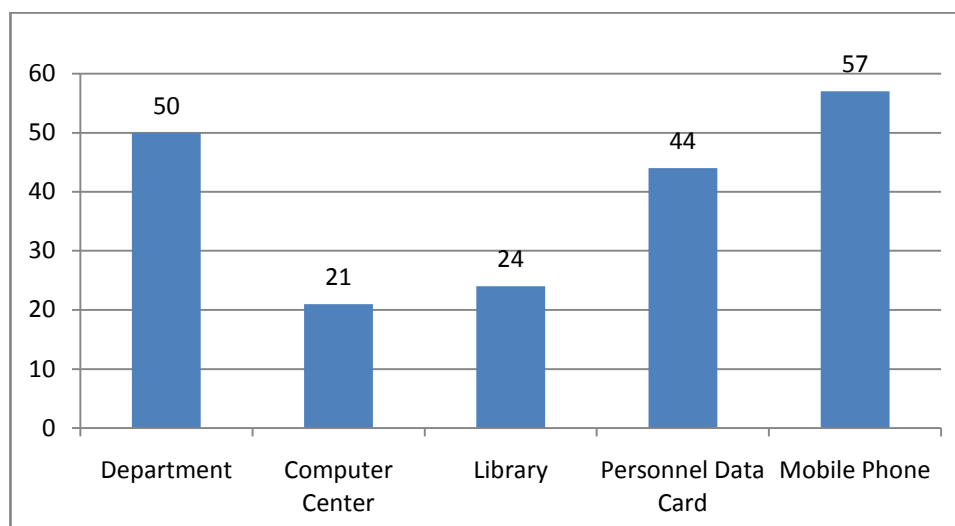


Figure- 5.4-D: Preferred place of using internet

Uses of internet is now increasing day by day and it is now becoming an important tools to communicate and share information where the users can access anywhere depending upon the needs. Table 5.4.4 supported with figure 5.4-D shows the preferred place of accessing the internet by the respondents and it was found that 8 (53%) faculties access internet in their department, 4(27%) faculties access internet by their personnel data card and 4(27%) faculties access internet from their mobile phone. Among the students majority of them 42(28%) access internet from the department, 21(14%) access internet from computer center, followed by 24(16%) access from the library and 40(27%) through their personnel data card while 53(35%) access internet through their mobile phone.

5.4.5. Satisfaction with internet speed:

Table- 5.4.5: Satisfaction with internet speed

Satisfied with internet speed	Faculties	Students	Total
Yes	13(87%)	34(23%)	47(29%)
No	2(13%)	115(77%)	117(71%)
Total	15(100%)	149(100%)	164(100%)

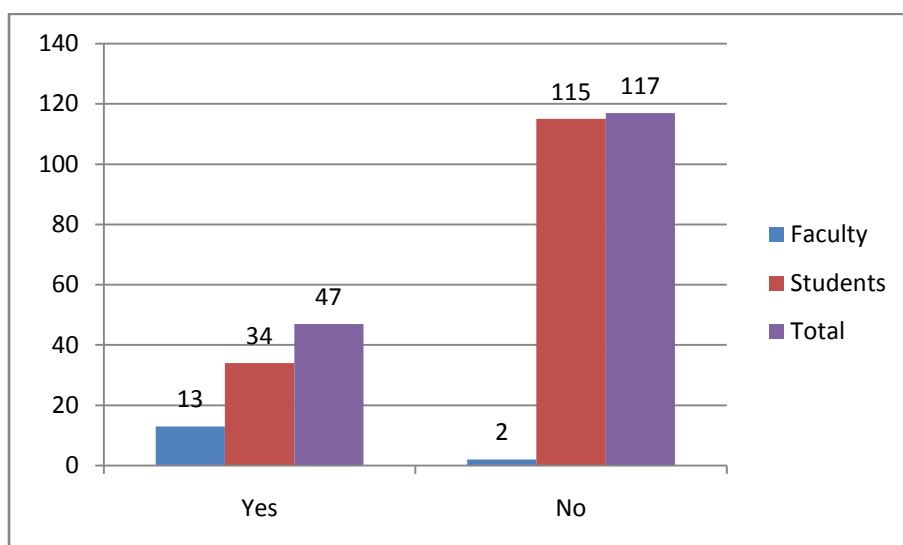


Figure- 5.4-E: Satisfaction with internet speed

For accessing internet, the speed of internet plays an important role which can fulfill the need and demand of the user. The satisfaction level of the respondents with internet speed reflects the attraction towards internet use. Table 5.4.5 and figure 5.4-E shows the satisfaction of respondents with internet speed and it was found that majority of the respondents 117(71%) which included 2(13%) faculties and 115(77%) students were not satisfied with internet speed and 47(29%) respondents which included 13(87%) faculties and 34(23%) students were satisfied with internet speed.

5.5. Awareness and use of Social Networking Sites

5.5.1. Status of awareness of SNSs

Table- 5.5.1 Status of awareness of SNSs by respondents

Aware with SNS	Faculties	Students	Total
Yes	15(100%)	149(100%)	164(100%)
No	-	-	-
Total	15(100%)	149(100%)	164(100%)

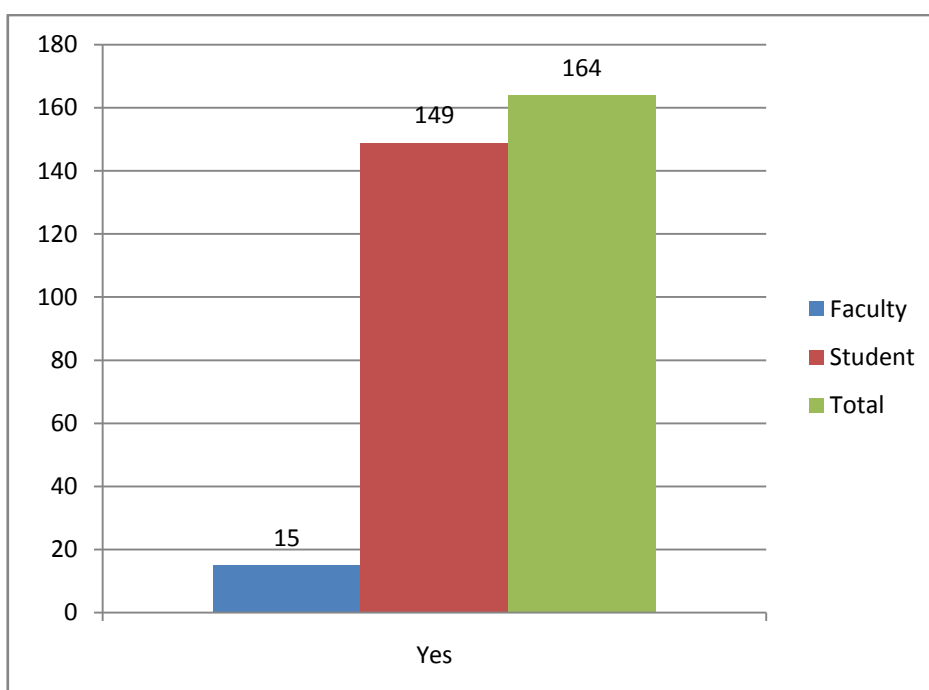


Figure- 5.5-A: Awareness with SNSs

Table 5.5.1, supported with figure 5.5-A reflects the awareness among the respondents about SNSs and it was resolved that all the respondents are well aware about SNSs and 164(100%) all the respondents which constituting 15(100%) faculties and 149(100%) students were aware about SNSs.

5.5.2. Time-Span of Using SNSs by respondents:

Table -5.5.2: Time-span of using SNSs

Time Duration	Faculties	Students	Total
One year	-	16(11%)	16(10%)
2-3 years	1(7%)	26(17%)	27(16%)
3-4 years	1(6%)	59(40%)	60(37%)
5 years+	13(87%)	48(32%)	61(37%)
Total	15(100%)	149(100%)	164(100%)

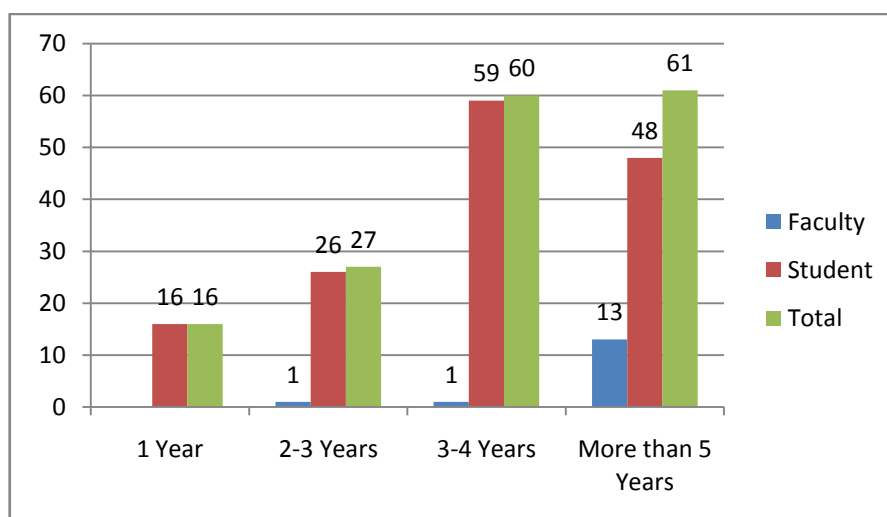


Figure-5.5-B: Duration of SNSs uses by respondents

Table 5.5.2 and figure 5.5-B shows the period duration of SNSs uses by the respondents and it was found that 61(37%) which constituting 13(87%) faculties and 48(32%) students were using SNSs more than 5 years followed by 60(37%) which constituting 1(6%) faculty and 59(40%) students were using SNS last 3-4 years and 27(16%) which constituting 1(7%) faculty and 26(17%) students were using SNSs from last 2-3 years. Only 16(10%) among the students were using SNS one year.

5.5.3. Preferred way of accessing SNS

Table -5.5.3: Preferred way of accessing SNSs

Access through	Faculties (N=15)	Students (N=149)	Total (N=164)
Mobile	8(53%)	74(50%)	82(50%)
Laptop	11(73%)	48(32%)	59(36%)
PC	8(53%)	39(26%)	47(29%)
Cyber Cafe	-	8(5%)	8(5%)

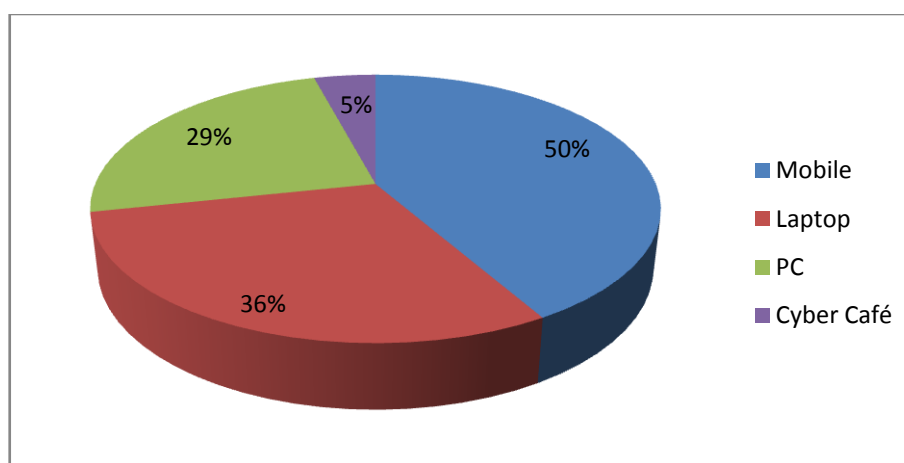


Figure-5.5-C: Preferred way to access SNSs

In the present digital environment, there are a lot of ways for accessing SNSs. In NIT-Mizoram the faculties and students also access it through various types. Table- 5.5.3, supported with figure 5.5-C described the way for accessing SNS and found that mobile was the most favorite way for accessing SNS by the respondents. Total 82(50%) respondents which constituting 8(53%) faculties and 74(50%) students were accessing SNSs through mobile, while 59(36%) which constituting 11(73%) faculties and 48(32%) students were accessing SNSs through Laptop and 47(29%) which constituting 8(53%) faculties and 39(26%) students access it through their PC. Only 8(5%) among the students were accessing SNS other than mobile, Laptop, PC.

5.5.4. Types of SNSs accounts having respondents

Table- 5.5.4 SNSs accounts uses by the respondents

SNS	Faculties (N=15)	Students (N=149)	Total (N=164)
Facebook	15(100%)	93(62%)	108(66%)
Twitter	4(27%)	49(33%)	53(32%)
LinkedIn	9(60%)	29(19%)	38(23%)
Google+	9(60%)	68(46%)	77(47%)
My space	-	7(5%)	7(4%)
Youtube	7(47%)	53(36%)	60(37%)
Blogger.com	-	6(4%)	6(4%)
Orkut	5(33%)	25(17%)	30(18%)
Research Gate	7(47%)	5(3%)	12(7%)
Academia.edu	7(47%)	7(5%)	14(9%)
Others	-	28(19%)	28(17%)

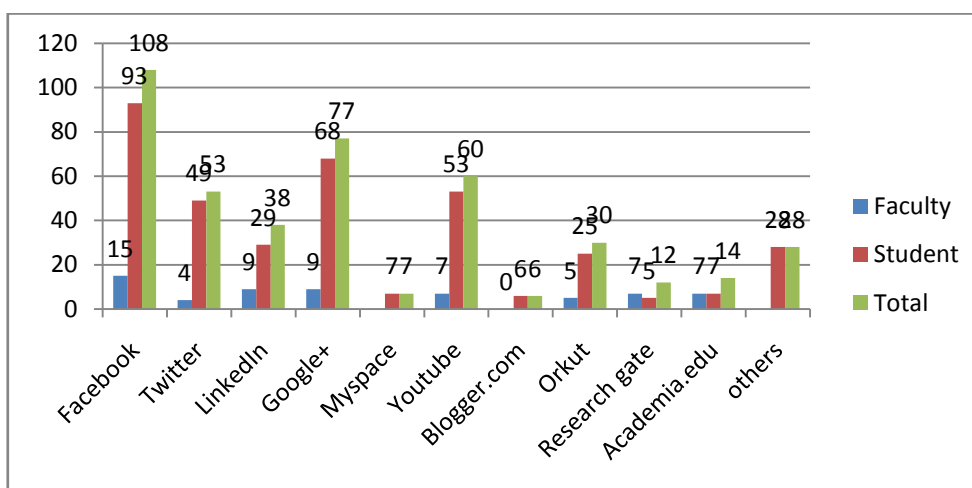


Figure-5.5-D: SNSs accounts uses

Different types of SNSs accounts are available which one respondent uses more than 1 account. Table- 5.5.4, supported with figure 5.5-D shows that 108(66%) among 15(100%) faculties and 93(62%) students were using SNS accounts on Facebook, 77(47%) among 9(60%) faculties and 68(46%) students were having SNS accounts on google+ and 60(37%)

constituting 7(47%) faculties and 53(36%) students were having SNS accounts on Youtube. 53(32%) among 4(27%) faculties and 49(33%) students were having SNS accounts on twitter. 38(23%) among 9(60%) faculties and 29(19%) students were using LinkedIn. 30(18%) among 5(33%) faculties and 25(17%) students were using Orkut. 14(9%) among 7(47%) faculties and 7(5%) students were using academia.edu. 12(7%) Among 7(47%) faculties and 5(3%) students were using Research gate. 7(4%) among the students were using Myspace. Only 6(4%) among the students were using Blogger.com. 28(17%) among the students were having other than the above mention.

5.5.5. Frequency of using SNSs by respondents:

Table- 5.5.5: Frequency of using SNSs

Access	Faculties	Students	Total
Always Online	2(13%)	11(7%)	13(8%)
Many times in a day	5(33%)	59(40%)	64(39%)
Once in a day	6(40%)	26(17%)	32(19%)
Twice in a week	-	16(11%)	16(10%)
Weekly	1(7%)	9(6%)	10(6%)
Occasionally	1(7%)	28(19%)	29(18%)
Total	15(100%)	149(100%)	164(100%)

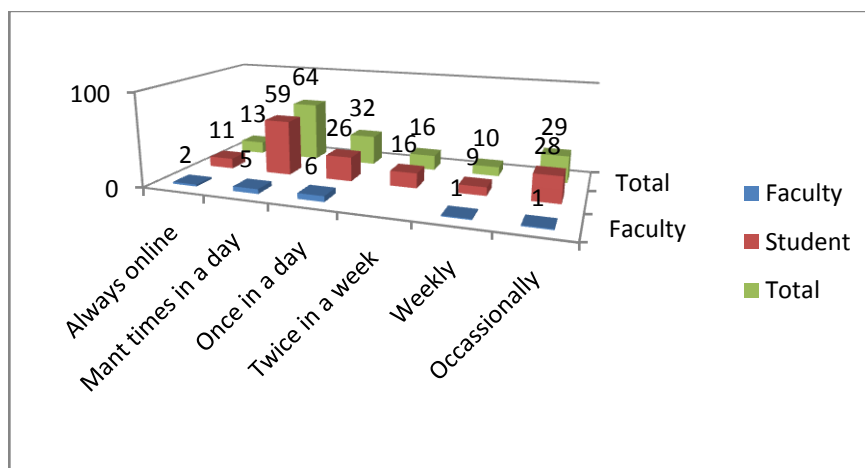


Figure- 5.5-E: Frequency of using SNSs

The frequency to use SNSs is one of the most important parameter to know the usability of SNSs. Table 5.5.5, supported with figure 5.5-E shows the frequency of SNSs uses by respondents and it shows that 64(39%) among 5(33%) faculties and 59(40%) students were

using SNSs many times in a day, and 32(19%) among 6(40%) faculties and 26(17%) students were using SNSs once in a day, while 29(18%) among 1(7%) faculty and 28(19%) students were using SNSs occasionally. Only 16(10%) among the students were using SNSs twice in a week, while 13(8%) among 2(13%) faculties and 11(7%) students were using SNSs always online and 10(6%) constituting 1(7%) faculty and 9(6%) students were using SNSs weekly.

5.5.6. Time spend on using SNSs in a day by respondents:

Table- 5.5.6: Time spend on using SNSs

Frequency of using SNS	Faculty	Students	Total
Less than 1 hour	6(40%)	35(23%)	41(25%)
1-2 hour	5(33%)	33(22%)	38(23%)
2-4 hour	3(20%)	36 (24%)	39(24%)
4-6 hour	1(7%)	7(5%)	8(5%)
More than 6 hour	-	6(4%)	6(4%)
Cannot Say	-	32(21%)	32(19%)

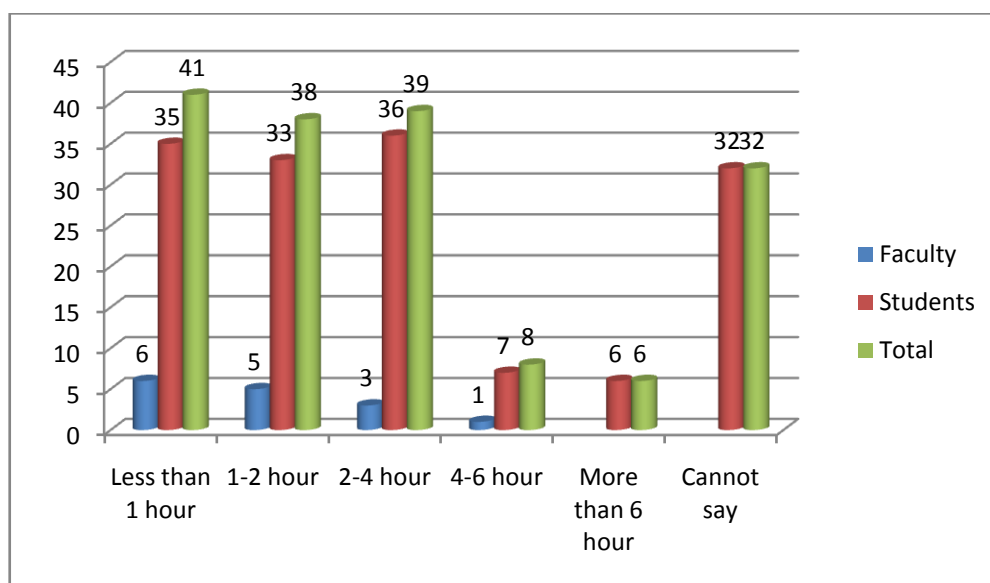


Figure-5.5-F: Uses of SNSs in a day by respondents

Table -5.5.6, supported with figure-5.5-F shows the uses of SNSs in terms of time spending in a day by the respondents and it was found that 41(25%) respondents which constituting 6(40%) faculties and 35(23%) students were spending on using SNSs less than 1 hour in a day. 38(23%) respondents which constituting 5(33%) faculties and 33(22%) students were spending on using SNSs 1-2 hours in a day. 32(20%) among the students cannot say

their spending time on using SNSs in a day. 39(24%) respondents which constituting 3(20%) faculties and 36(24%) students were spending on using SNSs 2-4 hours in a day. 17(10%) among the students were spending on using SNSs always online in a day, while 8(5%) respondents which constituting 1(7%) faculty and 7(5%) students were spending on using SNSs 4-6 hours in a day and only 6(4%) among the students were spending on using SNSs more than 6 hours in a day.

5.5.7. Popular SNSs used by the respondents:

Table- 5.5.7: Popular SNSs used by respondents

SNS	Faculty (N=15)	Students (N=149)	Total (N=164)
Facebook	13(87%)	98(66%)	111(68%)
Google+	7(47%)	57(38%)	64(39%)
Youtube	8(53%)	51(34%)	59(36%)
Twitter	2(13%)	29(19%)	31(19%)
Academia.edu	7(47%)	22(15%)	29(18%)
LinkedIn	7(47%)	20(13%)	27(16%)
Research gate	5(33%)	21(14%)	26(16%)
Orkut	2(13%)	13(9%)	15(9%)
Blogger.com	-	5(3%)	5(3%)
MySpace	-	2(1%)	2(1%)

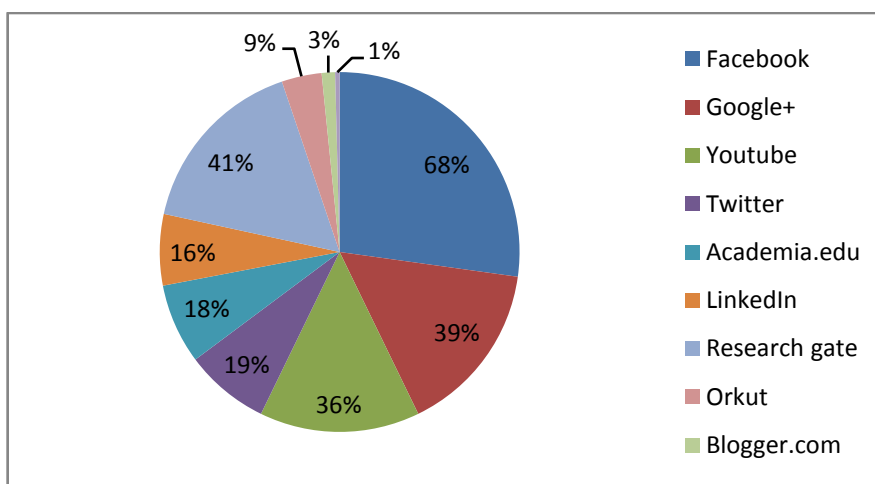


Figure- 5.5-G: Popular SNSs sites used by respondents

The respondents were using many kinds of SNSs and one person having more than one account. Table- 5.5.7, supported with figure-5.5-G found the most popular SNSs which used by the respondents and it was resolved that facebook is the most popular social network site and it was used by total 111(68%) respondents which containing 13(87%) faculties and 98(66%) students. Google+ was the 2nd most popular site used by 64(39%) respondents containing 7(47%) faculties and 57(38%) students, Youtube was 3rd most popular site used by total 59(36%) respondents containing 8(53%) faculties and 51(34%) students. With total 31(19%) respondents which containing 2(13%) faculties and 29(19%) students used Twitter and was 4th most popular site. The academia.edu was 5th popular site and it was used by total 29(18%) respondents constituting 7(47%) faculties and 22(15%) students. The LinkedIn was in 6th position in popularity and total 27(16%) respondents including 7(47%) faculties and 20(13%) students used. 26(41%) respondents including 5(33%) faculties and 21(14%) students use Research gate and it was the 7th popular site used by the respondents. Only few respondents are using Orkut, Blogger.com and My space and these were list site used by respondents.

5.5.8. Preferred times of use SNSs by respondent

Table -5.5.8: Preferred timing to use SNSs

Preferred Times	Faculty	Students	Total
Morning	-	-	-
Afternoon	1(7%)	16(11%)	17(10%)
Evening	2(13%)	30(20%)	32(20%)
Night	3(20%)	38(25%)	41(25%)
Randomly anytime	9(60%)	65(44%)	74(45%)
Total	15(100%)	149(100%)	164(100%)

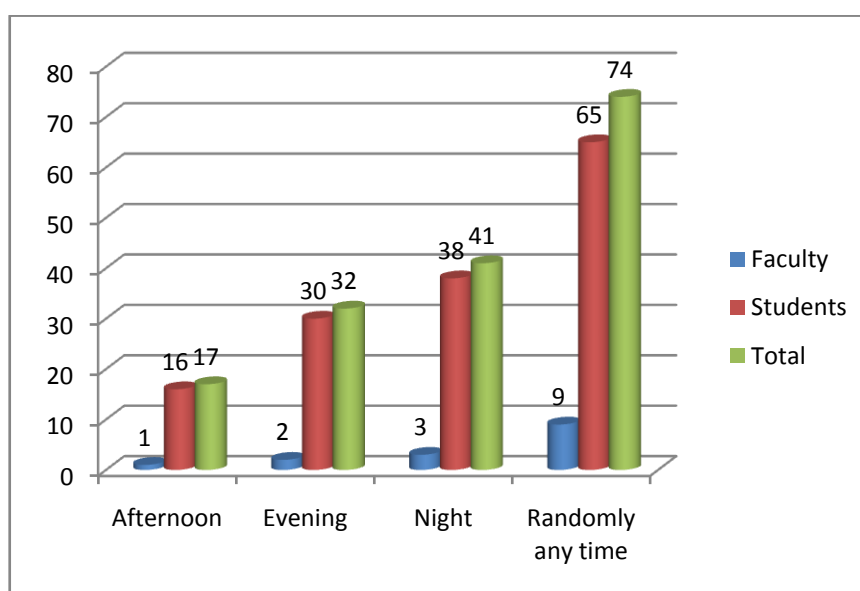


Figure- 5.5-H: Preferred timing of using SNSs

SNS allow the user to use anytime according to their needs. Table -5.5.8 and supported with figure 5.5-H shows the preferred times of using SNSs by respondents and was found that there was no fixed time to access SNSs because 74(45%) respondents which constituting 9(60%) faculties and 65(44%) students were using SNS randomly anytime. 41(25%) respondents which constituting 3(20%) faculties and 38(25%) students were prefer to use SNSs at night time, while 32(20%) which constituting 2(13%) faculties and 30(20%) students were using SNS in evening time. Only 17(10%) among 1(7%) faculty and 16(11%) students used SNS in the afternoon. Morning is the least preferred time to use SNSs.

5.5.9 Preferred place of accessing SNSs by respondents

Table- 5.5.9: Preferred place to accessing SNSs

Preferred Place	Faculties	Students	Total
Home	7(46%)	33(22%)	40(24%)
Institutes/College	4(27%)	32(21%)	36(22%)
Computer Center	-	14(10%)	14(9%)
Anywhere	4(27%)	70(47%)	74(45%)
Total	15(100%)	149(100%)	164(100%)

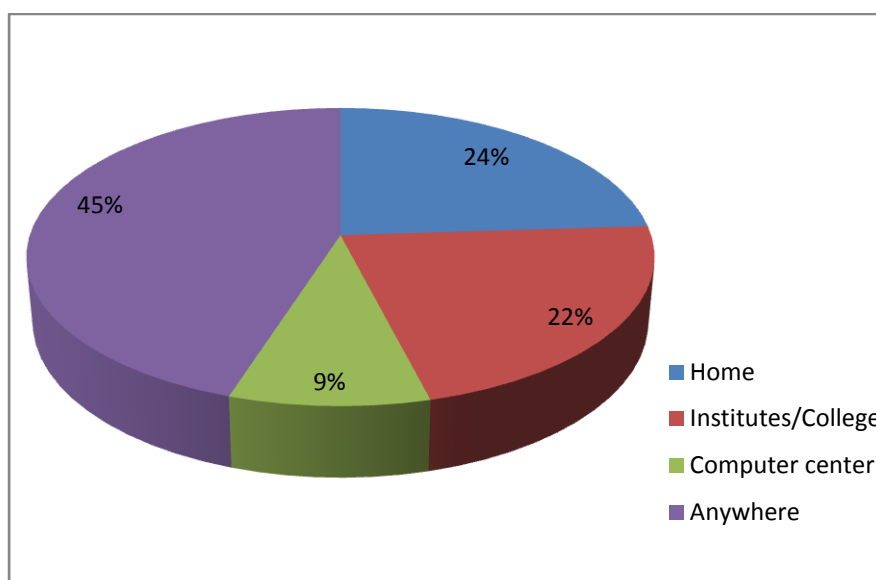


Figure- 5.5-I: Place of accessing SNSs by respondents

SNS are available everywhere through mobile connectivity and it is easily accessible for the user to use it anywhere, anytime, anyplace. The user can access it according to their preferences and needs. Table -5.5.9 and supported with figure 5.5-I shows the preferred place of accessing SNSs by the respondents and it was found that 74(45%) which constituting 4(27%) faculties and 70(47%) students were accessing SNSs anywhere when they have some free time, while 40(24%) respondents which constituting 7(46%) faculties and 33(22%) students were accessing SNSs at their home only, and 36(22%) which constituting 4(27%) faculties and 32(21%) students were accessing SNSs at their institutes/college. Only 14(9%) among the students access SNS at computer center.

5.6. Purpose of use and satisfaction with SNSs

Table-5.6.1: Purpose of using SNSs

Purpose	Faculty (N=15)	Students (N=149)	Total (N=164)
Make friends	8(53%)	73(49%)	81(49%)
Find information	13(87%)	69(46%)	82(50%)
Share information & experience	12(80%)	56(38%)	68(41%)
Sharing photo&video	8(53%)	41(28%)	49(30%)
Keep up- to -date	9(60%)	47(32%)	56(34%)
Chat with friends	9(60%)	54(36%)	63(38%)
Participate in discussion	5(33%)	29(19%)	34(20%)
Entertainment	7(47%)	47(32%)	54(32%)
For time pass	2(13%)	39(9%)	41(25%)

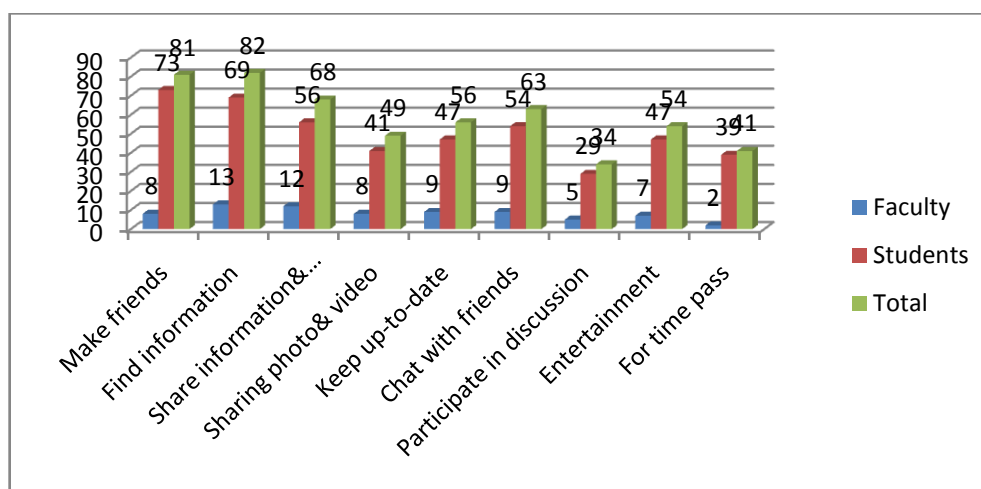


Figure-5.6-A: Purpose of using SNSs

The purpose of using SNSs by the respondents is the most important aspects of this research study. The respondents used SNSs for different purpose and most of them were using it for more than one purpose. Table- 5.6.1 supported with figure 5.6-A shows the purpose and after analysis it was found that 82(50%) among the respondents used SNSs to find information. 81(49%) among the respondents used SNSs for making friends. 68(41%) respondents used SNSs to share information and experience. 63(38%) respondents use SNSs

to chat with friends. 56(34%) respondents used SNSs for keeping up-to-date themselves. 54(32%) respondents used SNSs for entertainment while 49(30%) respondents used SNSs for sharing photos and videos and 41(25%) respondents used SNSs for time pass. 34(6%) respondents saying that they used SNSs for discussion on different topics.

5.6.2. Academic use of SNSs by respondents:

Table- 5.6.2: Reason of using SNSs

Reason	Faculty (N=15)	Students (N=149)	Total (N=164)
Course related queries	6(40%)	66(44%)	72(44%)
Get latest information	9(60%)	28(19%)	37(22%)
Prepare projects, assignment	-	55(37%)	55(34%)
Total	15(100%)	149(100%)	164(100%)

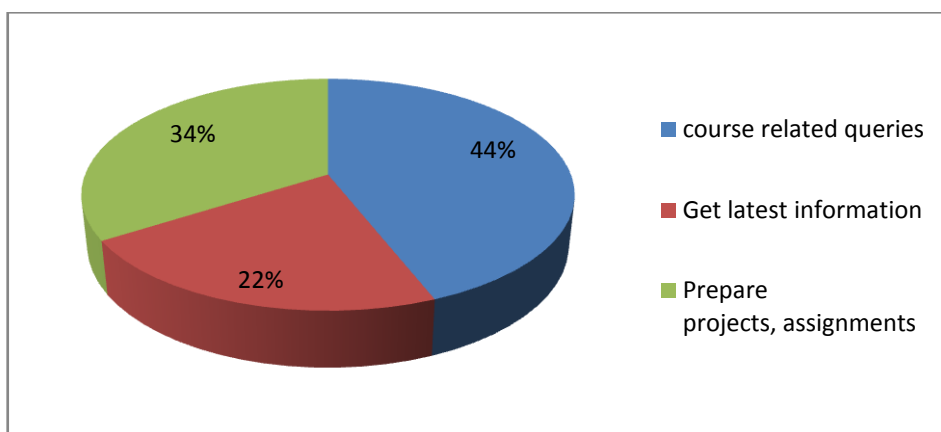


Figure- 5.6-B: Reason of using SNSs

The respondents also used SNS for academic purposes. Table 5.6.2 supported with figure 5.6-B shows the academic reason of using SNSs by respondents and after analysis it was resolved that 72(44%) respondents comprising 6(40%) faculties and 66(44%) students used SNSs for their course related queries, while 37(22%) respondents comprising 9(60%) faculties and 28(19%) students used SNSs for getting the latest information in their academic field while 55(34%) respondents among students used SNSs as platform to prepare projects and assignments.

5.6.3 Satisfaction level of respondents in using SNSs:

Table -5.6.3: Satisfaction level of using SNSs by the respondents

Satisfaction Level	Faculty (N=15)	Students (N=149)	Total (N=164)
Highly satisfied	1(7%)	18(12%)	19(12%)
Satisfied	11(73%)	67(45%)	78(47%)
Less satisfied	-	18(12%)	18(11%)
Not satisfied	-	16(11%)	16(10%)
Neutral	3(20%)	30(20%)	33(20%)
Total	15(100%)	149(100%)	164(100%)

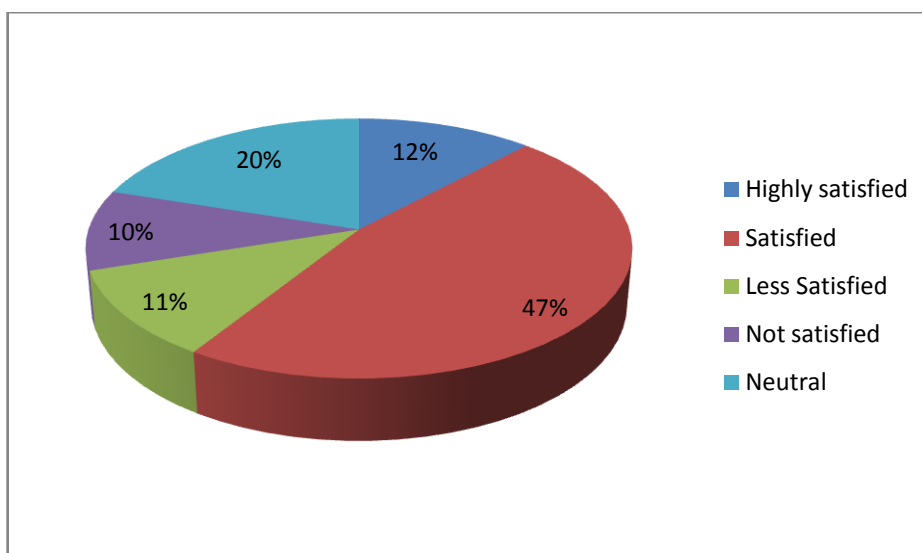


Figure- 5.6-C: Satisfaction level with SNSs

Table 5.6.3 supported with figure 5.6-C shows the satisfaction level of respondents about SNSs and after analysis it was found that 78(47%) which contain 11(73%) faculties and 67(45%) students were satisfied with SNSs. 33(20%) which consist of 3(20%) faculties and 30(20%) students were neutral with SNSs, while 19(12%) which constituting 1(7%) faculty and 18(12%) students were highly satisfied with SNSs and 18(11%) among the students were less satisfied with SNSs. Only 16(10%) among the students were not satisfied with uses of SNSs.

5.6.4. Main problems facing by respondents in accessing SNSs

Table- 5.6.4: Problems in accessing SNSs

Problems	Faculty (N=15)	Students (N=149)	Total (N=164)
Lack of privacy	3(20%)	31(21%)	34(21%)
Lack of time	7(47%)	33(22%)	40(24%)
Lack of technical knowledge	-	12(8%)	12(7%)
Poor internet facility	6(40%)	97(65%)	103(63%)
Not very much useful for academic purpose	5(33%)	14(9%)	19(12%)
Not allowed in department	-	29(19%)	29(18%)

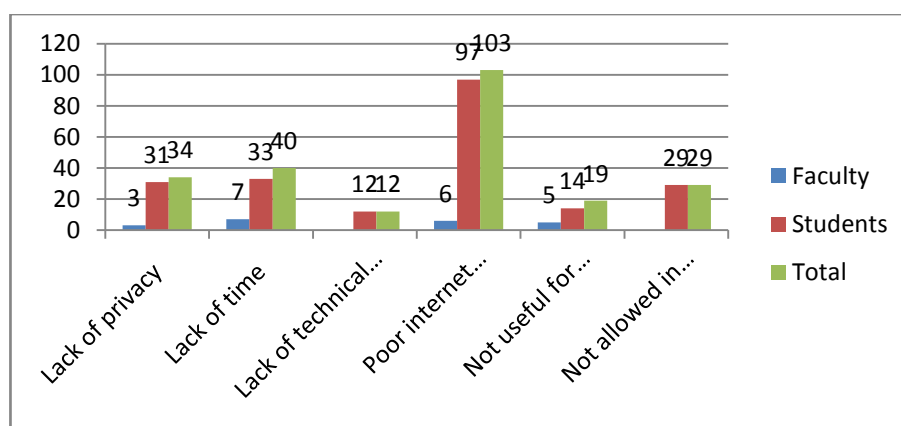


Figure- 5.6-D: Problems in accessing SNSs

The scholar would like to find out the problems faced by the respondents in accessing SNSs and many of the respondents were giving more than one problem. It has been tabulated in Table 5.6.4 supported with figure 5.6-D for better clarity of analysis and found that 103(63%) respondents were indicated that poor internet facility as the main problems they are facing in using SNSs and 40(24%) among respondents were indicated that lack of time is the problem in accessing SNSs. Lack of privacy 34(21%), Not allowed in the department 29(18%), Not useful for academic purpose 19(12%) and, Lack of technical knowledge 12(7%) were the other problems facing by the respondents with regard of using SNSs.

5.7. Opinion about SNSs.

Table- 5.7.1: SNSs impact on personal life

Negative impact on Personal life	Faculty (N=15)	Student (N=149)	Total (N=164)
Yes	2(13%)	31(21%)	33(20%)
No	13(87%)	118(79%)	131(80%)
Total	15(100%)	149(100%)	164(100%)

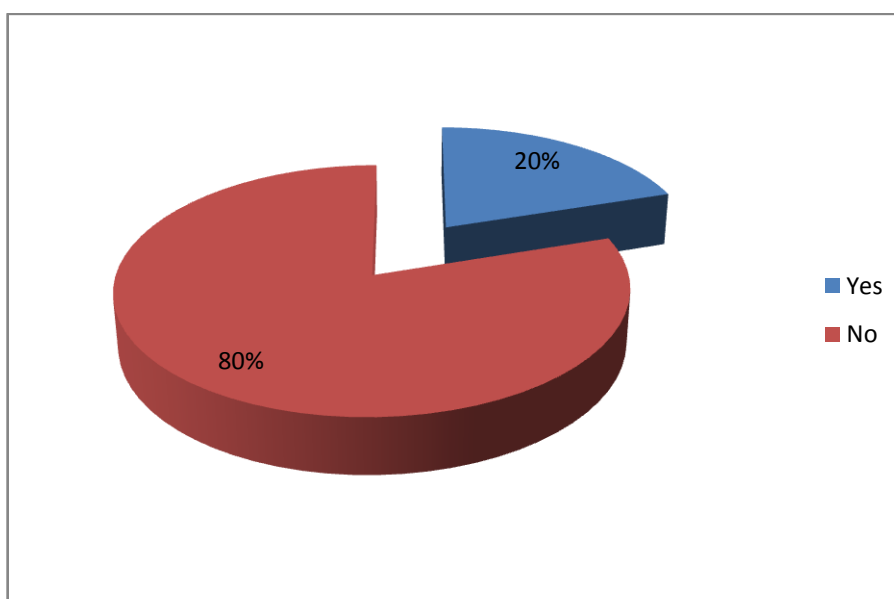


Figure- 5.7-A: SNSs about negative impact on personal life by respondents

Table- 5.7.1 support with figure 5.7.1 shows the opinion of respondents about SNSs in their personal life. After analyzing it was found that 131(80%) which constituting 13(87%) faculties and 118(79%) students have opinion that there was no any negative impact of SNSs t on their personal life, while 33(20%) constituting 2(13%) faculties and 31(21%) students think that SNSs had created negative impact on their personal life.

5.7.2 Habit of using SNSs:

Table -5.7.2: Addiction of using SNSs

Addicted of SNSs	Faculty	Students	Total
Yes	-	28(19%)	28(17%)
No	15(100%)	121(81%)	136(83%)
Total	15(100%)	149(100%)	164(100%)

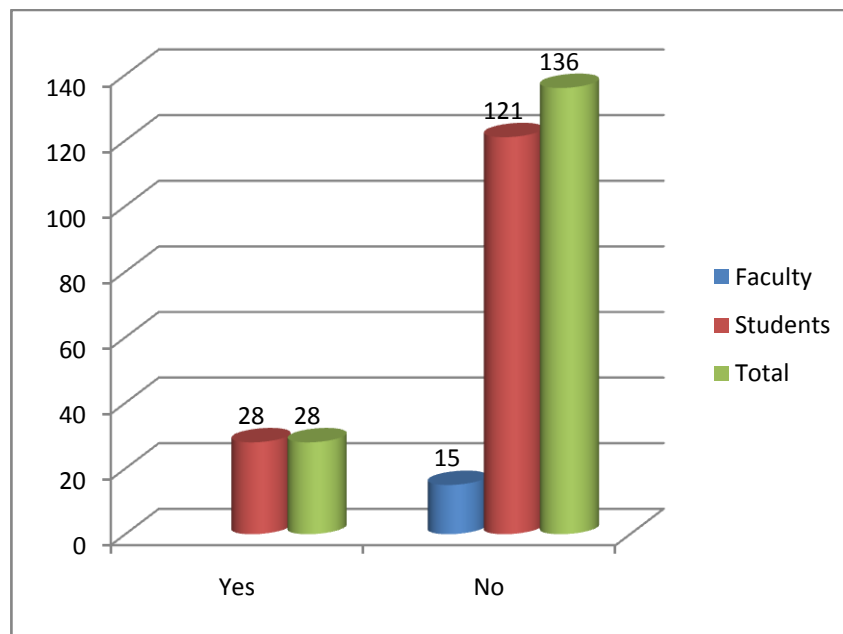


Figure- 5.7-B: Addiction of using SNSs by respondents

Table 5.7.2 support with figure 5.7-B shows the habit of respondents in using SNSs. After analysis it was resolved that 136(83%) respondents including all 15(100%) faculties and 121(81%) students were reported that they were not addicted of using SNSs, while 28(17%) among the students were found that they were addicted of using SNSs.

5.7.3 Opinion about SNSs used as a bridge for academic communication

Table -5.7.3: SNSs as a bridge to academic communication

SNS as bridge of academic communication	Faculty	Students	Total
Yes	10(67%)	131(88%)	141(86%)
No	5(33%)	18(12%)	23(14%)
Total	15(100%)	149(100%)	164(100%)

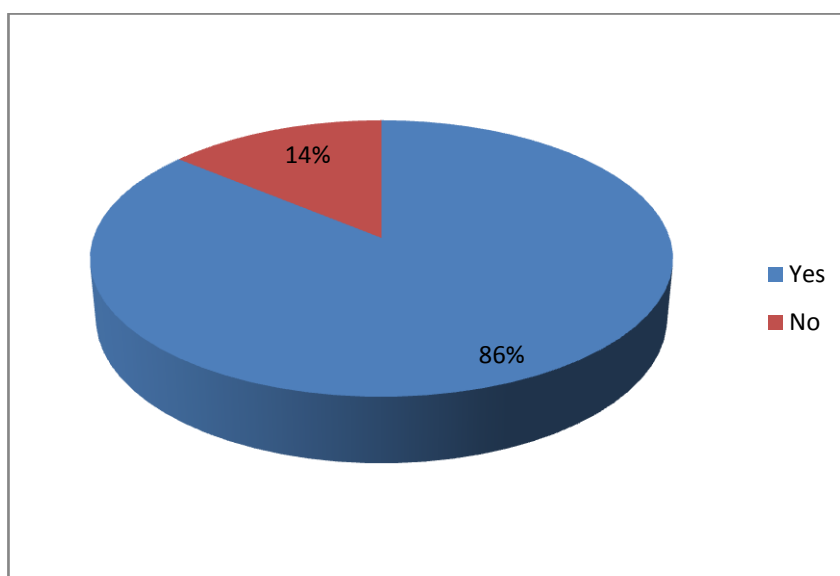


Figure- 5.7-C: SNSs as a bridge to academic communication

Table 5.7.3 and supported with figure 5.7-C shows the distribution of SNSs used as a bridge to communicate with students related course material by the respondents and after analyzing it was found that 141(86%) respondents including 10(67%) faculties and 131(88%) students were thinking that SNSs can be use as a bridge to communicate course related academic materials, while 23(14%) respondents including 5(33%) and 18(12%) students opinion was that SNSs can not be used as a bridge of communication with students to discuss their course related materials.

5.7.4 Reliability of information available on SNSs:

Table -5.7.4: Reliability of SNSs information

Reliability	Faculty	Students	Total
Reliable	6(40%)	34(23%)	40(24%)
Partially Reliable	9(60%)	93(62%)	102(62%)
Not Reliable	-	22(15%)	22(14%)
Total	15(100%)	149(100%)	164(100%)

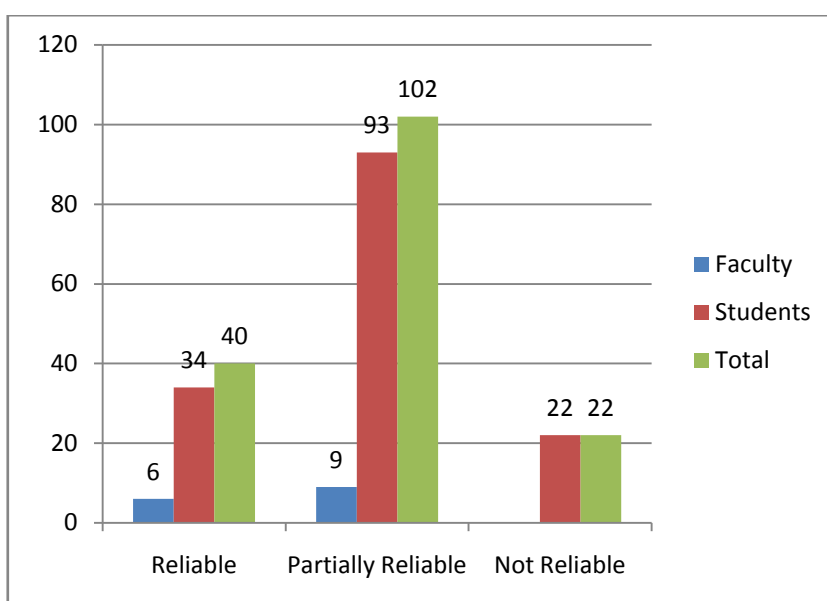


Figure- 5.7-D: Reliability of information available on SNSs

Reliability of information is very necessary aspect. Table -5.7.4 supported with figure 5.7-D shows the reliability of information available on SNSs by the respondents. After analyzing it resolved that among 102(62%) respondents which constituting 9(60%) faculties and 93(62%) students were thinking that information available on SNSs is reliable, while 40(24%) respondents among 6(40%) faculties and 34(23%) students were partially reliable on information available on SNSs. Only 22(14%) respondents among students were thinking that information available on SNSs is not reliable.

5.7.5 Security of personal information on SNSs:

Table- 5.7.5: Security of personal information on SNSs

Personal information secure on SNS	Faculty	Students	Total
Yes	9(60%)	92(62%)	101(62%)
No	6(40%)	57(38%)	63(38%)
Total	15(100%)	149(100%)	164(100%)

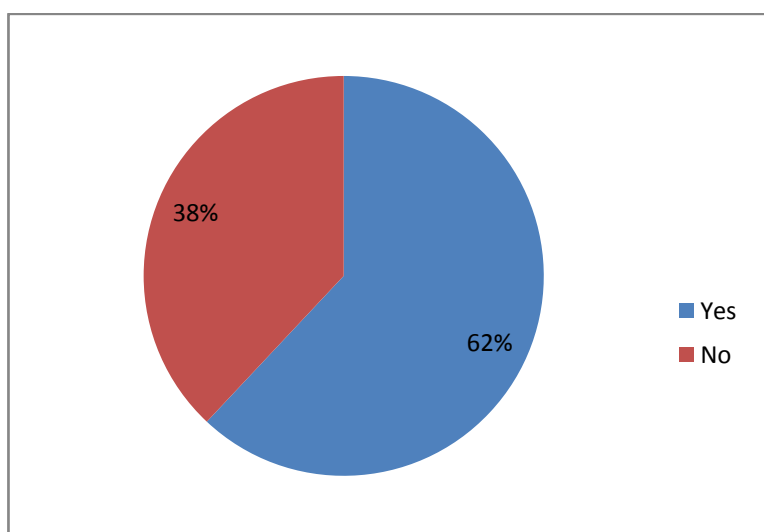


Figure- 5.7-E: Security of personal information on SNSs

Table 5.7.5 in supported with figure 5.7-E shows the opinion of the respondents about the security of personal information on SNSs. After analyzing it was found that majority of the respondents 101(62%) which constituting 9(60%) faculty and 92(62%) students has the opinion that their personal information is secure on SNSs. Some of the respondents 63(38%) which constituting 6(40%) faculty and 57(38%) students does not think that their personal information is secure on SNSs.

5.8. Findings:

Social network is built on the idea of how people should know and interact with each other. Social networking tools have now become a very popular tool for communication and sharing the information. Now with changing of time, this tool is also used for academic communication because now a day many academic information is available on social media and people has started academic discussion on social media and it was proved by several studies and also discuss in review of literature. The faculty members and students of NIT-Mizoram is quite aware of SNSs and feels that it is helpful and has a lot of positive impact on their daily life. The study was started with intention to find out the Awareness and Use of Social Networking Sites by the Faculty members and Students of NIT, Mizoram. To achieve the objectives of the study, data was collected through questionnaire as a tool and after analysis the scholar deduced the following major findings:

- 200 questionnaires were distributed to the faculties and students of NIT, Mizoram. The 164 (82%) response was received. Among the respondents 10% were faculties and 90% were students and majorities (68%) were male.
- Majority of the respondents 99% were young and belong to below 35 years age and only 1% was above 35 years in age.
- Among the internet users, all faculties and 48% students used internet daily but majority of respondents (71%) were not satisfied with internet connections and speed because of poor internet connectivity.
- Majority of the respondents 73% used internet regularly which included all faculties and 70% students. Most of the respondents having computer literacy do their work with computer. 44% respondents having good level of computer skill while 24% respondents having excellent in computer skill and 20% having satisfactory level of computer skill. There were only 12% respondents who have poor in computer knowledge and skills.
- Most of the respondents (35%) access internet through their mobile phone and 30% access internet from their department.
- All faculty members and students of NIT- Mizoram were aware with SNSs and they are using it for sharing information and communication.
- 37% respondents were using SNSs more than 5 years and 37% were using SNSs the last 3-4 years and the preferred way of accessing SNSs was mobile phone (50%) while 36% respondents access SNSs through their laptop.

- The most popular sites of SNSs uses by the respondents was Facebook in total 111(68%) constituting 87% faculties and 66% students and the most SNS accounts uses by the respondents (66%) was also Facebook.
- Most of the respondents (45%) access SNSs randomly anywhere when they have free time and 39% respondents accessed SNSs many time in a day while 19% respondents used SNSs once in a day and 18% respondents used SNSs occasionally.
- Most of the respondents spending less than one hour in a day to access SNSs. 45% respondents used SNSs randomly at anytime, 25% respondents used SNSs at night time and 20% respondents used SNSs in evening time while 10% of the respondents used SNSs in the afternoon.
- The respondents used SNSs for more than one purposes. Most of the faculty members used SNSs to find information, to share information and experience, while most of the students used SNSs for making friends, 50% respondents for finding information and 38% students used SNSs to share information and experience.
- The respondents used SNSs for many reasons. 60% of the faculty used SNSs to get latest information, 37% students used SNSs to prepare projects and assignment. Most of the students (44%) used SNSs for course queries and 37% students used SNSs to prepare projects and assignment, while 19% among the students used SNSs to get latest information.
- 47% respondents were satisfied with use of SNSs. Among the faculty 20% were neutral and 7% were highly satisfied in using SNSs. Among the students 20% were neutral and 11% were not satisfied.
- Majority of the respondents (80%) does not think that SNSs have created any negative impact on their personal life. 20% respondents think that SNSs have created negative impact on their personal life up to some extent.
- Majority of respondents (83%) opinion that they were using SNSs from many years but they are not addicted of SNSs while 19% respondents among the students were accepted that they were addicted of using SNSs. Most of the respondents (86%) also think that SNSs is useful as a bridge of communication among the students to share academic information..
- 62% respondents feel that personal information is secure on SNSs.
- 24% respondents feel that information available on SNSs were reliable and 14% respondents feel that it was not reliable, while 62% respondents believe that on SNSs information were partially reliable.
- The main problems reported by respondents in using SNS were: poor internet facility, lack of time, lack of privacy, not allowed in departments and lack of technical knowledge.

6.1. CONCLUSION

Technological advancement in the digital era has changed the way people information access and communication. Development in ICT has changed the rapid growth of information sharing in the digital environment where people from different parts of the world share the information, retrieved and access anytime, anyplace and at anywhere. Social network is built on the idea of how people should know and interact with each other. Social Networking allows users to exchange information, opportunities and ideas. Social Networking Websites have now becoming a significant component and integral parts of our daily lives and our built upon the concept of traditional social networks, which connect users to new people having common interest. In the new paradigm, the basic functions of libraries such as collection, organization, preservation and dissemination of information, user's demand and their information need are also changing in this digital environment.

At present time social networking sites play a very vital role to disseminate the useful information freely and speedy to their users. Due to advancement of mobile technology, now SNSs are publicly accessible everywhere such as virtual meeting, work places, academic institutions etc. where individual give information about their ideas and get view of others on their ideas. These sites have developed a new medium of public self-expression that not only allows individuals to interact with others to share their areas of interest, specialization and also invite public opinion on it. Beyond the traditional and restricted learning, there is a fashion of online groups of individuals that are self- directed, vital, self- managed and active in the generation of new ideas and it is right example of information and knowledge creating communities, open to all who wish to participate. Social networking sites are being vitally used by faculty members, scientists, research scholars as well as students for online sharing of education and research related information.

As with many new technologies, adoption of the internet especially for its social uses has seen its highest levels of usage among the college students of NIT, Mizoram. In the present age of information, information needs of the users should be the central focus of attention. The role of faculty members and students is very crucial in the institutions. We are living in the digital age and it is a revolutionary period which the need of information is now becoming the most strategic resource that is transforming the world economy.

The results of the study in NIT, Mizoram shows that majority of the respondents were aware of SNSs and use these sites for friendly communication. However, a good number of students use these sites for academic purpose also. It should be noted that SNSs can be used as an

interactive platform for academic communication and can be a source of information. A large portion of faculty member and students of NIT, Mizoram having satisfactory computer skill and most of the respondents are using internet. About 77% respondents are aware about SNSs but some of the respondents do not know the importance of SNSs for their academic purpose. The most frequently visited and most popular social networks among NIT, Mizoram are: Facebook, Google+, Youtube, Twitter and Academia.edu. The most important functions of SNSs for NIT, Mizoram are communication, learning and exchanging photo, video, friend search, texting and participating in discussion forum, keep-up-to-date and sharing of information and experience. Results from this study reveal that majority of the respondents 48% were using internet daily and most of the respondents 37% were using SNSs more than 5 years and the main reason for using SNSs among the respondents of NIT, Mizoram is for their course queries, to get latest information and for preparing projects and assignment. Further, there is a need to improve internet facility because 71% respondents were not satisfied with internet speed and connectivity.

6.2. Suggestions

During the study, scholar obtained many suggestions from faculties and students to improve upon the optimal use and awareness of Social Networking Sites among the faculties and students of NIT, Mizoram. Moreover, the scholar also placed below some of the valuable suggestions and remedial measures for the improvement in the use of SNSs among the users.

➤ The awareness programme should be made about computer knowledge and skills among the students and try to aware the students about ethics to use SNSs.

➤ The institutions should take a leading role to create awareness among faculty members and students about the use of Social Networking Sites as communication tool and aware them how they can make useful and access relevant resources for their academic purposes.

➤ There should be an academic group on social networking site where faculty and students can share their academic information and interact with each other.

➤ The internet services should be improved in both the way- speed and connectivity and should be available 24x7 modes. The institutions should made available internet facilities to all the departments and hostels to access the available resources on the internet through Wi-Fi connectivity.

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