USE OF SOCIAL NETWORKING SITES BY TEACHERS AND STUDENTS OF COLLEGES IN AIZAWL: AN EVALUATIVE STUDY

BY

ESTHER LALNUNPUII
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

Submitted in partial fulfilment of the requirement of the Degree of
Doctor of Philosophy in Library and Information Science,
Mizoram University, Aizawl

DEDICATION

THIS THESIS IS DEDICATED TO MY BELOVED FATHER

LATE C. THANKHUMA

(19th June 1950 - 3rd Jan 2020)

May his memory forever be a comfort and Blessing

MIZORAM UNIVERSITY

(A Central University)

Department of Library & Information Science

Tanhril, Aizawl - 796 004

Gram: MZU, PO BOX: 190, Phone: 0389-2331607 / 2331608

Email: rkn05@rediffmail.com

CERTIFICATE

This is to certify that the thesis entitled "**USE OF SOCIAL NETWORKING SITES BY TEACHERS AND STUDENTS OF COLLEGES IN AIZAWL: AN EVALUATIVE STUDY**" submitted by **ESTHER LALNUNPUII** for the award of the Degree of Doctor of Philosophy in Library and Information Science is carried out under my supervision and incorporates the students bona-fide research and this has not been submitted for award of any degree in this or any other university or institute of learning.

Place: Aizawl, Mizoram   (Prof. R.K. Ngurtinkhuma)

Date: 03-09-2020   Supervisor

                             (Dr. Manoj Kumar Verma)

                               Joint Supervisor

Month: September   **Year: 2020**

DECLARATION

I, **Esther Lalnunpuii**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Library & Information Science.

<div align="right">

(Esther Lalnunpuii)

Research Scholar

</div>

<div align="right">

(Prof.R.K.Ngurtinkhuma)

</div>

Head of Department   Supervisor

ACKNOWLEDGEMENT

First of all, I would like to express my sincere thanks to our Almighty God for giving me health, opportunity and strength while doing my research work, and thank for all his blessings to be capable in carrying out my research work successfully.

I would also like to express my deep sense of gratitude and heartfelt thanks to my supervisor Dr. R.K. Ngurtinkhuma, Professor, Department of Library and Information Science, Mizoram, University for his intellectual, understanding, untiring help and valuable suggestions enable me to successful completion of this research work.

Besides, I would also like to express my sincere thanks to my Joint Supervisor Dr. Manoj Kumar Verma, Associate Professor, Department of Library and Information Science, Mizoram University. Your guidance and advised helped me brighten in completing my research work. Thank you for all your support and encouragement.

Also, I would like to express my sincere gratitude to Prof. S.N. Singh, Head, Department of Library and Information Science, Mizoram University for his valuable support during my research work. I would also like to express my heartfelt thanks to all the faculties of the Department for their inspiration during the research work.

I express my sincere thanks to Dr. James, Department of Economics, Mizoram University for his technical & valuable suggestions and encouragement to complete this research work.

It has been a tremendous and very difficult to get required information for various sources. I remain grateful to all the faculty members and students of the 14 Colleges in Aizawl, Mizoram for their help and support while collecting the primary data. Especially, I would like to express my heartfelt thanks to my friends for their endless support, generous help, and valuable time in the preparation of this research work.

Last but not the least, I would like to thanks my parents who have supported me and given me everything right from the start. I would like to express my deepest gratitude

Place: Aizawl   (ESTHER LALNUNPUII)

Date: 03-09-2020

TABLE OF CONTENTS

Description	Page No.

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

Abbreviation	Description
PUC	Pachhunga University College
HBC	Hrangbana College
GAC	Government Aizawl College
GAWC	Government Aizawl West College
GZRSC	Government Zirtiri Residential Science College
GJTC	Government J Thankima College
GTRC	Government T Romana College
GANC	Government Aizawl North College
GJC	Government Johnson College
GMLC	Government Mizoram Law College
IASE	Institute of Advanced Study in Education
NIELIT	National Institute of Electronic and Information Technology
RIPANS	Regional Institute of Paramedical and Nursing Sciences
MCON	Mizoram College of Nursing
SNSs	Social Networking Sites
NEHU	North-Eastern Hill University
ICFAI	Institute of Chartered Financial Analysts of India
PMG	Pachhunga Memorial Government College
NAAC	National Assessment and Accreditation Council
SOUL	Software for University Libraries
UGC	University Grant Commission
IGNOU	Indira Gandhi National Open University
DDC	Dewey decimal classification
INFLIBNET	Information Library Network
CAS	Current Awareness Service
SDI	Selective Dissemination of Information
ICT	Information Communication Technology
OPAC	Online Public Access Catalogue

TLSS	Total Library Solution Software
LAN	Local Area Network
SPSS	Statistical Package for Social Sciences
SNWs	Social Networking Websites
AMIS	Advanced Management Information System
MZU	Mizoram University
ARPA	Advanced Research Projects Agency
MUD	Multi-User Domain
ARPANET	Advanced Research Projects Agency Network
BBS	Bulletin Board System
YASNS	Yet Another Social Networking Service
OSN	Online Social Networking
WWW	World Wide Web
OCLC	Online Computer Library Center
RSS	Really Simple Syndication
HTML	Hypertext Markup Language
XML	Extensible Markup Language
IM	Instant Messaging
UNESCO	United Nations Educational Scientific and Cultural Organization
PG	Post Graduate
UG	Under Graduate
Ph.D	Doctor of Philosophy
CD-ROM	Compact Disc Read Only Memory
URL	Uniformed Resource Locator

PREFACE

The social networking sites play a predominant role in information communication. The faculties and students of the colleges under the study make the best use of social networking sites (SNSs) to share their personal and professional experience, teaching and learning information and literature to enhance their teaching and learning capabilities. However it required basic ICT skills to access these SNSs. The problems lie with the fact that literacy and awareness about usefulness of SNSs to access the relevant information for faculties and students. However the study has to find out the effective use of SNSs and suggest some standards, mechanism and best way for maximum utilization of these tools.

The impact on the use of internet on education is the most important factor for both educators and practitioners. Social Networking Sites are now becoming more popular in educational atmosphere in exploring new tools and techniques for teaching and learning. Use of SNSs in academic field is now very common and its uses increase 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 thathow academician are using SNSs as communication media to share their information.

The present study is confined to measure the use of Social Networking Sites by Teachers and Students of 14 Colleges in Aizawl city, Mizoram. In the Indian LIS

perspective, no study has been found based on the use of Social Networking Sites by the teachers and students of colleges in Aizawl till today. So, the present study is an attempt to fill up the gap in the proposed area.

In this context, the study will help the usage of SNSs, purpose, frequency, duration, problems, satisfaction level of using SNSs by the teachers and students of colleges in Aizawl. The study also examined the effect of Social Networking Sites in academic information and communication among the teachers and students of the 14 colleges in Aizawl which are affiliated to Mizoram University.

The study is presented in six chapters:

Chapter 1: Introduction

Chapter 2: Social Networking Sites: An Overview

Chapter 3: SNSs as a tool for Library Services

Chapter 4: Use of Social Networking Sites in Academic Communication

Chapter 5: Data Analysis and Findings

Chapter 6: Conclusion and Suggestions

Chapter 1 introduces the overview of the entire research work and discusses the scenario of colleges in Aizawl, significant, scope of the study, literature review and research design of the study.

Chapter 2 briefly describes about the overview of Social Networking Sites, concepts, definition, history, growth of SNSs and trends and development of Social Networking Sites.

Chapter 3 highlights about Social Networking Sites as a tool for library services, the need and importance of academic library system, concepts of digital library, web 2.0 and its applications in library services, use of SNSs in academic libraries, types of Social networking services and use of SNSs and its applications in the academic library environment.

Chapter 4 briefly elaborates use of Social Networking Sites in academic communications, role of e-learning for information dissemination, impact of SNSs for the academic communications, SNSs in higher education, use of social media for information dissemination and concept of information communication.

Chapter 5 highlights the collected data and its descriptions in the form of tables as well as findings of the study.

Chapter 6 present a summary of the entire study and suggestions for improving the use of Social Networking Sites by the students and teachers of the colleges.

The appendices and bibliography are given at the end. Publication manual of the American Psychological Association (6th ed.) is used for recording the references.

Chapter 1:   Introduction

Chapter Plan

1.1 Introduction

The increasing contribution of the internet and revolution of information technology over the past few decades have significantly increased the way people communicate and share information. During the last two decades, it has predominantly observed remarkable changes in information technology. The increasing use of internet has led to the development and need of SNSs in the present environment. The usage of Social Networking Sites has been so well-known that they have gathered the attention of researchers worldwide. According to Ahn, "The evolution of the web has led to the growth 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 offer for online partnership, contribution, social networking, communication and user generated content distribution. Social Networking Sites are profile based websites that allows users to uphold social relationship by viewing, visiting and sharing their lists of Social connections with other members". Social networking has greatly changed the way people share information and communicate with each other. SNSs also provides an online platform for students of different backgrounds and nationalities. The popularity of SNSs have gained enormously worldwide and they caught the attention of the students, academicians and the users to a large extent. Manjunatha, (2013) also described SNSs as, "a collection of individuals linked together by a set of relations. Online SNSs "Virtually" linked individuals, who may or may not know each other".

According to Boyd and Allison (2007), "SNSs is a web based services allows individuals to build a social and professional profile within a bounded system, articulate a list of other users with whom they share a connection, and view and

traverse their lists of connections and those made by others within a system". SNSs also allows individual to have private account, view, and share, connect from one place to another. The application of web 2.0 allows the user to create collaborating and productive information and share on the internet. It also provides a platform for the users to relate and share their ideas, view opinions and exposing their knowledge. SNSs enable to get students to get in touch with friends and families. SNSs also facilitate libraries in providing information services to their users, view and exchange information, working online mode, marketing library services, online reference services and getting feedback from the users on a particular services or document (Verma, 2015). The advantage in using SNSs in communication and sharing information of the user have a great potential for education development especially in higher education for the teaching and learning process. According to Yamakanith and Gurusamy (2014), "Social Networking Sites are made up of other individuals; they might also include profile of events, companies, even political parties. People use SNSs for countless activities and SNSs have rapidly gained popularity. Globally the active membership on SNSs reached 320 billion in 2010". Thus, we can know that online SNSs are rich sources of knowledge, entertainment and communication.

1.2 Status of Colleges in Mizoram

Mizoram is strategically located in the North-Eastern part of India and is one of the members of the group of states that is commonly designated as seven sisters of North-East India. It is located between the state of Assam and Manipur to the North, to the East and South by Myanmar and to the West by Bangladesh and the state of Tripura. The College education in Mizoram was under the administration of education until 1989. As a result of the trifurcation of Education Department the college administration was taken over by the Department of Higher and Technical Education, Government of Mizoram. Pachhunga University College, established in 1958 was the first college in Mizoram. At that time it was named as Aizawl College but later it was changed to its present name in 1979. Since then, the college was taken over by North Eastern Hill University (NEHU) as its constituent college. With the establishment of Mizoram University in 2001, PUC came under the jurisdiction of Mizoram University as a constituent college automatically.

The scenario of Higher Education in Mizoram comprises of Universities and Colleges. There are 28 degree colleges affiliated to Mizoram University which caters the educational and research needs of the students and researchers. In order to enhance the educational and research capabilities of the Universities and Colleges, libraries are attached to these institutions. Presently, Mizoram is having One Central Library i.e., Mizoram University and One private University, ICFAI (Institute of Chartered Financial Analysts of India). There are 28 colleges in Mizoram as stated on table along with the number of faculty and Students enrolled in each colleges.

Table-1.1: Lists of colleges in Mizoram affiliated to Mizoram University

Sl. No	Name of the College	No. of Faculty	No. of Students
1	Pachhunga University College	100	2389
2	Govt. Aizawl College	55	1069
3	Govt. Aizawl North College	27	1299
4	Govt. Champhai College	55	661
5	Govt. Kamalanagar College	32	306
6	Govt. Khawzawl College	22	80
7	Govt. Saiha College	13	426
8	Govt. Zawlnuam College	14	53
9	Govt. Aizawl West College	36	866
10	Govt. Hrangbana College	71	1758
11	Govt. T. Romana College	38	1072
12	Govt. Hnahthial College	26	107
13	Institute of Advanced Study in Education	38	908
14	Govt. J. Buana College	31	538
15	Govt. J. Thankima College	24	609
16	Govt. Johnson College	28	855
17	Govt. Kolasib College	55	440
18	Govt. Lawngtlai College	36	394
19	Govt. Lunglei College	60	774
20	Govt. Mamit College	16	112
21	Govt. Mizoram Law College	12	160
22	Regional Institute of Paramedical and Nursing Science	43	712
23	Govt. Saitual College	27	232
24	Govt. Serchhip College	46	401
25	Govt. Zirtiri Residential Science College	59	604

| 26 | NIELIT Centre, Aizawl | 34 | 387 |
| 27 | Mizoram College of Nursing | 18 | 117 |

(Source: MZU Annual Report 2017-2018)

1.3 The Colleges in Aizawl City

The colleges under the study have been narrowed down to the 14 colleges which are affiliated to Mizoram University which provide undergraduate education in Arts, Science and Commerce in Aizawl city.

Table-1.2: Selected Colleges in Aizawl City

Sl. No	Name of the Colleges
1	Pachhunga University College
2	Govt. Hrangbana College
3	Govt. Aizawl College
4	Govt. Aizawl North College
5	Govt. T. Romana College
6	Govt. J. Thankima College
7	Govt. Johnson College
8	Govt. Aizawl west College
9	Govt. Zirtiri Residential science College
10	Regional Institute of Paramedical and Nursing Science
11	NIELIT Centre, Aizawl
12	Govt. Mizoram Law College
13	Institute of Advanced Study in Education
14	Mizoram College of Nursing

1.3.1 Pachhunga University College:

Pachhunga University College is the constituent college of Mizoram University and is the oldest and premier college in Aizawl, Mizoram. The College was established on 15th August 1958 as "Aijal College" to become the first institution of higher education in Mizoram. The college was provincialized by the Assam Government in 1965 and the college became Pachhunga Memorial Government College (PMG). The college was renamed Pachhunga College in 1977. On 19th April 1979 The North eastern Hill University adopted and upgraded as its fourth name PUC with the establishment of Mizoram University, the entire management was handed over to the new University on 2nd July, 2001. The college provides ungraduated courses in 21 subject areas of Arts, Science and Commerce streams. The college is also the leader among all college in terms of research activities and publications and is also selected under "star college scheme" by the department of Biotechnology in 2012. The college is currently a member of N-List.

About the Library:

Pachhunga University College started as a private night college in 1958 which is also the year of establishment of the library with Mr. Lalmakthanga as the Librarian. The first separate library building was set up in 1960 with a mere two cupboards of books which soon grew to be one of the best college libraries in the whole North East region. It was known for its collection which consists of rare books and a good reference section. Due to natural calamity and also with the need for extension, the library building was dismantled in 2010 and is rebuild with a well-planned architecture which

is now occupied and is functioning in full swing on 12th July, 2013. It contains a stock of 44050 volumes of books and 48 journals and a number of magazines and newspapers.

1.3.2 Government Hrangbana College

The college was named after the late Hrangbana, a contributor and a businessman who donate a sum of Rs.1 lakh to start the college. The college was given Government recognition as a private college on 6th November 1980 and was upgraded to Deficit Grant-in-Aid status with effect from 1st September 1985, then finally became a government college with effect from 1st September 1985. On 1st April 2003 it finally became a Government college and was affiliated to NEHU until 2002 and was one of the prominent members of the NEHU family and is currently a member of N-List. The college offers Bachelor of Arts and Bachelor of Commerce and the college was accredited "A" in 2011 by the National Assessment and Accreditation Council (NAAC), Bangalore.

About the Library:

The library has a separate space in the college building and has collection of 28,419 books and the seating capacity of the library is 70 seats. The library has various collections of audio and video cassettes, CD's, Indian Journals and Foreign Journals which can be accessed through N-List. In 2005 the college library became fully automated by using SOUL 2.0 software and in 2017 RFID technology was implemented in the library.

1.3.3 Government Aizawl College

The college was established as "Aizawl College" in 1975 by a team of philanthropic citizens meeting at the office chamber of the then Legislative Assembly Speaker Dr. H. Thansanga on 13th January 1975. The college was later renamed to "Government Aizawl College" following its takeover by the state Government and was inaugurated by the first Chief Minister of Mizoram, Mr. Ch. Chhunga on 25th August 1975 and 350 students started attending evening classes of Pre-University class with six lecturers. It was upgraded to Deficit Grant-in-Aid status with effect from 1st November 1984 and became Government on 1st January 1989. While affiliated to NEHU, the college was one of the prominent members of the NEHU family. The college has two streams- Arts and Commerce with eight different disciplines offering both general and honors and is now affiliated to Mizoram University.

About the Library:

The college library currently has 13,276 books in its collection. The library has reading room with a seating capacity of 32 people and has 4 computers which are using SOUL 2.0. Dewey decimal classification 23rd edition is currently used for classification of the library materials. The library also offers reprography services and currently has 3 staff which are the Librarian and 2 library attendants.

1.3.4 Government Aizawl North College

Government Aizawl North College was established in the year 1988 under the management of Higher & Technical Education Department, Government of Mizoram and is permanently affiliated to Mizoram University and got Government recognition

up to pre university level in 1988 and Degree level in 1990. The motto of the college is Development through Education. The primary purpose of the college is to provide education and academic atmosphere conductive for the youths to grow in the knowledge of true learning. The college received UGC Recognition under 2(f) and 12(b) on 27th September 2007 and was accredited B+ by NAAC in 2009.

About the Library:

Government Aizawl North College Library is the main resources of information and knowledge for the students and teachers of the college. The college currently has a total collection of 11,500 books and has a reading room capacity of about 30-40 people. The library is currently using SOUL 2.0 for automation and is using barcode technology for annual stock verification and circulation work.

1.3.5 Government T. Romana College:

The college was established in the year 1992 as a private institution, upgraded to Grant-in-Aid status in 2003 and provincialized in 2008. On 3rd June 1992 a new private college was established and named "T. ROMANA COLLEGE" after the name of its donor Mr T. Romana. In 1995, under the college got permission for Degree Courses in six subjects. Two more subjects- Public Administration and Sociology were introduced later in 1997. The college is an approved study Centre of the Indira Gandhi National Open University (IGNOU) under the convergence scheme for Open and distance learning. The college was granted affiliation by NEHU in 1995. The college is now affiliated to the Mizoram University which came into being in 2001. In 2007 the college was accredited C++ by the National Assessment and Accreditation Council

(NAAC) and in the same year it was granted permanent affiliation by the Mizoram University and recognized by UGC under 2(f) & 12(b) provisions of UGC.

About the Library:

The college library is located in the college building itself and is easily accessible. The library has a large collections including books, periodicals, journals references and other relevant materials. It also offers an ideal reading room for both the students and the faculty. Only the staff and students of the college have access to the library facilities. Exceptions are made for outsiders with special permission from the Principal. DDC scheme is used for classifying the documents of the library.

1.3.6 Government J. Thankima College:

The college was established in the year 1992 at Bawnkawn, Aizawl. The initial campus was a generous endowment by a philanthropic businessman Mr J. Thankima and the financial needs were met by contributions from the locality. Through the policy of Rationalization and standardization of Higher education in Mizoram adopted by the state Government, two private colleges namely J. Thankima College and Lalhmingthanga College were amalgamated and upgraded to the status of a deficit college on 11th November, 2002 and given the name "J. Thankima College". The college was subsequently upgraded to a provincialized status by the Government of Mizoram in the year 2007. The college was accredited by NAAC in 2007 with a 'C++' grade and is affiliated to Mizoram University in the year 2007. The college has Central campus at Brigade area of Bawngkawn, South campus at Bawngkawn and North campus at Durtlang. The college administration was shifted to the central campus on

26th January 2017 which housed the administrative building, classrooms and other buildings and offices.

About the Library:

The college library was established since its inception of the college in the year 1992. The functions of the library lay in providing materials to the college community adequate for their various needs purposes. Making material easily accessible physically through open shelves, orientation etc. By encouraging wide reading through easy accessibility of materials, reader's guidance and display. By enlisting the co-operation of the faculty in making the library a study Centre. The college library currently has 7200 print documents and receives e-journals from INFLIBNET. The college has a reading room with a capacity of 20 people and is currently under the guidance of one Librarian.

1.3.7 Government Johnson College:

The college was established on 27th July 1993 by the community leaders of Khatla, Aizawl and was named Khatla Arts and Commerce College. The college was named after Mr. PP. John, an education minded and a prominent resident of Khatla who donated a sum of Rs. 12 lakhs. The college was later renamed to Johnson College and the commerce stream was dropped. There are six departments currently active which are the Department of English, History, Education, Political science and economics. It received provincial affiliation to NEHU on 17th December, 1996 was amalgamated with Bungkawn College on 24th October 2007. The college was provincialized by the Government of Mizoram on 11th October 2007. The college was granted University

affiliation up to degree level on 17th December 1996 and received permanent affiliation on 1st July 2006. The college has been granted UGC recognition under 2(f) & 12(b) on 17th November 2006.

About the Library:

The library was established in the year 1993 under the state government. The library has been automated by the use of SOUL 2.0 on 2013 along with the circulation system and the library offers CAS, SDI and Reprography Services. The library has a separate building with the seating capacity of 30-40 people and is open from 9:00AM to 5:00PM.

1.3.8 Government Aizawl West College:

Government Aizawl West College was founded on 2nd May 1990 with 7 teachers and 150 students with the primary objectives of imparting college education in the evening hours for deserving students especially to the students who could not afford education in Day College. When the Government upgraded Aizawl College to the status of Government Aided college in 1989, it became a day college and hence the need of another evening college. While there were colleges in the eastern, southern and northern part of Aizawl city, there was not a single college in the western part of Aizawl city. The college was first affiliated to the NEHU for pre-university (Arts) on 9th March 1992 and Degree (Arts) on 9th June 2002, the affiliation was transferred to the new university. The college currently has eight departments including English, Mizo, Public Administration, Psychology, History, Education, Political science and Economics.

About the Library:

The college library was established in the year 1991 and was the State Government College Library. The college library maintains the readers section with a seating capacity of about 35 readers at a time and a periodical section which holds the journals, magazines and newspapers. The college also maintain back volume journals, magazines, newspapers in bound forms. The library is currently using SOUL 2.0 as the library automation system. There is one qualified Librarian and one attendant in the college library and uses 19th edition of DDC scheme for classifying books.

1.3.9 Government Zirtiri Residential Science College:

Government Zirtiri Residential Science College, Aizawl was established by the government as the only institution that offers purely science education at college level in Mizoram. It was established by an act of the State Assembly in 2000 with the primary vision of providing science education. The college is affiliated to Mizoram University and offers 10 UG courses, besides 1 certificate course as a value added courses. Home science, Biochemistry and Electronics are courses available in the college which are not offered anywhere else in the state. It is also the first college in Mizoram to start BCA program. The college offers education in the subject of English, Physics, Chemistry, Mathematics, Botany, Zoology, Biochemistry, Electronics, Home Science, Computer Science and Geology. The college was accredited with Grade B by NAAC in 2009.

About the Library:

The college library has a large volume of collections of science related reading materials and is classified according to the Dewey Decimal Classification Scheme. The library was partially automated in the year 2000. The library has a reading room with a seating capacity of 30 people. Barcode technology is implemented and used for stock verification and circulation. The library subscribes to a number of e-journal, e-documents, and other sources of information that are useful for the user of the library.

1.3.10 Government Mizoram Law College:

Mizoram Law College was established in the year 1983 with a humble beginning having the name of Aizawl Law College with the initiatives of some prominent citizens, academicians and politicians. First law class was held at the Government J.L. High School on the 25th August 1983 and was formally inaugurated by Brig T. Sailo, the Chief Minister of Mizoram on 7th September 1983. Thereafter Liandingpuia Law College was established in 1996. Ultimately, Mizoram Government amalgamated the two college in July, 2004 and hence the college is named as Mizoram Law College. The college was firstly affiliated with NEHU, Shillong. Then with the establishment of Mizoram University in 2000, the college was affiliated to Mizoram University. Mizoram Law College was upgraded to Deficit Grant-in-Aid status on 25th August 2006 and provincialized on 19th September 2013.

About the Library:

Mizoram Law College Library was established in 1983. The college library belongs to the State Government. The collections are also large in volumes. The library is

automated in 2012. The library has a future plan for ICT based services to subscribe database, e-resources, e-books and online journals.

1.3.11 Institute of Advanced Study in Education (IASE):

Institute of Advanced Study in education is situated in Aizawl. It was established in the year 1975, and the campus spread over 1000 acres. 4 courses are offered in IASE Mizoram, the courses which they offered are Bachelor of Education (B.Ed), Master of Education (M.Ed), M.Phil and Ph.D. Also B.Ed Multi-mode courses for in services are also offered by IASE Mizoram.

About the Library:

At present the college library is partially automated and they are currently using SOUL 2.0 for library automation. The total number of library collection at present is 13078, 2076 total number of reference, they have 11,075 total number of textbooks, 7505 titles. The library also currently subscribed 8 Journals and 7 local newspaper and 2 English newspaper.

1.3.12 Regional Institute of Paramedical and Nursing Science (RIPANS):

RIPANS was established during 1994-95 under the North Eastern Council as an autonomous body with due approval of the concerned ministries of Government of India to provide the much needed paramedical, nursing and pharmacy personnel of the North Eastern States. The institute was transferred to the Ministry of Health and Family Welfare, Government of India from NEC on 1st April 2007. The institution offered courses including B.Sc Nursing, B. Pharm, B.Sc (MLT), Bachelor of

Radiography and Imaging Technology(BRIT), Bachelor of Optometry(B. Optom) and M. Pharm. All the allotted seats in different disciplines of the institute is distributed as per quota fixed for the beneficiary states.

About the Library:

RIPANS library was established in the year 1997. Initially library users were restricted to teaching faculty members only due to shortage of books, staff, space etc. During the last few years it was growing and development takes place in its holding, users reading materials. Recently library has been computerized. Catalogue of collection of the library holdings have been available for users searching throughout the campus network (intranet) using web OPAC facility of TLSS. The library has a total collection of 23214 textbooks and 310 bound volumes.

1.3.13 National Institute of Electronics and Information Technology (NIELIT):

NIELIT was formerly known as DOEACC Centre, Aizawl was established in the year 2001 and located at Industrial Estate, Zuangtui Aizawl, the northern part of the capital city of Mizoram. Extension center at Pukpui, Lunglei was also established in the year 2013 and trained over 785 students since its inception. The institute has elaborate computing facility accessible to the students. There are number of state of the art computer laboratory for use by the students and scholars. Apart from a large number of PC's, it has campus LAN connection. The courses include non-formal courses, formal courses (MCA, BCA, DETE, DCSE and short term courses (CCC, Multimedia).

About the Library:

The Institution library has a collection of more than 8000 volumes of relevant books on electronic and computer, communication in English etc. for the benefits of both the students and faculty. 22 members of related journals and magazines were subscribed regularly along with 8 numbers of national and local newspapers. The library is computerized using in-house developed software. The Centre subscribe online IEEE Explore digital library for free access by the students and faculty.

1.3.14 Mizoram College of Nursing (MCON):

Mizoram College of Nursing is formally a nursing school run by the Health and Family Welfare Department, Government of Mizoram. The college was established in the year 1980 with an intake of 20 students for the general nursing and midwifery course. Since its inception more than 500 students have qualified the program. The institution was upgraded to provide degree level, B.Sc (Nursing) in 2005. The institution was subsequently approved by the Mizoram Nursing Council (MNC), Aizawl and was affiliated to Mizoram University. The MCON campus is located at Falkawn adjacent to the Zoram Medical College. It is equipped with different facilities to support the nursing education with the modest tools and technologies in library, computer laboratory, nursing laboratory, classrooms, hostel and others.

About the Library:

The college has one stand-alone server running library management software SOUL 2.0 along with one client computer. The library is equipped with surveillance system, document laminator, printers, barcode reader and a copier.

1.4 Significance and Scope of the Study

The impact on the use of internet on education is the most important factor for both educators and practitioners. Social Networking Sites are now becoming more popular in educational atmosphere in exploring new tools and techniques for teaching and learning. Use of SNSs in academic field is now very common and its uses increase 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 academician are using SNSs as communication media to share their information.

The scope of the present study is limited to measure the use of social networking sites by teachers and students of 14 colleges/institutes in Aizawl city, affiliated to Mizoram University as given below. There are many Government Colleges in Mizoram which were affiliated to Mizoram University in different District and Villages. The reason I choose the Colleges situated in Aizawl City is because mostly majority of the students from different parts of Mizoram come together to join their Bachelor Degree in Aizawl Colleges, so I decided to cover the Government Colleges in Aizawl which were affiliated to Mizoram University that which I feel relevant for the research. The total population for the present study will be 700 respondents (10 faculties and 40 students from each college).

Table -1.3: List of Higher Education Institutions Affiliated to MZU in Aizawl

Sl. No	Name of Colleges	Year of Estd.	Status	Courses offered	No.of Students	No.of Teachers
1	Pachhunga University College (PUC), Aizawl	1958	Constituent College of Mizoram University	B.A, B.Sc., B.Com	2389	100
2	Govt. Aizawl College, (GAC),Aizawl	1975	Government	BA, B.Com	1069	55
3	Aizawl North College, (ANC), Aizawl	1980	Government	BA	1299	27
4	Govt Hrangbana College (GHC), Aizawl	1980	Government B++	BA, BCom	1758	71
5	Govt. Zirtiri Residential Science College (GZRSC), Aizawl	1980	Government	BSc, BCA	604	59
6	Aizawl West College, (AWC), Aizawl	1990	Government	BA	866	36
7	J.Thankima College, (JTC), Aizawl	1992	Government	BA	609	24
8	Johnson College, (JC), Aizawl	1992	Government	BA	855	28
9	T.Romana College (TRC), Aizawl	1992	Government	BA	1072	38
10	Mizoram Law College(MLC), Aizawl	1983	Deficit	LL.B	160	12
11	Regional Institute of Paramedical and Nursing Science(RIPANS), Aizawl	1996	Government	B.Sc.(Nursing), B.Pharm, B.Sc. etc	712	43
12	National Institute of Electronics and Information Technology (NIELIT)	2000	Government	BCA, MCA	387	34
13	Mizoram College of Nursing (MCON), Aizawl	2005	Government	B.Sc(Nursing)	117	18
14	Institute of Advanced Study in Education(IASE)	1975	Government	B.Ed, M.Ed	908	38
				Total	12,805	583

(Source: Annual Report, Mizoram University, 2017-2018)

1.5 Review of Literature

The review of literature in any research work is the most important that would encourage the researcher in finalizing the research work.

Mushtag (2018) conducted a study on the effect of social media on the undergraduate student's academic performances. The study aims to find out the positive and negative effects of social media on the academic performances of students in Alberoni University of Afghanistan. Survey questionnaire was used for collecting the data. SPSS software was applied to analyze the relevant data of the study. The study of the results shows that there are no statistically significant differences between positive and negative impact of social media and students' academic achievements. Students used social media as informational and communicational tools for improving their learning process. Celestine & Nonyelum (2018) studied on the impact of social media on students' academic performance in Samuel Adegboyega University. The study adopted descriptive survey design. The results shows the nature of social media activities which the students engages does not have any significant impact on the students' academic performance. The study also reveals that the gender of the student has no impact on the usage and activities of social media. Munshi, Mostafa & Alam (2018) studied on the uses among Postgraduate students at University of Rajshahi, Bangladesh. The study aims to understand the use of SNSs for educational purposes among the PG students. Descriptive survey method and questionnaire are used for collecting the data. The study revealed that students have a positive attitude towards the role of SNSs for their academic purposes and majority of the respondents agreed that SNSs helps in their educational field and build up a good relationship between

their friends, family and educator. Most of all the respondents strongly agreed that SNS is an effective media which helps to make a platform where they can study collaboratively. Talaue et.al (2018) studied the impact of social media on academic performance of selected college students. Sixty business administration and management information system students are the respondents of the study. Communication through social networks helps the students find new friends, discuss issues related to their studies are the main impact on students achievement and suggested the necessity to approach adolescents use of social network with ultimate responsibility. Ellahi (2018) conducted a study on Social Networking Sites as formal learning environments in business education. The objective of the study investigate the extent to which SNSs can effect learning effectiveness. Teaching case research method was used for investigating the study. The study revealed that SNSs hold a place in teaching and learning in higher education. The study suggested a way to maximize the impact of the existing technologies and providing the different technological tools and learning can perfectly be incorporated in higher education.

Vidyakala & Nithyakala (2017) have studied on the purpose and usage of SNS among college students in Coimbatore. Structured questionnaire was used for collecting the data. The major findings of the study revealed that majority of the students used SNSs for messaging, connect with their old friends, for entertainment rather than their academic purposes. Hussain, Loan & Yaseen (2017) have conducted a survey and aim to investigate the use of SNSs by the post-graduate students of sociology and social work at University of Kashmir. For obtaining accurate results, 50 percent of the PG students were selected through the systematic random sampling method. The study

revealed that majority of the students have started widely in making use of SNSs and few students are not interested due to lack of time, lack of facility and privacy concerns. Most of the students used SNSs to gain knowledge and also for sharing information. Mostly SNSs used by the students are Facebook, Google+, YouTube and Twitter. Mohammad & Tamimi (2017) studied student's perception of using social networking websites for educational purposes between two Arab Universities. The study aim to understand the student's perceptions regarding using social networking websites within their learning process. Data had been collected using an electronic questionnaire to two well-known Universities. The study revealed the usage of SNSs as time wasting and addiction of using social media. The study shows the negative impact of SNSs on educational purposes. Puri (2017) have conducted a study on motivation for use of SNSs in relation to environment awareness among the Government college students of Chandigarh. Under this the author have studied about social connectivity, recognition, entertainment and information of using SNSs and found out that female students are more motivated than male students towards the use of SNS under his study. Othman, Apandi & Ngah. (2017) have conducted a study on the impact of social media usage on students' academic performance in Terengganu, Malaysia. The study conducted a survey to the 200 TATI University College Undergraduate students regarding their social media use and academic performance. The study also explore the most popular social media used among TATIUC students, their opinions and other factors that lead to their negative impact of their academic performance. The study revealed that there was a negative relationship between social media usage and weak academic performance. Kumar; Kumar & Suraj. (2017) have

23

conducted a study on the effect of Social Networking Sites on the academic performance of college students with special reference to GFGC, Soraba. The study aim to analyze the effect of SNSs on the academic performance of college students. Questionnaire method was used for collecting the data. The study reveals that most of the college students are using SNSs for communicating with their friends and family, it was also found that SNSs improved their knowledge regarding product, service and organization. The study also suggested that SNSs is one of the most important tools for improving the academic performance through E-Learning in the present environment. Bhakta (2017) conducted a study on using Social Networking Sites and its impact on college students. Survey research method was used for conducting the study. Questionnaire was constructed and distributed to 100 undergraduate's students. Purposive sampling techniques was used. The result of the study shows that most of the students used whatsapp for entertainment. The study also revealed that a negative impact was found while accessing SNSs and academic achievement of the students. The findings shows that SNSs had both positive and negative impact on the students of college.

Goel & Singh (2016) have conducted a study on the impact of student's attitude towards social media use in education on their academic performance. The main aim of the study is to examine the relationship between student's belief and attitudes towards social media use in education on their academic performance. Questionnaire method was used for collecting the data. The study also carried out correlations, regression and descriptive analysis. The findings of the study shows that the students use social media mainly for sharing their assignments and projects with their friends.

The study suggested that the institution should promote the students and faculty in positive usage of social media for effective learning tools. Harrath & Alobaidy. (2016) conducted a study on the impact of Social Networking Sites on students' academic performance: The case of University of Bahrain. Online survey was conducted for the study and 628 students of University of Bahrain replied. The SPSS was used to analyze the collected data and find correlation between SNSs and the students' academic performance. The study revealed that SNSs have positive and negative impacts on students' academic performance. The author also suggested on how to get benefit on SNSs for improving the learning process. Mensah & Nizam (2016) have conducted a study on the impact of social media on students' academic performance in Malaysian Tertiary Institution. Survey method was used for conducting the study. It is observed from the study that the use of social media by the students of Malaysia use these platforms positively for educational purposes which eventually result in a positive impact on their academic performance. Waqas et al (2016) conducted a survey on the impact of social networking sites usage on the academic performance of University students of Lahore, Pakistan. Cross sectional survey technique was used for the study. The study revealed that the University students of Lahore, Pakistan are using different social networking sites which has a negative effect on the students' academic performance. Adetimirin & John (2016) studied on the use of social media for information dissemination by undergraduates in University of Ibadan, Nigeria. Questionnaire method was used for collecting the needed information regarding the level of accessibility of social media, frequency of use and type of information shared. The study revealed that Facebook was the most use social media and academic

information were the information distributed. Accessing the internet, irregular power supply, sharing information and time constraint were the major challenges encountered by the undergraduates in using social media. Amin et al (2016) conducted a study on the impact of social media of students' academic performance. The study aim to focus on determining the effect of growing use of social media on the academic performance of the students of Universities and colleges. Questionnaire method was used for collecting the data. The results shows the positive effects of using SNSs and also SNSs like Facebook, twitter, Google+ and Skype capture the attention of students for their study and affecting positive impact on their academic grade points. Gok (2016) have undertaken the study on the effects of SNSs on students studying and habits on 220 students in vocational school of higher education at Dokuz Eylul University, Turkey. Questionnaire method was used for gathering information. The study revealed that the digital technologies and SNSs have negative impact on students studying and habits. Sheikh (2016) have conducted a study on awareness and use of academic social networking websites by the faculty of COMSATS Institute of Information Technology (CIIT) and study the awareness, usage and feelings of CIIT faculty members about research gate, academia.edu, linkedIn, medeley and zotero. The study revealed that most of the faculty are well aware with academic social networking websites and they mostly used for interacting with experts, promotion and sharing of their research output, participation in discussions, to get ideas about the latest research trends and to get help in resolving research problems. LinkedIn was the highest level of using academic social networking website followed by research gate, academia.edu, mendeley and zotero. Oberiri. (2016) conducted a study on the influence of social

media on academic performance of undergraduate's students of Taraba state University, Nigeria. Quantitative survey method was adopted for the study. Questionnaire was used for collecting the data to 100 randomly selected students. The study revealed that the students of Taraba State University have access internet and they used smart phones, tablet and computer for accessing internet. The study also revealed that the students who spent more times on social media are likely to perform poorly in their academic activities than those who do not. The study recommends that students should decrease their introduction to social media and give careful attention to their studies. Boateng & Amankwaa. (2016) conducted a study on the impact of social media on students' academic life in higher education. Qualitative method was used for conducting the study. 10 participants were conveniently sampled and interviewed with a period of two weeks. The study revealed that social media is widely used by students of higher institution and that participants are in support of the idea that social media contribute a significant quota to the development of their academic life. Sharma & Godiyal. (2016) have conducted a study on the Social Networking Sites usage by undergraduate's students. The main aim of the study in this paper is to get the overall view of the social media usage by the college students and comparison of the usage by the male and female undergraduates. The study found that there is a strong need to assess the usage pattern of SNSs among the college students and there are few authentic studies on SNSs status in the Indian scenario especially in Uttarakhand. Geetha, Savitha & Padmamma (2016) conducted a study on the awareness and use of SNSs by engineering students at New Horizon College of engineering. The main objective of the study is to find out the frequency of using SNSs, their time spent on

SNSs and the purpose of using these sites. A structured questionnaire was used for collecting the relevant data. The study revealed that all the respondents were aware with SNSs and they also made use for different purposes like sharing photos, communicating with their old friend. Facebook and YouTube are the most common SNSs used by the respondents and it is clear from the study that students used SNS for entertainment and chatting with friends rather than academic purposes.

Subramani (2015) studied on the academic usage of SNSs by the University students of Tamil Nadu. Survey method was used for collecting the needed information. Structured questionnaire was used for collecting data. The study revealed that the University students have very little exposure to use social media content in their academic life and there is a need to educate the students on the potential use of social media by the educators. Kumari & Verma (2015) conducted a study on the impact of SNSs on social interaction on college students. A total sample of 100 college students was taken into the sample by using purposive sampling techniques. The data was collected by using self-constructed tool. The study revealed that no differences was found in the use of SNSs among the students that it helps them to maintain relationship with their friends and SNSs helps them in maintaining a regular contact with their parents and teachers. Adebayo (2015) have studied about the awareness and usage of SNSs by the students of Library & Information Science at federal polytechnic, Nigeria. The study was adopted by using descriptive survey design with the use of questionnaire for collecting data. The study revealed that most of all the respondents use SNSs and used it for various purposes like connecting with friends, entertainment and also for academic purposes and also reveals that the use of SNSs by the students

of federal polytechnic in Nigeria used it for academic purposes and also increases their academic knowledge and also used it for different purposes and the study recommended that SNSs should be used meaningfully by the students. Amutha & John (2015) have studied on utilization of social networking sites in arts and science college students. Survey method was used for conducting the study, the students have been selected by simple random sampling method for answering the questionnaire. The study revealed that the use of SNSs is both common in the male and female students. Male are more exposed to the society than female and interpersonal sphere also differs both in male and female college students. Olaleke, Iroju & Olajide (2015) have conducted a study on assessment of the use of online SNSs for enhancing computing students' academic activities of Nigerian students. The authors distributed 100 questionnaire to the students and the study revealed that female students used SNSs more than male students, and majority of the students used SNSs for communication than for enhancing their academic activities. Achew & Larson (2015) studied about the use of social media and its impact on their academic performance of tertiary institution on Koforidua polytechnic students at Ghana. Questionnaire method was used for collecting the research data. The findings of the study revealed that majority of the respondents used mobile phones for exchanging of information and also for communication and used different social media sites through their phones and social media has negatively effects their academic performance.

Al-Tarawneh (2014) have studied about the performance and influence of social media use, especially Facebook on high school students. The study of this paper is concentrated on Facebook and other social media applications on student's

performance and how social media influence the academic performance, its negative and positive impact. The author collected 58 sample on secondary students and discovered that face book has a negative impact on student's engagement in learning and the time spend by students is on non-academic activities. Gulbahar (2014) have studied the current usage of social media for education in Turkey. The study was based on questionnaire and interview method. Samples were taken from Ankara University and Middle-East Technical Universities students, teachers and research scholars. The author discovered that perceptions about social media is a supportive tools for education and is used and implemented only by individual attempts. Olatokun & Iievbare (2014) have 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, the author investigates that university authorities need to design and develop appropriate social networking systems to serve as a cost-effective platform to deliver instructions to students. Stephen & Thanuskodi (2014) conducted a study on use of SNSs among the students of engineering and education colleges in Karaikudi, the main objectives of the study was to find out the activities and reasons of using SNSs and the authors studied out that all the students of colleges in Karaikudi were aware about various SNSs and most of the students have a negative aspects in using SNSs. Yamakanith & Gurusamy (2014) have conducted a study on the influence of SNSs on the interpersonal relationship of college students in Chennai and Coimbatore cities in India. Their study aims to investigate the influence of SNSs on interpersonal relationship and their usage pattern of college

students. The study concluded that SNSs provides an outlook for investigating the technological implications on society. Wiid, Cant & Nell (2014) conducted a survey on the perception and uses of social media networking systems by South African students. The study made use of the technology Acceptance model constructs in order to list the objectives. A self-administered questionnaire was distributed to the students. The study revealed that social media is mostly being used by students for social purposes rather than for educational purposes, and face book is the most popular social media networking system used by the students.

Asemah; Okpanachi & Edegoh. (2013) have conducted a study on the influence of social media on the academic performance of the undergraduate's students of Kogi State University, Nigeria. Survey research method was adopted for the study and questionnaire as an instrument for collecting the data. The study revealed that the students used SNSs and has a negative effect on their academic performance. The author also recommended that the students should pay minimal attention to social media and focus more on their academic activities. Manjunatha (2013) have studied the usage of SNSs among the Indian college students and the impacts on the academic and other activities. The study has been conducted among 500 students in various colleges and Universities in India and made focus on the usage pattern of SNSs, how they spend on using SNSs and the level of intimate relationship with online friends and the impact on the academic activities of the students. The findings of the study shows that majority of the students spend most of their time on using SNSs regularly, and male students used SNSs more than female students. Hamade (2013) have 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. The author discovered that a large percentage of students used face book and twitter for viewing their sites more frequently than posting. Mehmood & Taswir (2013) have conducted a study on the effects of social networking sites on the academic performance of students in college of applied sciences. Questionnaire method was used for collecting the survey data. The results of the study shows the empirical evidence which explore classroom and social software as paradigms that build young knowledgeable societies. The study also examines the effectiveness of these social tools in knowledge sharing and general awareness of student's communities. Ijeoma & Burke (2013) studied about the influence of social media on social behavior of post graduate student of Salford University. Questionnaire method and oral interview was used for the present study. The data obtained were analyzed using statistical package for social sciences. The study revealed that most of the students used social media especially face book and they spend more time on social media. The study also suggested that social media could negatively influence on the students social behavior, academic progress and a timed-off software should be connected to control its use by the students.

Eikenberry (2012) have studied 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 paper focus on exploring the implications of using social networking for learning, professor-student relationships, and civic engagement.

The author discovered that Social Networking is the most beneficial in helping Professors build relationship with students and finds that the need of students demand and professors are somehow different. Stanciu & Aleca (2012) have studied about 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 and also opens a wide perspective on student's availability to use SNSs and also other web based technologies. Helou, Abrahim & Oye (2012) have studied about the student's 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 and obtains respondents opinion on the use of SNSs and its influence on their academic performance. The author discovered that most of the younger students are engage in the use of SNSs mainly for socializing activities rather than for academic purpose and most of the students feel that SNSs have more positive impact on their academic performance. Tariq (2012) have studied about the impact of social media and social networks on education in the students of Pakistan. The author discovered that most of the users of SNSs have fake accounts and are underage users and some of the people don't use social network because they don't have internet connections but they wish to use social networks. The used of SNSs among the youth and teenagers are continuously attracted towards a negative impact.

Haneefa & Sumitha (2011) have studied 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. The author discovered that a number of students visited social networking sites twice a week and the students indicated that lack of security and privacy are the main concerns of social networking sites. Tham & Ahmed (2011) have 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. The author discovered that for both Males and Females, the time spent on SNSs decreased as the age of the respondent increased. Ahn (2011) have studied about the effect of SNSs on adolescents and their impact on social and academic development and investigates the prolific use of SNSs among the youth. The survey was based on teenagers and adolescent aged between13-30. The author discovered the positive and negative impact among the youth of using SNSs, most of them used positively and helped their academic performance, and range from person to person, their psychological well-being.

Park (2010) has studied the use of SNSs by different University students and faculties and their implications on academic library services. Data were collected through semi-structured and open-ended interviews and analyzed into three groups, undergraduates, graduates and faculty members and further categorized into active users, semi-active users and non-active users at Yonsei University in Seoul, South Korea. The author discovered that desire for expression, peer influences, familiarity with information technologies, sensitivity to private, nature of using the internet and perception towards SNSs were the six factor that effect the use of SNSs.

Yang (2003) have studied about the effects of social networks on students' performance in online education which uses networking as distance education in Taiwan. The author collected data from 40 students, course on Advanced Management Information System (AMIS) at National Cheng-Chi University, Taiwan. Questionnaire was collected for measuring the social network variables consisting of seven items. The author discovered that the network effects on students' performance exists for both on-line and off-line learning. The study also demonstrated that the effects of SNSs are also related to student's performance both in the class and on discussion forum.

1.6 Research Gap

The above review of literature shows that a number of studies have been carried out to measure the use of SNSs in India as well as globally by different researchers but no detail study have been conducted to measure the use of SNSs by teachers and students of UG colleges of North East India and specially Mizoram State which is strategically located. Therefore, this study is an attempt to fulfill the gap of research by examining the use of SNSs by teachers and students of colleges in Aizawl, Mizoram.

1.7 Research Design

1.7.1 Statement of the Problem:

Social media and social networking are "Web 2.0" tools and platforms that enable user-generated content through writing and uploading to a webpage. Social media technologies that can be used for learning and teaching include discussion forums, blogs, wikis etc. Social media provides a perfect opportunity for students to participate

in critical thinking and digital literacy skills development. In today digital and fast changing environment SNSs plays a predominant role in information communication among the faculties and students. The educational networking has the potential to improve student learning environment by early acknowledgement of student needs and informative calculation, 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 enable a strong sense of community among students and inspire the personal connections that can lead to the creation of new knowledge and shared intelligence.

The social networking sites play a predominant role in information communication. The faculties and students of the colleges under the study make the best use of social networking sites (SNSs) to share their personal and professional experience, teaching and learning information and literature to enhance their teaching and learning capabilities. However it required basic ICT skills to access these SNSs. The problems lie with the fact that literacy and awareness about usefulness of SNSs to access the relevant information for faculties and students. However the study has to find out the effective use of SNSs and suggest some standards, mechanism and best way for maximum utilization of these tools.

1.7.2 Objectives of Study:

The objectives of the present study are to:

1. Find out the usage of Social Networking sites by teachers and students of colleges under study.

2. Analyze the purpose, frequency and duration of use of SNSs by teachers and students under study

3. Find out most popular SNSs and satisfaction level of using SNSs by the teachers and students

4. Examine the effect of Social networking Sites (SNSs) in academic information and communication among the teachers and students.

5. Find out and analyze the problems being faced by the teachers and students of colleges in Aizawl city while using SNSs for academic communication.

1.7.3   Hypotheses:

The study is subjected to the following assumptions:

H1: Age has an inverse relation with the use of SNSs

H2: SNSs used for entertainment purpose rather than academic communication.

H3: Teachers and students are satisfied with use of SNSs

1.7.4   Research Methodology:

In order to collect the primary data from the respondents, the following data collection tools were used:

1.7.4.1 Survey Method:

The present study adopted survey method for assessing the use of Social Networking Sites by the students and teachers of colleges in Aizawl. At present there are 1860 teachers and 10,204 students in fourteen (14) colleges under the study, having a total of 700 is the total population size for the present study. Therefore, survey method of research are being found suitable for undertaking the present study.

1.7.4.2 Questionnaire Method:

For collecting primary data from the respondents, a structured questionnaire was framed with adequate questions relating to the study based. A structured questionnaire contains 36 questions related to use of Social Networking Sites and distributed to 140 teachers (10 from each colleges) and 560 (40 from each colleges) for obtaining the required information with regards to assess the use of SNSs by the students and teachers under the study. Out of 700 questionnaire distributed 82 respondents (64 students) and (18 Teachers) from the 14 Colleges were not given back their questionnaire. Out of which a total number of 496 students and 122 teachers responded questionnaire were received to assess the use of SNSs.

1.7.4.3 Sample Selection:

The population was selected on the basis of random sampling design techniques. The data was collected from the students and teachers of 14 colleges in Aizawl which were affiliated to Mizoram University. At present there are total 1860 teachers and 10,204 students in the 14 colleges as of 2017-2018(MZU annual report). From 11.71%

respondents (11.42% students and 12.85% teachers) the distributed questionnaire was not received back. Out of which 88.28% of the total respondents among the students and teachers (which constitute 496 students and 122 teachers and total 618 respondents) was the total sample size for this study. The data collected from the respondents have been analyzed and presented in chapter 5.

References:

Adetimirin, Airen. (2016). Use of social media for information dissemination by undergraduates in University of IBADAN, Nigeria. *Computer Communication and Collaboration*, 4(3), 12-20.

Amin, Zahid et.al. (2016). Impact of social media of students' academic performance. *International Journal of Business and Management invention*, 5(4), 22-29.

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.

Acheaw, M. Owusu & Larson, A.G. (2015). Use of social media and its impact on academic performance of tertiary institution students: A study of students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, 6(6), 94-102.

Adebayo, O.A. (2015). Awareness and usage of Social Networking Sites by students of Library and Information Science: The case of Federal Polytechnic, Offa, Nigeria. *Information and Knowledge Management*, 5(12), 116-121.

Asemah, E.S.; Okpanachi, R.A. & Edegoh, L.O.N. (2013). Influence of social media on the academic performance of the undergraduates students of Kogi State University, Anyigba, Nigeria. *Research on Humanities and Social Sciences*, 3(12), 90-97.

Ahn, June. (2011). The effects of social network sites on adolescents social and academic development: Current theories and Controversies. *Journal of the American Society for Information Science and Technology*, 62(8), 1435-1445.

Bhakta, Kaushik. (2017). Using Social Networking Sites and its impact on college students. *International Journal for Innovative Research in Multidisciplinary Field*, 3(1), 12-18.

Boateng, R.D & Amankwaa, Afua. (2016). The impact of social media on students' academic life in higher education. *Global Journal of Human Social Science*, 16(4), 1-2.

Boyd & Ellison. (2007). Social Networking Sites: Definition, History and Scholarship. *Journal of Computer- Mediated Communications*, 13(1), 210-230.

Celestine, A.U & Nonyelum, O.F. (2018). Impact of social media on students' academic performance. *International Journal of Scientific and Engineering Research*, 9(3), 1454-1462.

Ellahi, Abida. (2018). Social networking sites as formal learning environments in business education. *Educational Technology and Society*, 21(4), 64-75.

Eikenberry, A.M. (2012). Social networking, learning and civic engagement: New relationships between Professors and students, public administrator and Citizens. *Journal of Public Affairs Education*, 18(3), 449-466.

Gok, Tolga. (2016). The effect of Social Networking Sites on students studying and habits. *International Journal of Research in Education and Science*, 2(1), 85-93.

Gulbahar, Yasemin. (2014). Current state of usage of social media for education: Case of Turkey. *Journal of Social Media Studies*, 1(1), 53-69.

Goel, Divya. & Singh, Mitushi. (2016). Impact of students attitudes towards social media use in education on their academic performance. *AIMA Journal of Management and Research*, 10(2/4), 1-14.

Hussain, Manzoon & Loan, Ahmad Fayaz. (2017). The use of social networking sites by the post graduate students. *International Journal of Digital Library Services*, 7(1), 72-84.

Helou, M.A.; Abrahim, Z.Z 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.

Harrath, Youssef. & Alobaidy, Hadeel. (2016). Impact of Social Networking Sites on students' academic performance: The case of University of Bahrain. *Journal of Cases on Information Technology*, 18(2), 35-37.

Ijeoma, Akubugwo. & Burke, Maria. (2013). Influence of social media on social behavior of post graduate students: A case study of Salford University, United Kingdom. *IOSR Journal of Research and Method in Education*, 3(6), 39-43.

Kumari, Archana & Verma, Jyotsna. (2015). Impact of Social Networking Sites on Social Interaction-A study of college students. *International Journal of Humanities and Social Sciences*, 4(2), 56-61.

K, Haneefa, Mohammad and E, Sumitha. (2011). Perception and use of Social Networking Sites by the students of alicut University. *DESIDOC Journal of Library and Information Technology,* 31(4), 295-301.

Mushtag, A.J. (2018). The effect of social media on the undergraduate's students' academic performances. *Library Philosophy and Practice*.

Mensah, Okeyeadie Sandra & Nizam, Ismail. (2016). The impact of social media on students' academic performance: A case of Malaysia Tertiary Institution. *International Journal of Education, Learning and Training*, 1(1), 14-21.

M.S, Mohan Kumar.; S, Ananda Kumar & M, Suraj. (2017). The effect of Social Networking Sites on the academic performance of College students with special reference to GFGC, Soraba. *International Journal of Creative Research Thought*, 49, 331-341.

Mohammad, Heba & Tamimi, Hatem. (2017). Students perception of using social networking websites for educational purposes: Comparison between two Arab Universities. *International Journal of Managing Information Technology*, 9(2), 13-26.

Munshi, Aktar Shamim.;Mostafa, Golam & Alam, Mahbubul. (2018). Uses of social networking sites among postgraduate students at University of Rajshahi, Bangladesh: A study. *DESIDOC Journal of Library and Information Technology*, 38(1), 34-40.

Mehmood, Saba.; and Taswir, Tarang. (2013). The effects of Social Networking Sites on the academic performance of students in College of Applied Sciences, Nizwa, Oman. *International Journal of Arts and Commerce*, 2(1), 111-125.

M, Geetha.; K.S, Savitha and Padmamma, S. (2016). Awareness and use of Social Networking Sites by engineering students at New Horizon College of Engineering. *Research Journal of Library Sciences*, 4(7), 1-4.

Olaleke, J.O.; Iroju, O.G. & Olajide, .M.S. (2015). An assessment of the use of online Social Networking Sites for enhancing computing students' academic activities. *Journal of Scientific Research and Reports*, 5(6), 489-499.

Olatokun, Wole & Iievbere, Godson. (2014). Probing University students adoption and utilization of Social Networking Websites in Nigeria. *Annals of Library and Information Studies*, 61(1), 15-23.

Othman, W.R.W.; Apandi, Z.F.M. & Ngah, N.H. (2017). Impact of social media usage on students' academic performance in Terengganu, Malaysia. *Journal of Applied Environmental and Biological Sciences*, 7(5), 140-144.

Oberiri, Apuke Destiny. (2016). The influence of social media on academic performance of undergraduate students of Taraba State University, Jalingo, Nigeria. *Research on Humanities and Social Sciences*, 6(19), 63-72.

Puri, Anjali. (2017). Motivations for use of Social Networking Sites in relation to environment awareness among college students. *Imperial Journal of Interdisciplinary Research*, 3(1), 1289-1292.

Park, Ji-Hong. (2010). Differences among University students and faculties in social networking site perception and use. *The Electronic Library*, 28(3), 417-431.

S, Manjunatha. (2013). the usage of social networking sites among the college students in India. *International Research Journal of Social Sciences*, 2(5), 15-21.

Stanciu, Andrei.; ihai, Florin & Aleca, Ofelia. (2012). Social networking as an alternative environment for education. *Accounting and Management Information System*, 11(1), 56-75.

Sharma, Suraj & Godiyal, Sunita. (2016). A study on the Social Networking Sites usage by undergraduate students. *Online International Interdisciplinary Research Journal*, 6(3), 157-163.

Subramani, R. (2015). The academic usage of Social Networking Sites by the University students of Tamil Nadu. *Online Journal of Communication and Media Technologies*, 5(3), 162-175.

S, Amutha and S, John Kennedy. (2015). Utilization of Social Networking Sites in Arts and Science Colleges. *International Journal of Information Research and Review*, 2(11), 1407-1409.

Talaue, M. Gilbert. et al. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*, 8(4/5), 27-35.

Tham, Jason and 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.

Tariq, Wagas. Et.al. (2012). The impact of social media and social network on Education and students of Pakistan. *International Journal of Computer Science*, 9(4), 407-411.

Vidyakala, K & Nithyakala, K. (2017). An analysis on purpose and usage of social networking sites among college students in Coimbatore. *International Journal of Research in Finance and Marketing*, 7(3), 34-41.

Verma, M.K. (2015). Social Networking Sites: An Emerging Tools for Librarians to Provide Effective Library Services in Digital Era. In G.Z. Shinde, M. Angadi,

S. Jange and P.S. Kattimani (Eds). Emerging Technologies and Future of Libraries: Issues and Challenges, (pp.95-109). *New Delhi: Daya*, 2015. 402.

Waqas, Ali. et.al. (2016). The impact of Social Networking Sites usage on the academic performance of University students of Lahore, Pakistan. *International Journal of Social Sciences and Management*, 3(4), 267-276.

Wiid, J.A.; Cant, M.C. & Nell, C.E. (2014). Perception and uses of social media networking system by South African students. *International Business and Economics Research Journal*, 13(4), 715-726.

Yang, Heng-Li. (2003). Effects of social network on students' performance: A web based forum study in Taiwan. *JALN*, 7(3), 93-107.

Yamakanith, Purinat and Gurusamy, P. (2014). A study on the influence of Social Networking Sites on the interpersonal relationship of College students in Chennai and Coimbatore cities of India. *International Journal of World Research*, 1(11), 48-56.

Mizoram University Annual Report 2017-2018.

https://pucollege.edu.in

https://ghbc.edu.in/

https://www.gac.ac.in/

https://ganc.mizoram.gov.in/

https://gawc.edu.in/

https://gjtc.mizoram.gov.in/

https://trcollege.edu.in/

https://gjc.ac.in/

https://mlc.mizoram.gov.in/

https://mcon.mizoram.gov.in/

https://www.collegedekho.com/colleges/iase-mizoram

https://dme.assam.gov.in/frontimpotentdata/ripans

https://gzrsc.edu.in/

http://nielit.gov.in/aizawl/

Chapter 2:   Social Networking Sites: An Overview

Chapter Plan

2.1 Introduction

In the digital environment internet and mobile technology has become the most essential component in everyone's daily life. Social Networking Sites (SNSs) allows an individual for communicating with friends, family members, colleagues, etc. and to share information and experience in the real world. It is a virtual community which allows people to share various types of personal information and interact with other users from one place to another. SNSs allows users to act together, share information in different ways and 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 fast exchange of information.

The use of social networking services, such as Facebook and twitter has become an integral part of everyday communication in life. People are basically social beings, both in our private lives and in our professional interactions. Young generations are enthusiastic users and majority is engaging on daily basis with social networking services. Nowadays the importance of social networking services has become a major issue within society, as well as a significant study topic in researchers. SNSs integrate digital communication, in addition the most important characteristics of social networking services is that they enable users to make their social networks visible and build connections among individuals(Huan & Eric, 2010 as cited by Kondagurle & Thakare, 2018). 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 usually 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 contain 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. 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). Thus, we can say that Social Networking Sites have truly become an open platform and capacity to share information and knowledge for learning where the students can access and disseminate their informative needs.

2.2 Concept of Social Networking

The concept of social networking is one of the tools of web 2.0. The term social networking can be referred to as a web platform where people from different cultural settings can communicate and interact with each other. The basic aim of "Social Networking" is same as resource sharing. Social networking is web based services that allow individuals to create a public profile, to create lists of users with whom to share connection and view and cross the connections within the system. Most social network

services are web-based and provide means for users to interact over the internet such as e-mail and instant messaging. Social network is varied to incorporate new information and communication tools like mobile connectivity, photo/video sharing and blogging. Social networking is the practice of expanding the number of one's business and social contacts by making connections through individuals (Singh, 2016).

Social networking is a composition of individual or organization which is attached with one or more individuals such as friend, neighborhood, small communities, etc. In the professional field, especially in the workplace, university and colleges, it is most fashionable online networking site among the individuals. This is because of the widely spread of internet in the work place the individual gather and share their firsthand experience and information among them (Sahu, 2013). In this way, they develop a social network through some social networking sites like Facebook, twitter, orkut, etc via internet and updating themselves about their ideas, thought, experience, profession, etc.

Figure-2.1: Concept of SNSs

(Source:https://image.shutterstock.com/z/stock-photo-social-network-online)

2.3 Social Networking Sites:

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 firsthand information, ideas, experience, views, emotions, professional information and real life situation among the mass. According to Sadeh (2007 as cited by Efua & Cynthia, 2011), 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 required modern day students to spend a lot of time at these sites.

Figure-2.2: Social Networking Sites

(Source- https://organiksoft.com/social-media)

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. Users were allowed to share music files by passing normal distribution methods, which in the end was determined to be a violation of copyright laws (Ritholz, 2010 cited by Edosomwan, et al, 2011).

Social network is a broad term used to denote the blog, user created videos and wikis. A social networking is an online service platform or site that focuses on building and reflecting of social network or social relations among people who share interests and activities. Social networking often involves grouping specific individuals or organizations together. It provides a quick low tech method to generate, maintain web based subject guides and act as communication tools to enable social interactions

among LIS professionals. Most social network services are web based and provide means for users to interact over the internet. They interact, share and exchange resources by social networks. It promotes free flow of information and sharing of resources beyond boundaries (Parveen, 2011). The origin of social network makes information easily accessible to everywhere on all current issues around the world.

2.4 Definition of Social Networking Sites:

The term Social Networking Sites has been defined by different authors in several 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". Computing Dictionary (2011), defines 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".

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". Seufert, et. al. (1999) stated that "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.

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

2.5 Most Common Social Networking Sites:

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

2.5.1   Facebook: Facebook is an online social networking service launched on 4th February, 2004 by Mark Zuckerberg with his fellow students in Harvard College. Its headquarters 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 photos and videos, can update status and can comment the post on our shares. At present Facebook has crossed 500 million users and is the most popular SNSs in the world.

2.5.2   Myspace: Myspace is a social networking website, a user submitted network of friends, personal profiles, blogs, groups, photos, music and videos. Myspace was founded by Chris DE Wolfe and Tom Anderson and was launched in July 2003. Its headquarters 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.

2.5.3   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 tweets. Its headquarters is located in San Francisco and has more than 25 offices around the world.

2.5.4   Google+: Google+ is an internet based social network that is owned and operated by Google. It was launched on 28th July 2011 and created by Vic Gundotra and Bradley Horowitz.

5.5   YouTube: YouTube is a video sharing website headquarters in San Bruno, California. It was founded by Chad Hurley, Steve Chen and Jawed Karim on 14th February 2005. YouTube allows users to upload, view, rate, share and comment on videos and subscribe to other users. It also offers a wide variety of user-generated and corporate media videos.

2.5.6   Instagram: Instagram is a photo and video sharing social networking services. It was created by Kevin Systrom and Mike Krieger and was launched on 6th October 2010. Instagram allows users to share and upload photos and videos. The service also added messaging features.

2.5.7   What Sapp: WhatsApp was founded on 24th February 2009 by Brian Acton and JanKowm and it is a freeware and cross-platform messaging and voice over IP service owned by Facebook. The application allows sending text message, voice calls, video calls, sending images and other media, documents and user location. The application runs from a mobile device but is also accessible from desktop computers.

2.5.8   Snap chat: Snap chat is a multimedia messaging application used globally, created by Evan Spiegel, Bobby Murphy and Reggle Brown and was developed by Snap Inc. Snap chat is primarily used for creating multimedia messages referred to as "snaps". Snaps consists of a photo or a

short video and can be edited to include filters and effects, text captions and drawings. The application has evolved from originally focusing on person-to –person photo sharing to presently featuring users "stories" of 24 hours of chronological content and is available in 22 languages.

2.5.9 LinkedIn: LinkedIn is an online social network for business Professionals, which is designed specifically for professional networking to help them find a job, discovers 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. It 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.

2.5.10 Bebo: Bebo is regarded as the second best social networking services in the United Kingdom. It allows user to create their profile free of cost. You can register a free account with Beboans and you 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 launched 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.

2.5.11 Friendster: Friendster was founded by Canadian computer programmer Jonathan Abrams. It was launched on 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 re-launch of Friendster as a social gaming platform in June 2011, the number of registered users reached over 115 million.

2.5.12 Hi5: Hi5 is a Social Networking Website based in San Francisco, California launched on 27th June 2003 by RamuYalamanchi. It was reported to be the 8th largest social network by mid-2006. Bill Goss man 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.

2.5.13 Ning: Ning started development in October 2004 and launched it 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 headquarters is located in Palo Alto, California.

2.5.14 Classmates: Classmates.com is a social networking service founded in 1995

by Randy Conrad's. Classmates.com is different from most other social networks, in the sense that most of its features are available to premium member only. 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.

2.5.15 Flixster: Flixster is an American social movie site for discovering new movies,

learning about movies and meeting others with similar tastes in movies. Its headquarters 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.

2.5.16 My Heritage: My Heritage was founded in 2003. Its headquarters is located

in Or Yehuda, Israel. My Heritage 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.

2.5.17 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 Orkut Buyukkokten. The website was named after its creator, Google employee Orkut Buyukkukten. 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.

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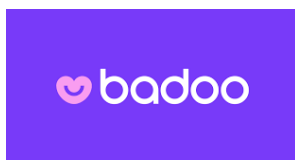
November 2006 having its headquarters at Soho, London. The sites operates in 180 countries. Badoo was founded by the Russian entrepreneur Audrey Andreev. The site allows user to create profiles, send each other messages and rate each other's profile pictures at no cost.

2.5.19 Tumblr: Tumblr was launched in the month of February 2007, which allows users to posts their photos, video, quotes, text and other short story types and users followed blogs populate a dashboard with recent content. Yahoo acquired the service in 3013.

2.5.20 Cyworld: Cyworld is a South Korean social network service operated by SK Communications. It was launched in 1999 and was purchased by SK communications in 2003. The idea for Cyworld started in August 1999 by KAIST student's 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 has tremendous effect on Korea's internet culture.

2.5.21 Reddit: It was created by Steve Hoffman and Alexis Ohanian in 2005. By the end of 2005, the creators had added commenting to the mix, and by Halloween 2006. Between 2010 and 2012, the proportion of text-based to image-based posts on the site also changed dramatically with 77 out of the top 100 post being images in 2012.

2.5.22 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 brought by Google in 2003. Blogger.com was launched on 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. Bloggers claims that the service is now more reliable because of the quality of the servers.

2.5.23 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.

2.5.24 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 and 7 million uploaded texts in November 2015. Academia.edu was founded by Richard Price. Its headquarters is located in San Francisco.

2.6 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 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 cited by Edosomwan et al, 2011).

During 1960's, the public saw the advent of email. 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 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 was 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).

In 2000 social media received a great boost with the witnessing of many SNSs 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).

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 (Ahmed& Din, 2017). 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 cited by Boyd & Ellison, 2007).
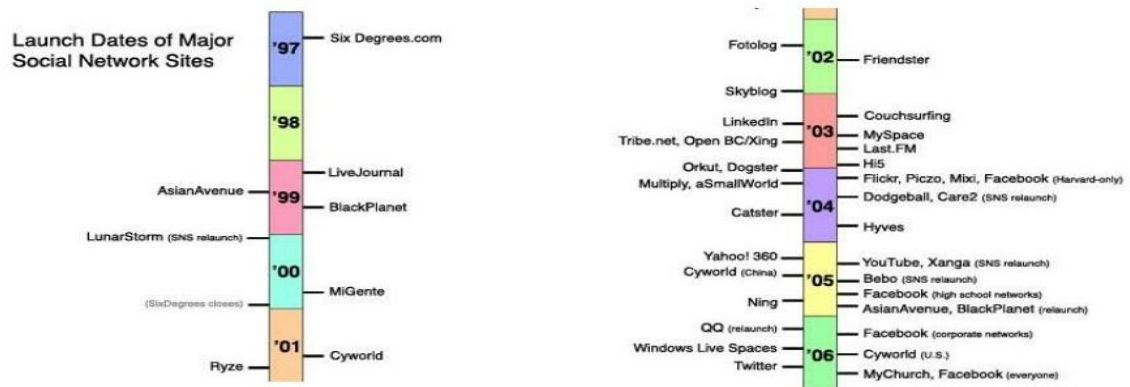
Figure-2.3: History of Social Networking Sites

(Source: https://image.slideserve.com/698739/history-of-social-network-sites-l.jpg)

2.7 Growth 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 advancement 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 SNSs were 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, Asian Avenue and Black Planet were 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.

From 2003 onwards, many new SNSs were launched, prompting social software analyst Clay Shirky (2003) to coin the term YASNS "Yet another Social Networking Service". Most took the form of profile centric sites trying to replicate the early success of Friendster or target specific demographics. Furthermore, as the social media and user generated content phenomena grew, websites focused on media sharing began implementing SNSs features and becoming SNSs themselves. This growth has prompted many corporations to invest time and money in creating, purchasing, promoting and advertising SNSs. The rise of SNS indicates a shift in the organization of online communities. While websites dedicated to communities of interest still exist and proper SNSs are primarily organized around people not interests. Early public online communities such as Usenet and public discussion forums were structured as personal networks, with the individual at the center of their own community. The introduction of SNS features has introduced a new organizational framework for online communities and with it, a vibrant new research context (Boyd & Ellison, 2007).

During the last two decades the world has witnessed a remarkable change in information technology. The advancement of IT led to the emergence of SNSs. SNSs is 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. SNSs are now being investigated by numerous social science researchers. An increasing number

of social scientists are developing interest in studying SNSs, because of its impact on society. SNSs are usually made up of other individuals, they might also include profiles of events and companies even political parties. People use SNS for countless activities. Globally the active memberships on SNSs reached 320 billion in 2010 (Yamakanith&Gurusamy, 2014).

2.8 Trends and Expansion 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 millions 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.

During the past decade usage of online social networking sites has grown dramatically, now rivaling search engines as the most visited internet sites. With the rise of such mega sites as Facebook, which by itself now boasts more than 400 million active users around the world, online social network use has become a fixture in the lives of a large proportion of the world's 1.8 billion internet users. Growing evidence from analyses of online social network site use suggests that these sites have become important tools

for managing relationships with a large and often heterogeneous network of people who provide social support and serve as conduits for useful information and other resources. Hundreds of SNSs have been created, but today Facebook is by far the largest in terms of the number of users, eclipsing Myspace in global unique visits to its websites in April 2008 (Steinfield...et al, 2012).

According to Nielsen On line'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 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], 2009 cited by Pallis, Yazti & Dikaiakos, 2011).

Social networking has undergone a dramatic change in recent years. It provides suitable communication to share multimedia information between individuals in this electronic community as well as 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).

The popularity of Social Networking Sites has increase in the digital environment among the youth especially academicians, researchers and students. There are a large number of advantages in using SNSs especially in academic fields. SNSs can be applied in online open courses having different discipline in different module. This help in enhancing the teaching-learning capabilities with minimal efforts. 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 cited by Lachapelle, 2011). 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 140 characters called tweets. Twitter has gained popularity rapidly and

currently has more than 100 million users worldwide. 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 isolation 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 on 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.

2.9 Conclusion:

In the present era, SNSs gained popularity and has become one of the largest online platforms in the world for sharing and dissemination of real time information to various parts of the world. The emergence of SNSs and the increasing use of new technologies in the digital environment and marketing of web 2.0 is an important factor for the survival. Researchers have started in exploring the concept of marketing library services with new tools and technologies and establishing connection with the users and provide information services and using the internet to provide services to reach to the users.

The use of social networking tools has a great impact in the transformation of the community development. The use of Social Networking Sites has a great potential in promoting the fundamental views of the society and encourage the practitioners interacting for the future. SNSs provide a new platform in promoting students beyond the traditional library which allows dissemination of information through online social networking services. By using Social Networking Sites, librarians should promote in using social networking services and librarians should also be well trained regarding the use of SNSs for marketing of library resources.

References:

Ayiah, Mansa, Efua and Kumah, Hanewaa, Cynthia (2011). Social Networking: A tool to use for effective service delivery to clients by African Libraries. *IFLA*.1-4.

Ahmed, Munir& Din, Saifud (2017). The Impact of Social Media on Teacher's Performance: A Case of Higher Education Institutions of Pakistan. *European Online Journal of Natural and Social Sciences*. 6(2), 206-221.

Boyd, M Danah& Ellison, Nicole. B. (2007). Social Network Sites: Definition, history and scholarship. *Journal of Computer Mediated Communication*. 13(1), 210-230.

Edosomwan, Simeon [et al] (2011). The history of social media and its impact on business. *The Journal of Applied Management and Entrepreneurship*. 16(3), 1-13.

G.L,Kondagurle& N.B, Thakare (2018). Use of Social Media Networking in Academic Libraries and Services in Modern Age. *Proceedings of International Conference on Advances in Computer Technology and Management. IJRPET*. 124-129.

Junco, R. Heibergert&Loken, E. (2011). The Effect of Twitter on College Student Engagement on grades. *Journal of Computer Assisted Learning.* 27, 119-132.

Lachapelle, Paul (2011). The use of Social Networking in Community Development. *Community Development Society*. 17, 1-8.

Pallis, George.;Zeinalipour-Yazti, Dementrios and Dikaiakos, Marios. D. (2011). Online Social Networks: Status and Trends. *Springer-Verlag Berlin Heidelberg*.213-234.

Parveen, Noushia (2011). Use of Social Networking Site (Facebook) in Making Awareness among the Library and Information Science Professionals of University Libraries of UP: A Case Study. *International Journal of Digital Library Services*. 1(1), 9-17.

Rimskii, V. (2011). The Influence of the Internet on Active Social Involvement and the Formation and Development of Identities. *Russian Social Science Review*. 52(1), 79-101.

Ritholz, B. History of Social Media. Retrieved on Nov. 2018http://www.ritholz.com/blog/2010/12/history-of-social-media/

Social Networks Overview: Current trends and Research Challenges (2010). *European Commission*.

Singh, Harjinder (2016). Application of Social Networking Sites in Marketing and Promotion of Library Services. *Indian Journal of Research*. 5(12), 360-362.

Sahu, K. Mahendra (2013). Information Disseminating Through Using Social Networking Sites among Library Professional in the Engineering Colleges of ODISHA: A Survey. *International Journal of Digital Library Services*. 3(1), 45-95.

Steinfield, C.[et al] (2012). Online Social Network Sites and the Concept of Social Capital. *Frontiers in New Media Research.*New York: Routledge, 115-131.

Willinger,W.[et al] (2009). Research on Online Social Networks: Time to Face the Real Challenges.*Proceedings of the 2nd Workshop on Hot Topics in Measurement and Modelling of Computer*. 331, 213-234.

Yamakanith, Purinat&Gurusamy, P. (2014). A Study on the Influence of Social Networking Sites on the Interpersonal Relationships of College Students in Chennai and Coimbatore Cities of India. *International Journal of world Research*. 1(11), 48-56.

https://image.shutterstock.com/z/stock-photo-social-network-online

https://organiksoft.com/social-media/.

https://image.slideserve.com/698739/history-of-social-network-sites-l.jpg

Chapter 3:   SNSs as a Tool for Library Services

Chapter Plan

3.1 Introduction:

Internet and mobile technology have played an important role in the present digital environment. People communicate, create, access and transferred information in the libraries from traditional role as librarian cybrarian. Advances in computer applications during the past few decades have brought radical changes the way information is gathered, stored, retrieved, access, organized and consumed. The internet and the web have changed the traditional library into a virtual library which several information can be retrieved in a digital format. The use of information and communication technology (ICT) is an important factor that opened and made easily accessible 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 as cited by Al-Tarawneh,2014). Thus, SNSs in academic library improve the performance in dissemination of information and are becoming an important tool for increasing the educational support.

The ever-increasing contribution of the interest and the revolution of information distribution over the last few decades have significantly embellished the relationship between librarians and library patrons. This help in challenging the library professional to create awareness of social networking sites among the user and evoke the participation with their communities. SNSs also have given an ample opportunity to get better service models to accommodate for needs of new online patrons. It also induces the librarian to amend their roles as information provider to communicators (Sahu, 2013). SNSs help in communicating and dissemination of information and

helps in improving the library profession tremendously in all parts of the world. Social networking helps in the process of building relationship among a group of individuals with common interest. Social networking has started to spring up the library profession of sharing ideas and gathering first-hand information regarding the profession. The use of social networking tools by the academic libraries does not use it for communication purposes but also improved in research strategies in the academic environment.

3.2 Need and Importance of Academic Library System:

The advent of information technology has resulted in reducing the size of libraries. In fact, these small modern academic libraries have rich potential of information. It has been possible due to the digitization of information. The digital and electronic information is based on digitized data/information which has gradually replaced paper-based records. As the visual information system in comparison to text-based information system is getting more and more popular these days, the traditional libraries are becoming hybrid libraries as they are in the process of digitizing their documents and moving forward to become digital libraries. Internet has become an unavoidable requirement for every educational institution of higher learning (Kumar, 2015). Technological advances in recent years have not only eradicated time and other barriers but also changed the operational strategies. Traditional libraries are now becoming into virtual libraries. Many of the libraries are converted 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 any time.

Academic library is a library that is attached to an academic institution above the secondary level, serving the teaching and research needs of students and staffs. These libraries serve two complementary purposes: to support the school curriculum, and to support the research of the University faculty and students. The support of teaching requires information resources for class readings and for students. In the past, the information resources for class readings, intended to supplement lectures as prescribed by the instructor has been called reserves (Umoh,2017). Academic library outreach is not a new phenomenon. Several outreach methods exist with the goal of encouraging library usage by faculty and students. Some methods focus on programs aimed at faculty with the hope that faculty will encourage library use among their students. Thus, the use of social networking is only the latest example of academic library outreach to students (Dickson & Holley, 2010). According to Fabunmi (2002), Academic libraries are operationally defined as organized collections of information resources (print & non-print) which form an integral part of tertiary institution. In essence, academic libraries provide resources to support the teaching and research activities of their parent institutions. According to Ifidon et al, (2002), traditional functions of academic library which includes teaching, research and public service remained, additional functions of academic libraries were added which includes:

- Pursuit, promotion and dissemination of knowledge.

- Provision of intellectual leadership.

- Manpower development.

- Promotion of social and economic modernization.

- Promotion of intra and inter-continental and international understanding.

3.3 Concept of Digital Library:

The technological advancement in the digital environment have changed the role of libraries from traditional system into virtual libraries. The advancement in technological innovations faces a new challenge, demands and expectation for the libraries. Libraries are redesigning the services of information products to produce to have more advantages to their services and for satisfying the changing information needs to the users. The need and demand for digital information are increasing. The increasing development of digital libraries has resulted in many institutions treating digital libraries as an addition of the institution.

Academic libraries started to cope with the digital world when Henriette Avram and the Library of Congress developed the MARC record in the 1960s. Later, the onset of computer usage brought efficiencies to repetitive clerical tasks in circulation, acquisition, cataloging and serials, enabling us to free up staff to engage in services like endeavors. The initial academic library computer systems were developed at research libraries. By the mid-1970s, OCLC developed the union catalogue and cataloging backlogs disappeared. More recently, the availability of digital content has transformed how we do business, now every academic library has a website to guide patrons to the wealth of resources and services. In 1994, Karen Drabenstott, through the auspices of the council on library resources authored a report, really a comprehensive analytical literature review on the library of the future reflected in the

writings of many library leaders at that time. Back then, many librarians grappled with definitions and names for the library of the future, "The library of the future will be an online network of librarians-generalists and specialists. Each will be expert in catalog indexes and searching connected and linked to massive computer databases, the virtual library will be without walls, but with instantaneous electronic connections to libraries, individuals, institutions and commercial firms worldwide providing access to a reservoir of intellectual resources encompassing not only formal libraries, but also databases, electronic texts, multimedia objects and potentially millions of interacting human minds" (McGinty,2009).

According to the American Digital Library Federation (2002), digital libraries are 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 collection of digital works so that they are readily and economically available for use by a defined community or set of communities.

The DELOS Digital Library Reference Model defines a digital library as, "an organization which might be virtual that comprehensively collects, managers and preserves for the long term rich digital content, and offers to its user communities specialized functionality on that content of measurable quality and according to codified policies". 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".Leiner (1998), defined digital library as, "the digital library is the collection of services and the collection of information objects that support users

in dealing with information objects available directly via electronic/digital means".

Trivedi (2010), defined digital library as, "a collection contains permanent documents. The digital environment will enable quick handling and ephemeral information. Digital libraries are based on digital technologies. The assumption that digital libraries will contain only digital materials may be wrong. Digital libraries are often used by individuals working alone. The physical boundaries of data have been eliminated".

A Digital Library is the electronic provision of digital documents in connection with online services, building on the tasks of a traditional library which enables worldwide access to its collection through the internet. A digital library is an electronic product of software that contains both primary data and manually created or manually proofed metadata. The primary data can be either thematic or collections-based and must constantly be maintained. A digital library also includes the three main functions of a traditional library cataloguing, long-term archiving and access (Seadle & Greifeneder, 2007). The digital library contains digital representation of the objects found in it. Digital library is popularly viewed as an electronic version of a library. According to Larson, defined digital library as global virtual library-the libraries of thousands of networked electronic libraries. Networked electronic libraries describe the collection of various library resources to the network so that any user can access the resources anytime in anywhere. A main benefit of digital library is to preserve rare and fragile objects by enhancing their access to multiple users simultaneously. There are several reasons for libraries to go for digitization, but the prime reason for the digitization is the need of the user for convenient access to high quality of information (Mishra, 2016).

The rapid development of the internet in the 1990s and its embrace by the library and information community enabled the concept of the Digital Library (DL) whose function can be defined as the collection, storage and processing of vast information and knowledge into a systemic project through digitization and the internet, while providing convenient and highly efficient retrieval and inquiry services. The introduction of digital library has raised library modernization to a new level with over time. Digital libraries promise new societal benefits, starting with the elimination of the time and space constraints of traditional bricks and mortar libraries. Digital libraries reside on inter-networked data storage and computing systems that can be accessed by people located anywhere (Sun & Yuan, 2012). 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 technique have compelled library and information centers to use these technologies effectively to render services. 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" (Mamata& Kumar, 2014).

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 help 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.

3.4 Web 2.0 and its Applications in Library Services:

The term web 2.0 refers to the development of online services that encourage collaboration, communication and information sharing. It represents a shift from the passive experience of static "read only" web pages to the participatory experience of dynamic and interactive web pages. Web 2.0 reflects changes in how we use the web rather than describing any technical or structural change. The term web 2.0 has been reportedly first conceptualized and made popular by Tim O'Reilly and Dale Dougherty of O'Reilly media in 2004 to describe the trends and business models that survived the technology sector market crash of the 1990's. As defined by O'Reilly, web 2.0 is the use of the web as a platform to build software tools that support user interaction, participation and collaboration. It is based on a set of social tools including blogs, RSS, Instant Messaging, Wiki, Podcasting, Social Networking, photo sharing, social bookmarking, tagging and mashups. The central idea of web 2.0 is to move away from the traditional unidirectional model, toward a new user-centric bidirectional model (Khan, 2013).

Figure-3.1: Tools of web 2.0

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

Web 2.0 services are increasingly becoming surrounded in many areas of life as more people from teenagers to national governments recognize and harness these powerful communication tools. Libraries and librarians all over the world are using web 2.0 technologies to promote services, share information engage with users and network with associates on a global scale. According to Singh & Naidu (2015), Web 2.0 is the term used to describe a variety of web sites and applications that allow anyone to create and share online information or material they have created. A key element of the technology is that it allows people to create, share, collaborate and communicate. The technologies which serve as the emerging foundation for web 2.0 services are:

- **Blogs**: Blogs were one of the first web 2.0 tools to be analyzed to be used by the libraries. Blogs are hosted on public domains, which are available without charge. Any library users can publish a blog post easily and cheaply through a web interface and any reader can place a comment on a blog post. Blog serve as a platform where the users can file their concerns, queries and suggestions regarding the services and activities of the library.

- **Wikis**: A wikis is a collaborative website that anyone within the community of users can contribute or edit. Wikis can cover a specific topic or subject area. Unlike blogs, wikis generally have a history function, which allows previous versions to be examined, and a rollback function, which restores previous versions. Wikis can be used for social interactions and discussions among the librarian and users.

- **Tagging**: Another web 2.0 features which is becoming common in library community is called tagging. Tagging is described as the process by which the

resources in a collection are assigned tags in the form of words, phrases, codes or other strings of characters.

- **RSS Feeds**: RSS is a family of web formats use to publish information about frequently updated works and providing update from one source instead of accessing individual websites where the students can subscribe to those RSS feeds that cater to their academic and research needs. RSS uses an XML that summarizes information items and links to the information sources. It promotes events organized in the library for library users.

- **Podcasting/ Vodcasting**: Podcasting can be defined as the process by which the digital audio files are distributed over the internet using either feeds or by any other distribution media. Vodcasting is the video format of the same kind of service. These services allow the user to have a higher level of control over what media they want as it works on the demand and supply chain of activity. Podcasting enable librarians to share information with anyone at any time and can be a publishing tool for users and librarians' oral presentations.

- **Instant Messaging**: IM is a form of real-time communication between two or more people based on typed text, images etc. IM has become increasingly popular due to its quick response time, its ease of use and possibility of multitasking. It also provides virtual reference services and instant clarifications for the questions from users and vice versa.

- **Social Networking**: Social network are built upon a hypothesis that there exists a determinable networking structure of how people know each other. MySpace and Facebook are two popular social networking sites launched during 2003-2004.

Social networking could enable librarians and patrons not only to interact, but to share and change resources dynamically in an electronic medium.

- **Mashups**: A web Mashups is a web page or website that combines information and services from multiple sources on the web. Web mashups combine information and complementary functionality from multiple websites or web applications. A web mashups server lets you connect, collect and mash up anything on the web as well as data on some backend systems.

3.5 Library 2.0:

The concept of library 2.0 derived from web 2.0. The library 2.0 encompasses a range of new and contemporary products and services of ICT that used for evolving collaborative environment required for library 2.0. New products and services based on ICT in forms of "Library 2.0" are the interactive, collaborative and multi-media web-based technologies to web-based library services and collections. Michael Casey coined the term "Library 2.0" on his blog Library Crunch in 2006 as a direct spin-off of the term Business 2.0 and Web 2.0. Casey suggested that libraries, especially public libraries are at a crossroads where many of the elements of web 2.0 have applicable value within the library community both in technology driven services and in non-technology-based services. He described the need for libraries to adopt a strategy for constant change while promoting a participatory role for library users (Gunjal & Dhamdhere, 2013).

Library 2.0 is a concept of a very different library service, geared towards the needs and expectations of today's library users by making the information available wherever and whenever the user requires it and seeks to ensure that barriers to use and

reuse the information are removed. Library 2.0 is mainly around the concept of how to use the web 2.0 opportunities in a library environment. Library 2.0 is a loosely defined model for a modernized form of library service that reflects a transition within the library world in the way that services are delivered to users. The main principles of the Library 2.0 are in the fact that the information must be extended from the library to the users and vice versa, to allow fast and permanent adaptation of the library services. The library professionals also tend to the digital divide issues of the more challenged users. This means that what most critical users of the library don't know to use, the library professionals can often inform them and train them in the newest technologies that can have an impact on their success (Khan, 2013).

The concept of Library 2.0 has been borrowed from web 2.0, and follows similar philosophies of this concept. Since its introduction it has changed the concept of literary communications. Maness (2006), defined "Library 2.0" as "the application of interactive collaborative and multimedia web-based technologies to web-based library services and collections". Thus, library can be a part of web 2.0 by connecting the concept, principles and technologies for rendering exemplarily services to user in electronic world. Therefore, it is necessary to understand the concept of Library 2.0 and the opportunities it creates for libraries to provide content and services to users.

Figure- 3.2: Library 2.0

(Source: https://libraries.uta.edu/sites/default/files/styles/blog_teaser)

3.6 SNSs as a Linkage for Library Services:

Social networking helps library professionals to share information with patrons and students in the easiest way for digital library environment. The implication of social networking can conduct maximum research and experience on social networking from different point of view from library. The social networking tools were helpful in promoting library services such as exhibition, seminar, workshop, training courses and dissemination of news events alerts, library updates. There is a need for libraries to adopt the new social networking tools in their services as a strategy to embrace change while promoting a participatory role for library users in knowledge creation. The growing use of social networking tools calls for librarians to develop 21st century skills on digital technologies. Libraries can connect their Social Networking Sites with their library websites to link to their catalog, chat reference pages, research guides etc.

Libraries can proliferate to these networks for reaching out strategy to new generation users at their own space and time but also important to provide quality services and interact with users efficiently. The effective use of SNSs in library training and awareness program should be given to users and professionals prospectively about applications, benefits and risks associated with SNSs. Libraries can also use social media for marketing library services through provision of current awareness services,

wider access to information and knowledge, quick and ready access to information and helps in easy updating of information and services.

3.7 Social Networking Sites in Academic Libraries:

The academic library of any institution is well known as the center point of knowledge and has always been updated with latest technology. Libraries are using current trends and technology to expand service more user friendly. Librarians are always interacting with users and others professionals. The main aim of the librarian is to share information. With the impact of information and communication technology (ICT) the same activities of the libraries being done with social media. The application of social media mushrooming day by day, allow users access to precise information through varieties of resources. Social media tools is a bunch of web applications which facilitate individuals of libraries a couple of services like interact with individuals, exchange information, share feelings etc. and much more with the collaboration of ICT (Sahu, 2016).

SNSs allow librarians to adopt a new role by placing themselves into a social realm with users. To provide the needed services, libraries are using social networks to connect, communicate as well as collaborate with users in an innovative way. De Rosa et.al (2007), admits that librarians make use of SNSs with the purpose of "being part of their communities". By reading blogs, group postings and message boards, the librarian becomes an active participant, who can anticipate and advice patrons as needs arise. Social network in libraries act as information resources while supporting collaboration between students and libraries. Social networks are rebranding the

academic library and re-establishing their worth as key players in information dissemination and knowledge creation (Nkeiru & Maria, 2016). According to Kondagurle & Thakare (2018), academic libraries are using social networking platform to interact and reach out to their patrons or clients. It also has become a level playing ground for academics and students to interact on issues pertaining to course work. Students also use this platform to share information among themselves on any subjects and topics. Yale Science libraries, Adelphi University libraries, Carnegie Mellon University library, Cambridge University library and Norwegian University of Science and Technology library are a few examples of the academic libraries with social networking wall. The walls are mostly used to:

- Announcement of the library programs
- Give students the opportunity to ask questions pertaining to the use of the library
- Teach basic search tools
- Send brief updates to patrons
- Ask a librarian.

The growing use of social networking has now becoming the most challenges and often meet the needs of the library professionals. Social networking presents an important opportunity to library and the services includes:

- Marketing of library services
- Reference service
- Information exchange
- Resource sharing
- Sharing services

- Work related project collaboration

- Resource description and standards of practice.

The growing of ICT, WWW and internet has given a new dimension to library and information science centers. The involvement of social networking has led a revolutionary change in the functioning of libraries. Social networks can be used for providing user centric service in social library environment. Social networking sites in a context of libraries are known as library 2.0. Social networking provides an online platform to libraries to market and promote their library services, products and resources. Libraries can introduce discussion forums, public profiles, blogs, and virtual library tour. Library can use SNSs to advertise hours, library timings, borrowing information, fines, website information, current content services of library etc. In this way, SNSs act as a marketing and promotional tool for libraries (Singh, 2016). Academic libraries respond to the needs of modern-day patrons by applying efficient such as social networking, mobile applications and online check in and check out to their service delivery. To achieve technology operations in today's digital environment, academic libraries should upgrade the skills of library staffs in information technology for capable of using and understanding the use of SNSs to their maximum.

3.8 Types of Social Network Services:

Social networking services or social networks or social relations among a group of people to have common interest, activities on real-life connections. The services of social networking define by Ansari&Hasan (2015) are as follows:

- **Profile-Based SNSs**: Profile based services are primarily organized around members profile pages. Users often include third party content in order to enhance their profiles, or as a way of including information from other web services and SNS.

- **Content-Based SNSs**: In these services, the user's profile remains an important way of organizing connections, but plays a secondary role to the posting of content. Content based communities include Flickr, YouTube for video sharing, where the content is created by software that monitors and represents the music that users listen to.

- **White- Label SNSs**: Most SNS offer some group- building functionality, which allows users to form their own mini-communities within sites. Platforms such as Ning and People Aggregator broadband mechanics. These sites offer members the opportunity to create and join communities. This means that users can create their own "mini-MySpace" small scale SNSs which support specific interest, events or activities.

- **Multi-User Virtual Environments**: Sites such as Second Life, on online virtual world, allows users to interact with each other avatars- a virtual representation of the site member. Although the users have profile cards, their functional profiles are the characters they customize or build and control. There are also hybrids of these and SNS.

- **Mobile SNSs**: Many SNS offer mobile phone versions of their services that allowing members to interact with their networks on their phones. Increasingly,

there are mobile-led and mobile-only based communities which allows users to share and view over mobile networks.

- **Micro-Blogging/ Presence Update**: Micro-blogging services allow to publish short messages publicly or within contact groups. They are designed to work as mobile services, but are popularly used and read online. Many services offer 'status update'. These can be checked within the site or exported to be read elsewhere. They engaged users in constantly updated conversation and contact with their online networks.

- **People Search**: People search is another important web development. There are various kinds of social and people search, but sites like Wink generate results by searching across the public profiles of multiple SNS that allows search by name, interest, location and other information published in profiles and allowing the creation of web-based on individuals.

3.9 Use of Social Network and its Application in the Academic Library Environment:

The need for library in the present environment is changing gradually towards e-learning. Providing quick and easy information for the user to access is now becoming a big challenge to the library professionals. Traditional library system is now transforming into virtual library which helps in easy communication, sharing and dissemination of information in all parts of the library. SNSs help the library professionals to share information with patrons and students in the easiest way for digital library environment. SNSs helps in promoting library events such as exhibitions, competitions, seminars, workshop, training courses and dissemination of

news alert, library updates. The purpose of using SNSs in the libraries includes library resources with answer enquiries, catalogue search and information about new collections to convey general library information and to offer online resources.

There is an urgent need for libraries to adopt the new social networking tools in their services as a strategy to embrace change while promoting a participatory role for library users in knowledge creation. The growing use of social networking tools calls for librarians to develop 21st century skills on digital technologies. Libraries can connect their social networking sites with their library websites to links to their catalog, chat reference pages, research guides, calendar of events, news etc. Some of the role of social networking librarian include: understanding and articulating the nature of SNSs, creating webpage and content, establishing friendly user interface over the network, creating online database management, evaluating and applying information and assisting users with skill acquisition. Other skills for a social networking literate librarian include: searching and navigating the web, creating social network space, teaching and providing quality online library services (Ansari & Hasan, 2015). Library professional can use three broad activities in library and information services:

- **Information Sharing**: Social network are a great way to open communications. In this process librarian can keep constant touch and effective interaction with staff, patrons and faculty in online collaborative environment.

- **Information Distribution**: Information sharing is the most important part and plays a crucial role where the library professionals in considering and designing the library activities in the digital environment. Library professionals should think

for implementing technology in library services, virtual reference desk can be performed in dissemination of information to the user.

- **Knowledge Organization**: Social networks tools can helps the library professionals in knowledge organization for getting handy and harvesting information from individual users for improving library services, academic research etc. which can be accessible with the social networking technologies.

3.10 Information and Computer Technology in Libraries:

Libraries are shifting their role from the custodian of traditional information resources to the provider of service-oriented digital information resources. The rapid growth of internet and computer applications has led to the explosion of using computer networks in the quality management of information compelled libraries in introducing new means and methods for storage, retrieval and dissemination of information. According to Gunjal and Dhamdhere (2013), the modernization of libraries and information centers enabled information transfer and access, there by establishes a network of libraries and information centers. This initiative helped in resource development, resource sharing and their utilization at various levels. Information professionals subscribe to e-journals, CD-ROM databases, online databases, web- based resources and a variety of other electronic resources. They participate in library consortia and build digital libraries. However, many constraints have hampered these libraries to embark on successful application of information and communication technology (ICT) for their operations, resources and services.

Information professionals are now expected to be aware and capable of using and demonstrating emerging ICT. There is a need for the library professionals to have

training to enhance the traditional skills knowledge with a competency in the use of ICT. The modern libraries are introducing ICT applications where the traditional forms are being replaced into digital form. So, it is necessary for the library professionals to have IT knowledge and skills to provide quality information to act as both educator and intermediaries.

3.11   Conclusion:

The impact of Information Technology over the past decades has greatly affected in dissemination and sharing of information services to the library and its patrons. The concept of library is changing towards digital library. The library professionals of the institution are using these social networking tools in providing a better way for library services. Web 2.0 tools and applications have a greater impact on the digital environment with respect to the interaction between the user and professional's communication. SNSs such as Facebook, Myspace, research gate etc. are now becoming a platform for information dissemination and sharing. Institutional libraries also started using SNSs applications for the development and promotion of libraries in the digital environment. SNSs provide good opportunity to library users for library management with opportunities for sharing, marketing and self-promotion. The role of SNSs has a strategic role in promoting the marketing of library services.

The changing technology and the outburst of information and communication of academic libraries have changed from print to electronic media and influenced the user behavior. Many libraries have already started using social media applications in the library, especially academic libraries have changed the system of traditional to

electronic form and the library needs special training and attention in developing the library collections, system and services, and the need of information to the user. Internet has now becoming an inevitable requirement for every educational institution of higher education.

References:

Ansari, Aslam&Hasan, Mehfoozul (2015). Use of Social Networking Sites in Library and Information Centers. *Research Gate*. Retrieved from https://www.researchgate.net/publication/296241236.

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

Dickson, A. & Holley, R.P. (2010). Social Networking in Academic Libraries. The Possibilities and the Concerns. *New Library World*, 111(11/12), 468-479. Retrieved fromhttps://www.emeraldinsight.com

Gunjal, B Arpana, &Dhamdhere, Sangeeta N. (2013). Application of Information and Computer Technology in Libraries. *International Journal of Computing, Communications and Networking*, 2(1), 6-11.

G.L, Kondagurle& N.B, Thakare (2018). Use of Social Media Networking in Academic Libraries and Services in Modern Age.*In.* Proceedings of International Conference on Advances in Computer Technology and Management. 23rd-24th February. Novateur Publications IJRPET. 124-129.

Hanif, N. Mohmed (2009). Need for Web 2.0 Technology for the Libraries. *In.* 7th International CALIBER. Pondicherry University, Ponducherry. 25th-27th February, 330-336.

Kumar, Ravi Chegoni (2015). Social Networks Impact on Academic Libraries in Technology Era. *International Journal of Library and Information Studies,* 5(3), 101-108.

Khan, Imran (2013). Library, Librarian and Library Services in Web 2.0 Environment. *International Journal of Digital Library Services*, 3(4), 14-36.

Murugesan, San(2007). Understanding Web 2.0, 34-41. Retrieved from https://www.researchgate.net/publication/3426898.

McGinty, John (2009). Digital Libraries Need Digital Organization: Identifying, Defining and Creating New Academic Library Management Structures. *In.* ACRL Fourteenth National Conference. 12th-15th March, 298-303.

Mishra, R.K. (2016). Digital Libraries: Definitions, Issues and Challenges. *Innovare Journal of Education*, 4(3), 1-3.

Nkeiru, Emezie& Maria, NgoziNwaohiri (2016). Social Network as the Enabler for Library Services: Challenges of Nigerian Academic Libraries. *Qualitative and Quantitative Methods in Libraries*, 5, 107-115.

Sun, Ji& Yuan, Bao-Zhong (2012). Development and Characteristics of Digital Library as a Library Branch. *In.* International Conference on Future Computer Supported Education. Elsevier, 12-17. Retrieved fromwww.elsevier.com/locate/procedia.

Singh, Harjinder (2016). Applications of Social Networking Sites in Marketing & Promotion of Library Services. *Indian Journal of Research*. 5(12), 360-362.

Sahu, K. Mahendra (2016). Best Practices of Social Media in Academic Libraries: A Case Study of Selected Engineering College Libraries of Odisha. *DESIDOC Journal of Library and Information Technology,* 36(5), 302-308.

Seadle, Michael &Greifeneder, Elke (2007). Defining a Digital Library. *Emerald Insight*, 25(2), 169-173.

Sahu, K. Mahendra (2013). Information Dissemination Through Using Social Networking Sites Among Library Professional in the Engineering Colleges of Odisha: A Survey. *International Journal of Digital Library Services*, 3(1), 45-54.

Singh, Umrav& Naidu, G.H.S. (2015). Web 2.0 Applications in Library. Retrieved fromhttps://www.researchgate.net/publication/277325219

Trivedi. (2010). Digital Libraries: Functionality, Usability and Accessibility. *Library Philosophy and Practice*, 1-6.

Umoh, BasseyEmem (2017). Information and Services Provision by Academic Libraries in Nigeria. *International Journal of Academic Library and Information Science*, 5(5), 153-159. Retrievedfromhttp://www.academicresearchjournals.org/IJALIS/Index.htm

http://eprints.oum.edu.my/253/1/Ruzitapercent2520amly.pdf

https://libraries.uta.edu/sites/default/files/styles/blog_teaser

Chapter 4:   Use of Social Networking Sites in Academic Communication

Chapter Plan

4.1 Introduction:

Social Networking Sites are internet-based platforms for sharing and communication. SNSs allow users to create public profiles and interact with each other in different parts of the world. SNS has become an important and powerful tool for improving educational competencies and helping students to acquire good academic results. SNSs have positive and negative influence on student's academic performance and behavior. One of them is to search for easily accessible and initially non-secure and non-trusted information; this reduces the learning and academic research abilities. On the other hand, SNSs could help students in self-development, creativity, communication improvement, knowledge and information sharing and increases in technological capabilities (Harrath & Alobaidy, 2016).

Social Networking tools focus on building online social networks or communities of people who share interest and activities and provide ways for users to interact with each other online. In the last few decades, libraries have been subjected to significant force due to the information revolution. Libraries around the world are facing vital challenges due to budget cuts, increased user base, the rapid growth of resources, rising costs, networking demands, and complexity in information requirements absorbing the professionals to look up the open source technology available on the web. Historically, social media used to be enough to have an online presence on the internet for the one-way broadcasting and dissemination of information. Online social networking through the use of social media such as email, instant messaging, discussion forums, blogs, aggregate sites and virtual worlds comprise the most common forms of communication (Vyas & Trivedi, 2014). The emergence of social networking sites has broadened the

base of contact, interaction and communication among people living around the globe through internet. SNS have gained usage with the help of mobile phones. These networking sites have succeeded in adjusting millions of relatives, friends, business partners all over the world. In fact, it has been regarded as the best medium to maintain contact and stay connected. SNSs are making a great impact nearly in all area of human activities. It has become a tool for distance learning and communication. The usage among students of tertiary institutions has made it an online platform for social relations and as well as academic relations (Ekechukwu, 2017).

4.2 Role of E-Learning For Information Dissemination:

E-Learning is defined as the acquisition of knowledge and skill using electronic technologies such as computer and internet based courseware and local and wide area networks. Broad definition of the field of using technology to deliver learning and training programs. Typically used to describe media such as CD-ROM, Internet, Intranet, wireless and mobile learning. Some include knowledge management as a form of e-learning. The term was introduced in 1995 when it was all called "Internet Based Training", then "Web Based Training", then "Online Learning" and finally "e-learning". We are using the state-of-the-art technology and instructional strategies. Cultures can be shared through e-learning because of global access; the classroom may be the world. Nothing can replaced traditional classroom teaching, but e-learning complements the process and can help reach out to the masses (Aggarwal, 2009). The term e-learning comprises a lot more than online learning, virtual learning, distributed learning, networked or web based learning. As the letter "e" in e-learning stands for the word "electronic", e-learning would incorporate all educational activities that are

carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices (Romiszowski, 2004).

Figure-4.1: People Connection through SNSs

(Source: sociallyspeakinginc.com/blog)

Technology based e-learning incorporates the use of the internet and other important technologies to produce materials for learning and teaching in organization. As a result internet and information technology in tutoring and studying has created a different necessity to modify how university students learn by using more modern, effective and alternative such as e-learning system. Regarding to e-learning many people are now attracted to training and education who previously would not have considered it as a relevant part of their lives. With the development of computer and internet technologies, this technology has a high interaction and collaboration level between instructors or lectures and peers than traditional environment for learning. Hence, e-learning system might be able to deliver a broad array of solutions to enable learning and improve student's performance (Thinh, 2016).

According to Maltz et al, 2005 the term 'e-learning' is applied in different perspective including distributed learning, online-distant learning, as well as hybrid learning.

According to OECD, 2005, 'e-learning' is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes.

Wetting, et al, 2000 defines 'e-learning' as, the attainment and use of knowledge that are predominantly facilitated and distributed by electronic means. To them, the e-learning depends on computers and networks, but it is likely that it will progress into systems comprising of a variety of channels such as wireless and satellite and technologies such as cellular phones.

E- Learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning. The concept of e-learning is getting very popular these days, as many universities are offering degree and diploma programs through e-learning mode. Subjects matter experts are developing new and versatile tools to create e-learning modules. Thus, the day is not far away when e-learning will become the future popular method of education throughout the world (Goyal, 2012). The development of multimedia and information technologies as well as the use of internet as a new technique of teaching, has made radical changes in the traditional process of teaching. E-learning has come to be more and more important in institutions of higher education. The introduction and expansion of a range of e-

learning tools has been initiating several changes in higher education institutions, particularly when it comes to their educational delivery and support processes. The "adjunct e-learning" is the situation which e-learning is employed as an assistant in the traditional classroom providing relative independence to the learners of students. In this form of usage, the e-learning is total so that there is maximum independence of the learners or students has gone further to explain that the online model is divided into the individual and collaborative learning, where the collaborative learning also consists of the synchronous and asynchronous learning (Arkorful & Abaidoo, 2014).

4.3 Impact of SNSs for the Academic Communication:

The introduction of social networking sites has attracted especially teenagers and students. Nowadays, everyone prefers to use SNSs in our society such as educators, businessman, socialists etc. for communication purpose. It helps to provide informal education for students and teachers outside classroom. Education and learning have always been the agents of social change by transforming human behavior, from the past history we can see that learning changed slowly. This gradual change has led to the emergence of some sophisticated technology assisted learning processes, which initially met with resistance by educationists regarding the fact that introducing computers into classroom would replace the human efforts which is one of the main instruments of educational infrastructure. But the benefits of ICT offers are somewhat quite difficult to ignore and in the last few decades technology assisted teaching and learning process have turned out to be highly productive with a rapid pace (Munshi, 2018). The growth in the popularity of SNSs has created concerns among some parents, school officials and government leaders about the potential risks posed to

young people when personal information is made available in such a public settings. Students are considered as the social capital for a nation. Information and Communication Technologies (ICT) are becoming important tools for educational support. Using computers and the internet it is now becoming more and more important in the learning and teaching processes. Also with the advent of mobile phones, especially smart phones, it is becoming easier to reach students and even utilize the competencies of technology (Nazir, 2014).

Social media has emerged as one of the basic practice in student's life. It has revolutionized the way students think and interact. Students used social media as a platform for doing many activities such as bonding relations, finding lost contact, for discussing common interest. The use of social media certainly will give some impact to student's life either in the academic or in social life. The use of social media is far reaching consequences in the academic as well as the social life of college students. Some of these effects are positive such as shaped their personality, influenced their character and improved their communication skills. Thus, with a proper use, the social media has its own potential educational value. Definitely, the social media will give some impact in student's life especially in communication, behavior and academic purposes (Othman, 2016).

Education have started focusing on e-learning and applying other techniques to make education interest and profitable. Communication through face book, twitter, instagram etc. helps in creating connectivity and is a major source of information sharing. Education is considered an industry as well as service. In today's world technology, business and education go hand in hand. None of the factors can be

neglected. In the digital era, social media helps in promoting and branding institutes. Over the past ten years, there has been a drastic change in the mode of communication. University and education institutes use the social media platform to closely connect with students. Today social media is not just regarded as a platform to connect with friends and family but it is also used for the purpose of business, learning and professional networking. Technology has brought about major changes in the education sector. Changing the face of education, technology has increased the reach of education sector. Use of social media has become the need of the hour. It is much needed for sustainable growth and development of the education sector (Bose, 2016). The rapid advancement of social media websites and application together with the increasing popularity of social media among students have raised concerns regarding the influence of these media on the academic performance of the students.

Mazman and Usluel (2010) described educational usage as an important benefit of SNSs. They portrayed Facebook, a popular social networking sites, as a useful educational tool due to its structure and various utilities, such as providing users with intentional or spontaneous learning opportunities by bringing people together around shared interests, exchanging information, sharing ideas, discussion topics and collaborating. In particular, Mazman and Usluel argue that SNSs support collaborative learning, engage individuals in critical thinking, enhance communication and writing skills through activating users work in personalized environments. Social networks are pedagogical tools because people can use them for connectivity and social support, collaborative information discovery and sharing, content creation and knowledge and

information aggregation and modification. They described the educational benefits of SNSs in three ways:

1. **Facilitation**: SNSs facilitate communication between students and instructors and provide information about resources and links related to course materials. Furthermore, they allow students to follow announcements about classes and courses, delivery of home works and assignments by lectures.

2. **Collaboration**: Students can take part in collaborative learning by exchanging ideas, sharing information and working together based on interests and needs. Examples of student's collaboration include taking part in activities such as joining academic groups related to their schools, departments or classes and carrying on group works by sharing home works, projects and ideas.

3. **Resource/material sharing**: Resource sharing consists of activities like exchanging multimedia resources such as videos, audio materials, animated videos, resources and documents. With features that allow users to upload photos and videos, and add or follow links to external web pages, SNSs provide students with audio as well as visual materials and resources. Therefore, students can share project materials and documents, as they exchange ideas and information on SNSs (Subramani, 2015).

4.4 Social Networking Sites in Higher Education:

Social Networking Sites has become very popular during the past few years. It plays an important role in our life nowadays. SNSs helps us in the field of life such as political field, economic field and educational field as well as in the field of e-learning. According to Nicole, "Social networks build social capital where students are

supported by and participate in learning communities influenced by social discourse and symbolic interactions providing students with social, emotional and cognitive support. Fulfilling various social learning functions through collaboration and students to like-minded learners and building student's communication and technology skills and understanding different point of view" (Munshi, 2018). In order to increase the awareness of students in the educational processes, mixed entertainment and informational behavioral patterns have been proposed. Social networks undoubtedly support such behavioral patterns and this seems to be an enjoyable and universally accepted medium in student's way of living. Research efforts have been increased during the last decade so that successful aspects of social network use for educational activities could emerge. SNSs support formation of virtual communities of practice and enable students to connect, communicate, interact and collaborate on online networks. SNSs provide students with the social communication tools that allow for freedom, flexibility, variability and digital identity in learning process. SNSs as communication and interaction platforms in educational settings may further support students in building social connections by using the proximity and intimacy features of SNSs. The ability to create a digital identity in SNSs is important because digital identity formation makes learners visible to other learners and increases a sense of social presence (Bozkurt).

Social media provides students a new mechanism for a familiar exercise. It provides students a direct medium by which to publicly evaluate and comment on their campus environments, institutional policies, classes, professors and administration and fellow students in real-time. Social media open up new ways for collaboration and discussion

in the sense that, it offers a great deal of content posting, coping, sharing and search ability by easily using online search tools. In today's environment, students use social media anywhere and at any time where internet connections is available in order to meet their educational needs (Dewing, 2010 as cited by Boating & Amankwaa, 2016).

Higher education deals with digital natives who are perceived to be familiar with online social networking and web 2.0. With the increasing infiltration of online social networking in to the everyday life of the younger generation, higher education appears to be a lucration platform for deploying social network in an academic context. The potential opened by online social networking in the area of knowledge accumulation and knowledge sharing is yet to be properly addressed by researchers. The concept of promoting education activities using web 2.0 tool is termed learning 2.0. It is basically an innovative online learning space used to deliver teaching and learning method. Learning 2.0 is an ideal for encouraging multiple types of learning in particular social learning. The Online Social Networking (OSN) on its appropriation and repurposing for educational purpose in Universities are aplenty. Further the implementations are typically not for university wide as all but for small scale and confined to a certain levels of studies only with web 2.0 technologies. The internet has become a communication platform on which virtual communities are formed and it provides scope for interactivity, collaborative learning, social networking and participation (Singh, 2015). Social networking has motivated at all sphere of academic life of students, teachers and researchers. Libraries also adopted social networking as a promotional tools. The emergence of OSN and its increasing user base request close attention from the side of academic libraries.

4.5 Use of Social Media for Information Dissemination:

In last few years, libraries have been subject to significant force due to the information revolution. Information has to be properly composed, organized and disseminated for the user at right time in a right way. Libraries around the world are facing vital challenges due to budget cuts, increased user base, the rapid growth of resources, rising costs, networking demands, and complexity in information requirements compelling the professionals to look up the open source technology available on the web. At the same situation require to promote and aware users for available sources. Dissemination is supposed to be an intentional social process of communicating materials, products and new ideas. Dissemination takes on the theory of the traditional view of communication, which involves a sender and receiver. Historically, social media used to be enough to have an online presence on the internet for the one-way broadcasting and dissemination of information. SNSs also provides library with an innovative and effective way of connecting with their users (Vyas & Trivedi, 2014).

Social media has greatly changed the way of study in the present generation. The students are now referring the social media to get the information which is available on the internet even it is the best medium to get the information and also time saving. Social media can be used effectively for research purpose. According to Livingstone and Brake (2010), "Social Networking Sites, like much else on the internet, represent a moving target for researchers and policy makers", social media is useful for all kinds of educations. The social media types like blogs and content communities has better role in education. The content communities and Blogs can be act as a digital library. It

can provide useful information and contents which are not available by nearest resources (Rajesh & Michael, 2015).

Social Networking Sites allow users to create profile and share information and connecting with other members. Social media sites not only functions in effective communication but also in the development of collaboration and networking of the users. Technology offers students an array of options to socialize, network, stay informed and connected. These students are now using technology to communicate more than face-to-face interaction and also disseminate information through social media. Entertainment is another benefit for using social media and face book has some recent attraction such as game applications that have appeared over the last couple of years. Real-time information sharing is also one of the benefits of social media use. Many social media sites incorporates an instant messaging features, which means users can exchange information in real-time via a chat. Social media have been found very useful in exchanging or dissemination of information such as breaking news, research findings, and latest trend globally on different issues, disaster outbreak etc. This features has been particularly useful to students in higher institutions of learning. With the advent of social media, dissemination of information by the students has become easy and free. The network permit and favor the publication and sharing of information, self-learning, teamwork communication both between students and teacher feedback, access to other sources of information. Online social networks have become the ideal space for students to exchange information and knowledge in a swift, simple and convenient way (Adetimirin &John, 2016).

4.6 Concept of Information Communication:

The past few decades have witnessed a tremendous and phenomenal growth in the field of Information and Communication Technology (ICT) in education which has influenced the life of people especially to the students to a large extent. ICT is arguably the technology area that has the strongest impact on society during the past years. The technology is visibly present on the use of computer, smart phones, information search that has greater impact on enabling technology for a large number of application areas. ICT can be used to enhance quality and value of education especially through integration. The word communication has been derived from Latin word "communis" which means common. Communication means giving, receiving, or exchanging information, opinions or ideas by writing, speech or visual means, so that the material communicated is understood by everyone. Basically, communication is sharing information, whether in written or in oral. Thus, we can define the communication as an exchange of thoughts or ideas from one person to another.

According to Okauru, (2011), "ICT is the digital processing and utilization of information by the use of electronic computer. It comprises the storage, retrieval, conversion and transmission of information".

According to the New Webster Dictionary of the English Language (1984), "Information is news or intelligence communicated by words or in writings, facts or data, knowledge derived from reading or instruction gathered in any way".

According to the Random House Dictionary of the English Language (1983), "Information is knowledge communicated or received concerning a particular facts or circumstances".

According to M.V.Rodriques, "communication is an exchange and exact replication of thoughts, feeling, facts, belief and ideas between and among the individuals through a common system of symbols to cause some action or change in behavior".

According to the Louis Allen, "communication is the sum of all the things one person does when he wants to create understanding in the mind of another, it is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding".

Social networking is an important transformation the way which people find and use information and content from small to big entertainment. In the present scenario SNSs plays an important role in dissemination of information freely available to the users. SNSs are publicly accessible anywhere where the users can easily disseminate information. Social networking brings a radical changes through which information communication are promoting the information through the outburst of communication. SNSs offer a wide range of possibilities which the users can communicate among individuals. In the present environment SNS offers a large variety of information to the educational fields as well as in the business environment. ICT is a technology that support activities involving information and the activities include gathering, handling, storing and presenting data and includes partnership and communication.

Finally we can say that Information and Communication Technology is the grouping of informatics technology and information communication is a sharing of knowledge through which the users feel grateful to communicate experience and ideas in a condition to try and share his feelings to others.

4.7 Concept of Information Technology:

Information technology is the acquisition, processing, storage and dissemination of textual and numerical information of electronic based of a combination of computing and telecommunication. The term in its modern sense first appeared in 1958 article published in the Harvard Business Review in which authors Leavitt and Whisler observed that, "the new technology does not yet have a single established name, we shall call it Information Technology". Information Technology consists of two words 'Information' and 'Technology' which refers to any communication or presentation of knowledge such as facts, figure, data including textual, numerical, graphic and audiovisual form in the practical form of scientific knowledge.

According to UNESCO Information technology is defined as, "a scientific, technological and engineering used in handing the information, its application and association with social, economic and cultural matters".

Darnton and Giacoletto Information Technology is defined as, "a systematic study of artifacts that can be used to give form to facts in order to provide meaning for decision making and artifacts that can be used for organization, processing, communication and application of information".

4.8 Concept of Communication Technology:

Communication Technology consist of two words, 'communication' and 'technology' and it is the process of transferring information from a sender to a receiver with the use of a medium in which the communication information is understood by both sender and receiver. Communication technology implies the knowledge, skills and understanding needed to exchange information verbally and non-verbal. It is the process of information for accessing information, decoding information and sending it through a medium to the receiver. Communication Technology is the electronic systems used for communication between individuals or groups and the activities of designing and constructing and maintaining communication systems.

4.9 Conclusion:

In today's digital environment SNSs act as a powerful form for communication and the growth of using social media is becoming popular day by day at an exponential rate. The role of e-learning has become an important tools in the digital environment which involves in the use of digital tools for teaching and learning. It promotes in easy communication and dissemination of information which improves the relationship of sustain learning. SNSs provide a great prospects for library professionals to interact with the users. Social software like Library 2.0 technologies can be used for information sharing and cooperation among the online community and web 2.0 can be taken as an adjustment to utilize in the field of library services.

In the educational institution and student's behavior, social networking give a huge consequences for knowledge management. Social Networking has developed as one

of the most important practice of student's life which transformed the way students think and interact. Students used social media as a platform for communication and discussing common interest. The use of social networking has far reaching the significances in the academic as well as in social life of the students and helps in improving the quality of relationship between the users. With some challenges social networking has become an important tools which has been used for communication and dissemination of information to the students which include teaching and learning. SNSs were used effectively for administrative purpose and for educational purposes in developing institutional policies and educational tools for distance learning.

References:

Aggarwal, Deepshikha. (2009). Role of e-learning in a Developing Country like India. Proceedings of the 3rd National Conference; Computing for Nation Development, Bharati Vidyapeeth's Institute of Computer Applications and Management, New Delhi, 26-27.

Arkorful, Valentina & Abaidoo, Nelly. (2014). The Role of e-learning, the Advantages and Disadvantages of its Adoption in Higher Education. International Journal of Education and Research. 2(4). 100-104.

Adetimirin, Airen & John, Goodhope. (2016). Use of Social Media for Information Dissemination by Undergraduates in University of IBADAN, Nigeria. Computer Communication & Collaboration, 4(3), 12-20.

Abu-Shanab, Emad & Al-Tarawneh, Heyam. (2015). The Influence of Social Networks on High School Students Performance. International Journal of Web-Based Learning and Teaching Technologies. 10(2), 49-59.

Bose, Anindita. (2016). Social Media and Education Sector: Enriching Relationship. Global Media Journal. 7(1), 1-7.

Bozkurt, Aras; Karadeniz, Abdulkadir & Kocdar, Serpil. (). Social Networking Sites as Communication Interaction and Learning Environments: Perceptions and Preferences of Distance Education Students. Journal of Learning for Development, 4(3), 348-365.

Boateng & Amankwaa. (2016). The Impact of Social Media on Students Academic Life in Higher Education. Global Journal of Human-Social Science: Linguistic & Education, 16(4), 1-8.

Ekechukwu, Peter Chizoba. (2017). The effect of Social Networking Sites on Academic Performance of Students of Abia State Polytechnic, Aba. American Journal of Art and Design. 2(4), 100-104.

Goyal, Sumit. (2012). E- Learning: Future of Education. Journal of Education and Learning, 6(2), 239-242.

Harrath, Youssef & Alobaidy, Hadeel. (2016). Impact of Social Networking Sites on Student Academic Performance: The Case of University of Bahrain. Journal of Cases on Information Technology. 18(2), 35-36.

Munshi, Shamin Aktar; Mostafa, Golam & Alam, Mahbubul. (2018). Uses of Social Networking Sites among Postgraduate Students at University of Rajshahi, Bangladesh: A Study. DESIDOC Journal of Library & Information Technology, 38(1), 34-40.

Nazir, Tawfeeq. (2014). Use of Social Networking Sites by the Secondary and Higher Secondary School Students of Srinagar, Kashmir. International Journal of Digital Library Services. 4(3), 231-242.

Othman, Wan Roslina; Apandi, Ziti Fariha & Ngah, Nurul Haslina. (2016). The Uses of Social Media on Students Communication and Self Concepts among TATIUC Students. Indian Journal of Science and Technology, 9(17), 1-8.

Pande, Deepali; Wadhai, V.M. & Thakare, V.M. (2016). E-Learning System and Higher Education. International Journal of Computer Science and Mobile Computing. 5(2), 274-280.

Rajesh, Sreeja & Michael, Jithin, (2015). Effectiveness of Social Media in Education. International Journal of Innovative Research in Advanced Engineering. 10(2), 29-31.

Singh, Karan; Panda, Upsita & Maharana, Bulu. (2015). Impact of Social Networking on Higher Education. International Journal of Research in Library Science, 1(2), 12-17.

Subramani, R. (2015). The Academic Usage of Social Networking Sites by the University Students of Tamil Nadu. Online Journal of Communication and Media technologies. 5(3), 162-175.

Vyas, M.J & Trivedi, M.J. (2014). Role of Social Networking Tool in Dissemination of Information at SMT. Hansa Mehta Library. E-Library Science Research Journal, 2(9), 1-9. sociallyspeakinginc.com/blog/

Chapter 5:   Data Analysis and Findings

Chapter Plan

5.1 Introduction:

The development of ICT applications in the libraries has led to the rapid rise of electronic resources and new methods of technologies and changed from print to modern electronic resources. The analysis of data in a general way involves a number of closely related operations which are performed for the purpose of summarizing the collected data and organized in comprehensible manner to enable the respondents to answer the questions. The analysis is the product of within reach into the total situation, paying upon the assembled facts and giving them a universal significance. The analysis of data involves critical examination of the data with the objectives in mind for defining the pattern of relationship among the variables. The term analysis refers to the computation of certain measures along with searching for pattern of relationship that exist among the data group (Kothari, 1990). Data analysis and findings are vital for a scientific study and for that, the scholar has taken relevant data obtained through the filled in questionnaire for making a complete analysis and draw inferences. Data analysis is one of the most important concepts of the research as it achieves analysis based on the questionnaire. It refers to the calculation of certain measures along with searching for patterns of relationship that exist among data groups.

5.2 Data Analysis and Interpretation:

Analysis of data reflects the information about the use of Social Networking Sites by the colleges under the study. The scholar adopted questionnaire method using random sampling technique to collect the data. The main aim of this study is to assess the use of social networking sites by the students and teachers of colleges in Aizawl. Keeping

in view the objectives of the study in mind, for the survey of primary data a structured questionnaire was prepared and was distributed among the students and teachers of colleges in Aizawl city which were affiliated to Mizoram University. There are 14 degree colleges and altogether 700 questionnaire were distributed to the 560 students (40 from each colleges) and 140 teachers (10 from each colleges) out of which 618(88.28%) filled-in questionnaire were received. The data collected has been thoroughly organized and tabulated using statistical tools of study on awareness, usage, purpose, impact and problems faced by the teachers and students under the study. The whole data concerning the present study is presented in the form of suitable statistical tables and figures using frequencies and percentages.

5.2.1   Basic Information Distribution of Respondents:

It is very important to know about the respondents under the study. As already mention that total 700 questionnaire were distributed among the students and teachers of colleges in Aizawl and 618 responses were received which constitute 88.28% response. Table-5.1 shows the designation wise distribution of the respondents that 560 questionnaire was distributed to the students and 496 (88.57%) were received from the 14 degree colleges and 140 questionnaire was distributed to the teachers and 122 (87.14%) were received.

Table-5.1: Basic information of the respondents

Designation	Total Number of Questionnaire Distributed	No. of Questionnaire Received	Received Percentage
Students	560	496	88.57%
Teachers	140	122	87.14%
Total	700	618	88.28%

(Source: Primary Data)
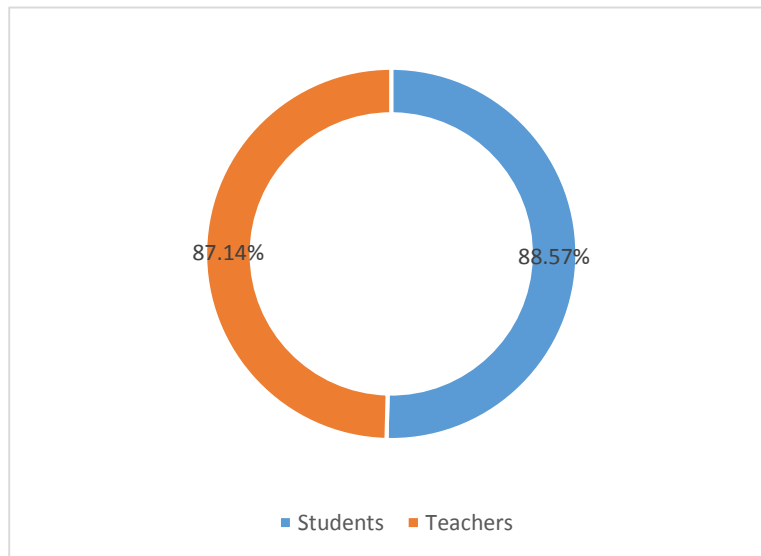
Figure-5.1: Basic information of respondents

5.2.2 College Wise Distribution of Respondents:

Table-5.2 shows the college wise distribution of the respondents and it is observed that NIELIT and RIPANS have the highest response rate which constitutes 100%. Government Johnson college was has the second highest response rate with 98%, Government Aizawl college has the third highest response rate with 94%, Government Zirtiri Residential Science College has the fourth highest response rate which constitute 92% followed by Government J. Thankima College, Government T. Romana College and IASE with 90% responses each, Government Hrangbana College has become sixth highest response rate with 86% followed by Government Aizawl North College and Government Mizoram Law College with 84% each and Mizoram College of nursing with 82% response rate. Pachhunga University College has a response rate with 78% and Government Aizawl West College has the lowest response rate with only 68%.

Table-5.2: College wise distribution of respondents

Name of College	Students n=40(%)	Teachers n=10(%)	Total Response Rate n=50(%)
Pachhunga University College	31(77.5)	8(80)	39(78)
Govt. Hrangbana College	33(82.5)	10(100)	43(86)
Govt. Aizawl College	37(92.5)	10(100)	47(94)
Govt. Aizawl West College	25(62.5)	9(90)	34(68)
Govt. Zirtiri Residential Science College	39(97)	7(70)	46(92)
Govt. J. Thankima College	38(95)	7(70)	45(90)
Govt. T. Romana College	35(87.5)	10(100)	45(90)
Govt. Aizawl North College	37(92.5)	5(50)	42(84)
Govt. Johnson College	40(100)	9(90)	49(98)
Govt. Mizoram Law College	33(82.5)	9(90)	42(84)
IASE	36(90)	9(90)	45(90)
NIELIT	40(100)	10(100)	50(100)
RIPANS	40(100)	10(100)	50(100)
Mizoram College of Nursing	32(80)	9(90)	41(82)

(Source: Primary Data)

5.2.3 Gender Wise Distribution of the Respondents

Table-5.3 shows the basic information of the respondents according to the gender wise distribution. From the students category it was observed from the analysis that male respondents are more than the female respondents with 61.29% from PUC. HBC has more male respondents with 57.57% than female respondents. GAC has more than half of the male respondents with 59.45%. GAWC has 52% male respondents and 48% female respondents. From GZRSC majority of the respondents are female with 28

122

respondents which constitute 71.79%. GJTC has more male respondents with 25 students constituting 65.78%. GTRC has more male respondents with 51.42%. GANC has more female respondents than male respondents with 19 female constituting 51.35%. GJC has more than half of the male respondents constituting 52.5%. The students of GMLC have more female respondents with 57.57%. The respondents of IASE have more male students than female with 52.77%. Majority of the respondents of the students in NIELIT are male which constituting 75%. The students of RIPANS have more female respondents with 75% and all of the respondents from MCON are female with 32 respondents constituting 100%.

It was also observed from the analysis that among the teachers of PUC there are more male respondents with 62.5% than female. From HBC more than half of the respondents are male with 60%. GAC has more female teacher's respondents with 60%. GAWC has more female respondents among teachers category with 55.55%. The teachers of GZRSC have more male respondents with 71.42% and also GJTC has more female respondents with 71.42%. From GTRC majority of the respondents are male which constitute 80%. GANC has more male respondents with 60% than female respondents. Majority of the respondents from GJC are female with 77.77% which means that the female respondents are more than the male respondents. The teachers of GMLC have more female respondents with 88.88% than the male respondents. From IASE the female respondents with 77.77% are more than the male respondents. The teachers from NIELIT have more male respondents with 70% other than female respondents. RIPANS has more female respondents with 80% other than male respondents. All of the teachers from MCON are female with 100% respondents.

It is further observed from the analysis that most of the respondents from student's category are female with 51.81% and male respondents with 48.18%. From the teachers category most of the respondents are female with 58.19% and male respondents with 41.80%. Thus, we can know that from both the category the female respondents are more than the male respondents.

Table-5.3: Gender wise distribution of the respondents

Name of Colleges	Students			Teachers		
	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
PUC	19(61.29)	12(38.70)	31(100)	5(62.5)	3(37.5)	8(100)
HBC	19(57.57)	14(42.42)	33(100)	6(60)	4(40)	10(100)
GAC	22(59.45)	15(40.54)	37(100)	4(40)	6(60)	10(100)
GAWC	13(52)	12(48)	25(100)	4(44.44)	5(55.55)	9(100)
GZRSC	11(28.20)	28(71.79)	39(100)	5(71.42)	2(28.57)	7(100)
GJTC	25(65.78)	13(34.21)	38(100)	2(28.57)	5(71.42)	7(100)
GTRC	18(51.42)	17(48.57)	35(100)	8(80)	2(20)	10(100)
GANC	18(48.64)	19(51.35)	37(100)	3(60)	2(40)	5(100)
GJC	21(52.5)	19(47.5)	40(100)	2(22.22)	7(77.77)	9(100)
GMLC	14(42.42)	19(57.57)	33(100)	1(11.11)	8(88.88)	9(100)
IASE	19(52.77)	17(47.22)	36(100)	2(22.22)	7(77.77)	9(100)
NIELIT	30(75)	10(25)	40(100)	7(70)	3(30)	10(100)
RIPANS	10(25)	30(75)	40(100)	2(20)	8(80)	10(100)
MCON	-	32(100)	32(100)	-	9(100)	9(100)
TOTAL	239(48.18)	257(51.81)	496(100)	51(41.80)	71(58.19)	122(100)

(Source: Primary data)

5.2.4 Age Group Distribution of the Students and Teachers

In research, age of respondents is an important factor to conclude the findings. Table-5.4 shows the age group distribution of the students and teachers. It was observed from the analysis that all of the respondents from student's category from PUC, HBC, GZRSC, GJTC, GTRC, GANC, GJC and MCON are below 25 years age group. Most of the respondents from GAC with 94.59% are below 25 years and 5.40% respondents are between 25-35 years age group. The students of GAWC 92% respondents are below 25 years and 8% are between 25-35 years age group. From the students of GMLC 69.69% respondents are below 25 years and 30.30% are between 25-35 years. From IASE 77.77% are between 25-35 years and 22.22% are below 25 years. Majority of the students from NIELIT with 95% are below 25 years and 5% are between 25-35 years. Most of all the respondents (97.5%) from RIPANS are below 25 years and only 2.5% respondents are between 25-35 years.

The study also observed that from the teachers category most of all the respondents 75% from PUC are between 25-35 years and only 25% are between 35-45 years. More than half of the respondents (60%) from HBC are between 35-45 years and 40% are above 45 years. The respondents from GAC from teacher's category 40% are between 25-35 years, 30% are between 35-45 years and 30% are above 45 years. In GAWC 33.33% are between 25-35 years, 44.44% are between 35-45 years and 22.22% are above 45 years. From GZRSC more than half of the respondents (57.14%) are above 45 years and 42.85% are between 25-35 years. From GJTC 42.85% are between 35-45 years and 28.57% each respondents are from the age between 25-35 years and above 45 years respectively. In GTRC 40% respondents are between 25-35 years and 30%

each between 35-45 years and above 45 years. In GANC 40% each between 25-35 years and 35-45 years while 20% respondents are above 45 years. In GJC 44.44% respondents are above 45 years, 33.33% are between 35-45 years and 22.22% are between 25 35 years. From GMLC more than half of the respondents (66.66%) are between 25-35 years and 33.33% are between 35-45 years. In IASE 55.55% respondents are between 25-35 years and 22.22% each between 35-45 years and above 45 years respectively. From NIELIT most of all the respondents (70%) are between 25-35 years and only 30% are between 35-45 years. From RIPANS half of the respondents (50%) are between 25-35 years and another half respondents (50%) are between 35-45 years. The teacher's category from MCON more than half of the respondents (55.55%) are between 25-35 years and 44.44% respondents are between 35-45 years.

After analyzing the age wise distribution of respondents it was further examined that from both the students and teachers category most of all the respondents (90.92%) from students are below 25 years and only 9.07% are from 25-35 years and most of the respondents (44.26%) from teachers category are between 25-35 years and 35.24% respondents are between 35-45% while 20.49% respondents are above 45 years.

Table-5.4: Age group distribution of the respondents

Name of colleges	Students					Teachers				
	< 25(%)	25-35(%)	35-45 (%)	>45 (%)	Total (%)	< 25 (%)	25-35(%)	35-45(%)	>45(%)	Total (%)
PUC	31(100)	-	-	-	31(100)	-	6(75)	2(25)	-	8(100)
HBC	33(100)	-	-	-	33(100)	-	-	6(60)	4(40)	10(100)
GAC	35(94.59)	2(5.40)	-	-	37(100)	-	4(40)	3(30)	3(30)	10(100)
GAWC	23(92)	2(8)	-	-	25(100)	-	3(33.33)	4(44.44)	2(22.22)	9(100)
GZRSC	39(100)	-	-	-	39(100)	-	3(42.85)	-	4(57.14)	7(100)
GJTC	38(100)	-	-	-	38(100)	-	2(28.57)	3(42.85)	2(28.57)	7(100)
GTRC	35(100)	-	-	-	35(100)	-	4(40)	3(30)	3(30)	10(100)
GANC	37(100)	-	-	-	37(100)	-	2(40)	2(40)	1(20)	5(100)
GJC	40(100)	-	-	-	40(100)	-	2(22.22)	3(33.33)	4(44.44)	9(100)
GMLC	23(69.69)	10(30.30)	-	-	33(100)	-	6(66.66)	3(33.33)	-	9(100)
IASE	8(22.22)	28(77.77)	-	-	36(100)	-	5(55.55)	2(22.22)	2(22.22)	9(100)
NIELIT	38(95)	2(5)	-	-	40(100)	-	7(70)	3(30)	-	10(100)
RIPANS	39(97.5)	1(2.5)	-	-	40(100)	-	5(50)	5(50)	-	10(100)
MCON	32(100)	-	-	-	32(100)	-	5(55.55)	4(44.44)	-	9(100)
Total	451(90.92)	45(9.07)	-	-	496(100)	-	54(44.26)	43(35.24)	25(20.49)	122(100)

(Source: Primary data)

5.2.5 Ratings of computer knowledge and skills by the respondents

The present digital environment indicates the importance of having the knowledge of computer in the changing environment. Table-5.5 indicates the ratings of computer knowledge and skills among the respondents. It is necessary to have the general information of the respondents about their skills and knowledge of computer. In both the students and teachers category, the researcher has brought out 4 parameters (Excellent, Good, Satisfactory, and Dissatisfaction) for evaluating the broad category of the study.

It was observed from the analysis that from the students of PUC 45.16% respondents has good knowledge of computer, 29.03% respondents were satisfied in their knowledge and skills, only 3.22% respondents were excellent in their skills and 22.58% respondents were not satisfied in their computer knowledge and skills. From the students of HBC more than half of the respondents (60.60%) have good computer knowledge and skills, 27.27% respondents have poor knowledge and 9.09% respondents were satisfied and 3.03% respondents have excellent computer knowledge and skills. From the students of GAC half of the respondents (51.35%) have good skills on computer, 24.32% respondents have poor knowledge, 18.91% were satisfied and 5.40% respondents have excellent computer knowledge and skills. More than half of the respondents (64%) from GAWC have poor computer knowledge and skills, 32% respondents have good knowledge and skills and 4% were satisfied in their knowledge and skills. The students of GZRSC 41.02% respondents have good computer skills, 30.76% respondents have poor knowledge, 20.51% respondents were satisfied and

7.69% respondents have excellent computer knowledge and skills. Half of the respondents (52.63%) from GJTC have good computer skills, 26.31% respondents were poor in computer knowledge, 13.15% respondents were satisfied and 7.89% have excellent computer knowledge and skills. Less than half of the respondents (45.71%) respondents from GTRC have good skills on computer, 40% respondents were satisfied, 8.57% respondents have poor knowledge on computer and 5.71% respondents have excellent computer knowledge. More than half of the respondents (59.45%) from GANC have good level of computer knowledge and skills, 18.91% respondents were satisfied, 10.81% respondents have poor knowledge and same (10.81%) respondents have excellent computer knowledge and skills. From GJC 37.5% respondents have good computer knowledge and skills, 35% respondents were poor and 27.5% respondents have satisfied computer knowledge and skills. Less than half of the respondents (48.48%) from GMLC have good skills on computer, 33.33% respondents were satisfied, 12.12% respondents have poor skills and 6.06% respondents have excellent computer knowledge and skills. 44.44% respondents from IASE have satisfied skills on computer, 36.11% respondents have good skills and 19.44% respondents have poor computer knowledge and skills. 45% respondents from NIELIT have good skills on computer, 40% respondents were satisfied on their skills and knowledge of computer and 7.5% each have excellent skills and others have poor computer knowledge and skills. 40% respondents from RIPANS have good skills on computer, 37.5% respondents were satisfied on their computer skills, 17.5% respondents have poor skills and 5% respondents have excellent computer knowledge and skills. 34.37% respondents from MCON have poor computer skills and 34.37%

respondents have good computer skills while 31.25% respondents were satisfied in their computer knowledge and skills.

It was also observed from the teachers' category that majority of the respondents (62.5%) from PUC have good computer knowledge and skills 12.5% from each parameters i.e. excellent, satisfactory and dissatisfaction from the respondents have been observed from the study. Half of the respondents (50%) from HBC have good skills on computer, 30% respondents were satisfied on their computer skills and 10% each from excellent and dissatisfaction from the respondents have also been observed. Half of the respondents (50%) from GAC have satisfaction on computer skills, 40% respondents have good skills on computer and 10% respondents have poor computer knowledge and skills. 44.44% each from satisfactory and dissatisfaction from GAWC by the respondents have been observed and 11.11% respondents have good computer skills. From GZRSC 42.85% respondents have good skills on computer and 28.57% each from satisfaction and dissatisfaction of the respondents is also observed. More than half of the respondents (57.14%) from GJTC have satisfied computer skills, 28.57% respondents have good computer skills and 14.28% respondents have poor computer knowledge and skills. 40% respondents from GTRC have satisfactory level on computer skills, 30% respondents have good skills, 20% respondents have poor knowledge and 10% respondents were excellent on computer knowledge and skills. More than half of the respondents 60% from GANC have satisfactory level on computer skills and 40% respondents have good computer knowledge and skills. From the respondents of GJC, 33.33% each from good, satisfactory and dissatisfaction by the respondents have been observed. More than half of the respondents (55.55%) from

GMLC have satisfactory level on computer skills, and 22.22% each from the category of good and dissatisfaction by the respondents have been observed. More than half of the respondents (66.66%) from IASE have good computer skills, 22.22% respondents have satisfactory level on computer skills and 11.11% respondents have excellent computer knowledge and skills. More than half of the respondents (60%) from NIELIT have excellent computer knowledge and skills and 40% respondents have good computer skills. Half of the respondents (50%) from RIPANS have good computer skills and 40% respondents were satisfied on their computer skills while 10% respondents have poor computer knowledge and skills. More than half of the respondents (66.66%) from MCON have satisfactory level on computer knowledge and skills, 22.22% respondents have good skills and 11.11% respondents have poor knowledge on computer.

The analysis further examined that most of the respondents 45.16% from the students and 38.52% respondents from the teachers have good computer skills, 26.81% respondents from the students and 37.70% respondents from the teachers have satisfactory level on computer skills, 23.38% respondents from the students and 15.57% respondents from the teachers have poor knowledge on computer and 4.63% respondents from the students and 8.19% respondents from the teachers have excellent computer knowledge and skills. The researcher found that most of the respondents from both the students and teachers were good in computer knowledge and skills.

Table-5.5: Ratings of computer knowledge and skills by the respondents

Name of colleges	Students					Name of colleges	Teachers				Total (%)
	Excellent (%)	Good (%)	Satisfactory (%)	Dissatisfaction (%)	Total (%)		Excellent (%)	Good (%)	Satisfactory (%)	Dissatisfaction (%)	
PUC	1(3.22)	14(45.16)	9(29.03)	7(22.58)	31(100)	PUC	1(12.5)	5(62.5)	1(12.5)	1(12.5)	8(100)
HBC	1(3.03)	20(60.60)	3(9.09)	9(27.27)	33(100)	HBC	1(10)	5(50)	3(30)	1(10)	10(100)
GAC	2(5.40)	19(51.35)	7(18.91)	9(24.32)	37(100)	GAC	-	4(40)	5(50)	1(10)	10(100)
GAWC	-	8(32)	1(4)	16(64)	25(100)	GAWC	-	1(11.11)	4(44.44)	4(44.44)	9(100)
GZRSC	3(7.69)	16(41.02)	8(20.51)	12(30.76)	39(100)	GZRSC	-	3(42.85)	2(28.57)	2(28.57)	7(100)
GJTC	3(7.89)	20(52.63)	5(13.15)	10(26.31)	38(100)	GJTC	-	2(28.57)	4(57.14)	1(14.28)	7(100)
GTRC	2(5.71)	16(45.71)	14(40)	3(8.57)	35(100)	GTRC	1(10)	3(30)	4(40)	2(20)	10(100)
GANC	4(10.81)	22(59.45)	7(18.91)	4(10.81)	37(100)	GANC	-	2(40)	3(60)	-	5(100)
GJC	-	15(37.5)	11(27.5)	14(35)	40(100)	GJC	-	3(33.33)	3(33.33)	3(33.33)	9(100)
GMLC	2(6.06)	16(48.48)	11(33.33)	4(12.12)	33(100)	GMLC	-	2(22.22)	5(55.55)	2(22.22)	9(100)
IASE	-	13(36.11)	16(44.44)	7(19.44)	36(100)	IASE	1(11.11)	6(66.66)	2(22.22)	-	9(100)
NIELIT	3(7.5)	18(45)	16(40)	3(7.5)	40(100)	NIELIT	6(60)	4(40)	-	-	10(100)
RIPANS	2(5)	16(40)	15(37.5)	7(17.5)	40(100)	RIPANS	-	5(50)	4(40)	1(10)	10(100)
MCON	-	11(34.37)	10(31.25)	11(34.37)	32(100)	MCON	-	2(22.22)	6(66.66)	1(11.11)	9(100)
Total	23(4.63)	224(45.16)	133(26.81)	116(23.38)	496(100)	Total	10(8.19)	47(38.52)	46(37.70)	19(15.57)	122(100)

(Source: Primary data)

132

5.2.6 Regularity of using internet by the respondents

Internet has now becoming one of the most powerful tools to access information in present digital environment. The introduction of ICT has become popular in the teaching learning process. Table-5.6 described the regularity of using internet by the students and teachers of colleges in Aizawl. It was observed from the analysis and after analyzing the data from the student's category all the respondents from PUC were using internet regularly. Majority of the respondents from each college HBC(90.90%), GAC(78.37%), GAWC(84%), GZRSC(74.35%), GJTC(78.94%), GTRC(82.85%), GANC(91.89%), GJC(72.5%), GMLC(84.84%), IASE(86.11%), NIELIT(92.5%), RIPANS(97.5%), and MCON(75%) were using internet regularly while about 13 colleges- HBC(9.09%), GAC(21.62%), GAWC(16%), GZRSC(25.64%), GJTC(21.05%), GTRC(17.14%), GANC(8.10%), GJC(27.5%), GMLC(15.15%), IASE(13.88%), NIELIT(7.5%), RIPANS(2.5%) and MCON(25%) were not using internet regularly.

The analysis also observed that from the teacher's category all of the respondents from PUC, GAC, GAWC, GJC, GMLC, IASE, NIELIT and MCON are using internet regularly. 90% respondents from HBC are using internet regularly and 10% respondents does not used regularly. More than half of the respondents (57.14%) from GZRSC used internet regularly while 42.85% respondents does not used regularly. Majority of the respondents (85.71%) from GJTC used internet regularly and 14.28% respondents does not used regularly. Majority of the respondents (90%) from GTRC used internet regularly and 10% respondents does not used regularly. 80% respondents

from GANC used internet regularly and 20% respondents does not used internet regularly. Majority of the respondents (90%) from RIPANS used internet regularly and 10% respondents does not used internet regularly.

The analysis further examined that majority of the respondents from both the students (84.87%) and teachers (93.44%) used internet regularly and 15.12% students and 6.55% teachers does not used internet regularly. It was observed that the teachers used internet regularly more than the students.

Table-5.6: Regularity of using internet by the respondents

Name of colleges	Students			Teachers		
	Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)
PUC	31(100)	-	31(100)	8(100)	-	8(100)
HBC	30(90.90)	3(9.09)	33(100)	9(90)	1(10)	10(100)
GAC	29(78.37)	8(21.62)	37(100)	10(100)	-	10(100)
GAWC	21(84)	4(16)	25(100)	9(100)	-	9(100)
GZRSC	29(74.35)	10(25.64)	39(100)	4(57.14)	3(42.85)	7(100)
GJTC	30(78.94)	8(21.05)	38(100)	6(85.71)	1(14.28)	7(100)
GTRC	29(82.85)	6(17.14)	35(100)	9(90)	1(10)	10(100)
GANC	34(91.89)	3(8.10)	37(100)	4(80)	1(20)	5(100)
GJC	29(72.5)	11(27.5)	40(100)	9(100)	-	9(100)
GMLC	28(84.84)	5(15.15)	33(100)	9(100)	-	9(100)
IASE	31(86.11)	5(13.88)	36(100)	9(100)	-	9(100)
NIELIT	37(92.5)	3(7.5)	40(100)	10(100)	-	10(100)
RIPANS	39(97.5)	1(2.5)	40(100)	9(90)	1(10)	10(100)
MCON	24(75)	8(25)	32(100)	9(100)	-	9(100)
Total	421(84.87)	75(15.12)	496(100)	114(93.44)	8(6.55)	122(100)

(Source: Primary data)

135

5.2.7 Frequency of using internet by the students and teachers

Frequency of using internet by the respondents is one of the most important factors to know the usability of the resources available on the internet. Table-5.7 brings out the frequency of using internet by the students and teachers of colleges in Aizawl. For both the category the researcher has brought out 4 parameters (Daily, alternate, 2 to 3 times in a week and weekly) for evaluating the study.

After analyzing it was observed that from the student's category majority of the respondents (96.77%) from PUC used internet daily and only 3.22% respondent's used internet 2 to 3 times in a week. Majority of the respondents (81.81%) from HBC used internet daily, 9.09% respondents used internet alternate day, 6.06% respondents used internet weekly and 3.03% respondents used 2 to 3 times in a week. Majority of the respondents (83.78%) from GAC used internet daily, 13.51% respondents from GAC used internet 2 to 3 times in a week and 2.70% respondents used internet alternate day. 72% respondents from GAWC used internet daily, 12% respondents used internet weekly and 8% respondents used alternate day while 8% respondents used 2 to 3 times in a week. Majority of the respondents (94.87%) from GZRSC used internet daily and 2.56% each by the respondents used alternate day and 2 to 3 times in a week respectively. More than half of the respondents (60.52%) from GJTC used internet daily, 18.42% used internet alternate day, 15.78% respondents used weekly and 5.26% respondents used 2 to 3 times in a week. Majority of the respondents (82.85%) from GTRC used internet daily, 8.57% respondents used internet alternate day, 5.71% respondents used 2 to 3 times in a week and 2.85% respondents used internet weekly.

Most of all the respondents (86.48%) from GANC used internet daily, 8.10% respondents used alternate day and 5.40% respondents used 2 to 3 times in a week. 70% respondents from GJC used internet daily, 17.5% respondents used weekly, 10% respondents used 2 to 3 times in a week and 2.5% respondents used internet alternate day. Majority of the respondents (81.81%) from GMLC used internet daily and 12.12% respondents used 2 to 3 times in a week while 6.06% respondents used alternate day. Most of all the respondents (94.44%) from IASE used internet daily and 2.77% each from the category alternate day and weekly have been observed. 80% respondents from NIELIT used internet daily, 15% respondents used alternate day and 5% respondents used 2 to 3 times in a week. Majority of the respondents (85%) from RIPANS used internet daily and 7.5% each from the category alternate day and 2 to 3 times in a week have also been observed. More than half of the respondents (65.62%) from MCON used internet daily, 15.62% respondents used alternate day and 9.37% each from the category 2 to 3 times a week and weekly have been observed.

It was also observed from the analysis that from the teacher's category all of the respondents from PUC, GAWC, GANC, RIPANS, and MCON used internet daily. Majority of the respondents (90%) from HBC used internet daily and 10% respondents used 2 to 3 times a week. 70% respondents from GAC used internet daily and 20% respondents used alternate day while 10% respondents used 2 to 3 times a week. Most of the respondents (71.42%) from GZRSC used internet daily and 28.57% used alternate day. Majority of the respondents (85.71%) from GJTC used internet daily and 14.28% used 2 to 3 times a week. Most of all the respondents (90%) from GTRC used internet daily and 10% respondents used 2 to 3 times a week. Majority of the

respondents (88.88%) from GJC and GMLC used internet daily and 11.11% respondents used weekly. 77.77% respondents from IASE used internet daily and 11.11% each from the category alternate day and 2 to 3 times a week have been observed. Majority of the respondents (80%) from NIELIT used internet daily and 20% respondents used alternate day.

The analysis further examined that majority of the respondents 81.25% from the students and 88.52% respondents from the teachers used internet daily. 7.66% respondents from the students and 5.73% respondents from the teachers used internet alternate day. 6.25% respondents from the students and 4.09% teachers used internet 2 to 3 times a week and 4.83% students and 1.63% respondents from the teachers used internet weekly. It was also observed that the teachers used internet daily more than the students of colleges in Aizawl.

Table-5.7: Frequency of using internet by the respondents

Name of colleges	Students					Teachers				
	Daily (%)	Alternate Day (%)	2to3 times in a week (%)	Weekly (%)	Total (%)	Daily (%)	Alternate Day (%)	2to3 times in a week (%)	Weekly (%)	Total (%)
PUC	30(96.77)	-	1(3.22)	-	31(100)	8(100)	-	-	-	8(100)
HBC	27(81.81)	3(9.09)	1(3.03)	2(6.06)	33(100)	9(90)	-	1(10)	-	10(100)
GAC	31(83.78)	1(2.70)	5(13.51)	-	37(100)	7(70)	2(20)	1(10)	-	10(100)
GAWC	18(72)	2(8)	2(8)	3(12)	25(100)	9(100)	-	-	-	9(100)
GZRSC	37(94.87)	1(2.56)	-	1(2.56)	39(100)	5(71.42)	2(28.57)	-	-	7(100)
GJTC	23(60.52)	7(18.42)	2(5.26)	6(15.78)	38(100)	6(85.71)	-	1(14.28)	-	7(100)
GTRC	29(82.85)	3(8.57)	2(5.71)	1(2.85)	35(100)	9(90)	-	1(10)	-	10(100)
GANC	32(86.48)	3(8.10)	2(5.40)	-	37(100)	5(100)	-	-	-	5(100)
GJC	28(70)	1(2.5)	4(10)	7(17.5)	40(100)	8(88.88)	-	-	1(11.11)	9(100)
GMLC	27(81.81)	2(6.06)	4(12.12)	-	33(100)	8(88.88)	-	-	1(11.11)	9(100)
IASE	34(94.44)	1(2.77)	-	1(2.77)	36(100)	7(77.77)	1(11.11)	1(11.11)	-	9(100)
NIELIT	32(80)	6(15)	2(5)	-	40(100)	8(80)	2(20)	-	-	10(100)
RIPANS	34(85)	3(7.5)	3(7.5)	-	40(100)	10(100)	-	-	-	10(100)
MCON	21(65.62)	5(15.62)	3(9.37)	3(9.37)	32(100)	9(100)	-	-	-	9(100)
Total	403(81.25)	38(7.66)	31(6.25)	24(4.83)	496(100)	108(88.52)	7(5.73)	5(4.09)	2(1.63)	122(100)

(Source: Primary data)

5.2.8 Preferred ways for accessing internet by the respondents

The ways for accessing internet is also one of the most important factors for the present study. Internet has become one of the most important tools for accessing, sharing and communicating from one place to another where the users can access anywhere depending upon his needs. Table-5.8 indicates the preferred ways for accessing the internet by the students and teachers of colleges in Aizawl. In both the students and teachers category, the scholar brought out 5 parameters (Department, computer center, Library, personal data card and mobile phone) for evaluating the study.

After analyzing it was observed that among the students all of the respondents from GAWC, GANC, and GJC preferred mobile phones for accessing internet. Majority of the respondents (90.32%) from PUC preferred mobile phones for accessing internet and 6.45% respondents preferred personal data card while 3.22% respondents preferred library for accessing internet. Most of all the respondents (96.96%) from HBC preferred mobile phone for accessing internet while 3.03% respondents preferred computer center. Most of all the respondents (97.29%) from GAC preferred mobile phones and 2.70% respondents preferred computer center. Majority of the respondents (92.30%) from GZRSC preferred mobile phones and 5.12% respondents preferred library while 2.56% respondents preferred personal data card. Most of all the respondents (94.73%) from GJTC preferred mobile phones and 2.63% each from the category computer center and personal data card for accessing internet by the respondents have also been observed. Majority of the respondents (91.42%) from GTRC preferred mobile phones and 5.71% respondents preferred library while 2.85%

respondents preferred personal data card. Most of all the respondents (96.96%) from GMLC preferred mobile phones to use the Internet while 3.03% respondents preferred library Internet facility. Majority of the respondents (86.11%) from IASE preferred mobile phones while 8.33% respondents preferred library and only 5.55% respondents preferred personal data card to access internet. Most of the respondents (97.5%) from NIELIT preferred mobile phones and only 2.5% respondents preferred library for accessing internet. 90% respondents from RIPANS preferred mobile phones while 5% respondents preferred computer center and 2.5% each from the category library and personal data card preferred by the respondents have been observed. Majority of the respondents (90.62%) preferred mobile phones and 6.25% preferred library while 3.12% preferred personal data card.

It was also observed that from among the teachers all of the respondents from GANC preferred mobile phones for accessing internet. Half of the respondents (50%) from PUC preferred mobile phones and 37.5% respondents preferred department while 12.5% respondents preferred personal data card. Majority of the respondents (90%) from HBC preferred mobile phones while 10% respondents preferred personal data card. More than half of the respondents (60%) from GAWC preferred mobile phones and 20% respondents preferred personal data card while 10% each from the category department and library preferred by the respondents has also observed. Majority of the respondents (88.88%) preferred mobile phones and 11.11% preferred personal data card. More than half of the respondents (57.14%) from GZRSC preferred mobile phones while 28.57% respondents personal data card and 14.28% respondents preferred computer center. Majority of the respondents (71.42%) from GJTC preferred

141

mobile phones and 14.28% each from the category computer center and library preferred by the respondents have also been observed. Most of all the respondents (90%) from GTRC preferred mobile phones and only 10% respondent's preferred department. Majority of the respondents (77.77%) from GJC preferred mobile phones and 22.22% respondents preferred department. Majority of the respondents from GMLC preferred mobile phones and 11.11% each from the category department and personal data card preferred by the respondents have been observed. Majority of the respondents (88.88%) from IASE preferred mobile phones and 11.11% respondents preferred personal data card. Majority of the respondents (70%) from NIELIT preferred mobile phones and 20% respondents preferred department while 10% preferred personal data card. Most of all the respondents (90%) from RIPANS preferred mobile phones while 10% preferred department. Majority of the respondents (77.77%) from MCON preferred mobile phones and 11.11% each from the category department and library for accessing internet by the respondents have also been observed.

The analysis further observed that majority of the respondents from both the category with 94.55% students and 77.86% teachers preferred mobile phones for accessing internet. It was clear from the study that the students preferred mobile phones for accessing internet more than the teachers. 9.83% among the teachers preferred department for accessing internet and none of the students does not preferred department for accessing internet. About 8.19% respondents among the teachers preferred personal data card and only 1.81% respondents among the students preferred personal data card. Only 2.62% respondents from the students and 2.45% respondents

among the teachers preferred library for accessing internet and 1.63% respondents among the teachers and 1% respondents among the students preferred computer center for accessing internet.

Table-5.8: Preferred ways for accessing internet by the respondents

Name of colleges	Students						Teachers					
	Department (%)	Computer Center (%)	Library (%)	Personal Data Card (%)	Mobile Phone (%)	Total (%)	Department (%)	Computer Center (%)	Library (%)	Personal Data Card (%)	Mobile Phone (%)	Total (%)
PUC	-	-	1(3.22)	2(6.45)	28(90.32)	31(100)	3(37.5)	-	-	1(12.5)	4(50)	8(100)
HBC	-	1(3.03)	-	-	32(96.96)	33(100)	-	-	-	1(10)	9(90)	10(100)
GAC	-	1(2.70)	-	-	36(97.29)	37(100)	1(10)	-	1(10)	2(20)	6(60)	10(100)
GAWC	-	-	-	-	25(100)	25(100)	-	-	-	1(11.11)	8(88.88)	9(100)
GZRSC	-	-	2(5.12)	1(2.56)	36(92.30)	39(100)	-	1(14.28)	-	2(28.57)	4(57.14)	7(100)
GJTC	-	1(2.63)	-	1(2.63)	36(94.73)	38(100)	-	1(14.28)	1(14.28)	-	5(71.42)	7(100)
GTRC	-	-	2(5.71)	1(2.85)	32(91.42)	35(100)	1(10)	-	-	-	9(90)	10(100)
GANC	-	-	-	-	37(100)	37(100)	-	-	-	-	5(100)	5(100)
GJC	-	-	-	-	40(100)	40(100)	2(22.22)	-	-	-	7(77.77)	9(100)
GMLC	-	-	1(3.03)	-	32(96.96)	33(100)	1(11.11)	-	-	1(11.11)	7(77.77)	9(100)
IASE	-	-	3(8.33)	2(5.55)	31(86.11)	36(100)	-	-	-	1(11.11)	8(88.88)	9(100)
NIELIT	-	-	1(2.5)	-	39(97.5)	40(100)	2(20)	-	-	1(10)	7(70)	10(100)
RIPANS	-	2(5)	1(2.5)	1(2.5)	36(90)	40(100)	1(10)	-	-	-	9(90)	10(100)
MCON	-	-	2(6.25)	1(3.12)	29(90.62)	32(100)	1(11.11)	-	1(11.11)	-	7(77.77)	9(100)
Total	-	5(1)	13(2.62)	9(1.81)	469(94.55)	496(100)	12(9.83)	2(1.63)	3(2.45)	10(8.19)	95(77.86)	122(100)

(Source: Primary data)

5.2.9   Level of satisfaction with speed of internet by the respondents

The speed of the internet is an important factor in fulfilling the need and demand of the users. Table-5.9 described the satisfaction level of internet speed by the students and teachers of colleges in Aizawl. After analyzing it was observed that from the student's category more than half of the respondents (64.51%) from PUC were not satisfied with the speed of internet and 35.48% respondents were satisfied with the speed of internet. More than half of the respondents (60%) from HBC were satisfied while 39.39% respondents were not satisfied. Majority of the respondents (67.56%) from GAC were satisfied and 32.43% respondents were not satisfied. Half of the respondents (52%) from GAWC were not satisfied and 48% respondents were satisfied. Majority of the respondents (61.53%) from GZRSC and 60.52% respondents from GJTC were satisfied and 38.46% respondents from GZRSC and 39.47% respondents from GJTC were not satisfied with the speed of internet. More than half of the respondents (57.14%) from GTRC were satisfied and 42.85% respondents were not satisfied. Majority of the respondents (67.56%) from GANC were not satisfied and 32.43% respondents were satisfied. 66.66% respondents from GMLC were not satisfied and 33.33% respondents were satisfied. Half of the respondents (50%) from IASE were satisfied and other 50% respondents were not satisfied. Majority of the respondents (77.5%) from NIELIT were not satisfied and 22.5% respondents were satisfied. More than half of the respondents (52.5%) from RIPANS and 56.25% respondents from MCON were not satisfied and 47.5% respondents from RIPANS and 43.75% respondents from MCON were satisfied with the speed of internet.

145

The analysis also observed that from the teacher's category that majority of the respondents from PUC (62.5%), GANC (60%) were satisfied with speed of internet and from PUC (37.55), GANC (40%) were not satisfied with speed of internet. Half of the respondents from HBC (50%) and RIPANS (50%) were satisfied with speed of internet and from HBC (50%), and RIPANS (50%) were not satisfied with the speed of internet. Majority of the respondents from GAC (80%), GAWC(77.77%), GZRSC (85.71%), GJTC (71.42%), GTRC (80%), GJC(66.66%) and NIELIT (80%) were not satisfied with the speed of internet and from GAC (20%), GAWC (22.22%), GZRSC (14.28%), GJTC (28.57%), GTRC (20%), GJC (33.33%), and NIELIT (20%) were satisfied with the speed of internet. More than half of the respondents from GMLC (55.55%), IASE (55.55%) and MCON (55.55%) were not satisfied and from GMLC (44.44%), IASE (44.44%) and MCON (55.55%) were satisfied with the speed of internet.

It was further observed from the analysis that half of the respondents from the students (50.20%) were satisfied and 36.06% respondents from the teachers were also satisfied. About half of the respondents (49.79%) from the students and more than half (63.93%) respondents from the teachers were not satisfied with the speed of internet. It was clear from the study that majority of the teachers were not satisfied and half of the respondents from the student's category were satisfied with the speed of internet.

Table-5.9: Level of satisfaction with the speed of internet by the respondents

Name of colleges	Students			Teachers		
	Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)
PUC	11(35.48)	20(64.51)	31(100)	5(62.5)	3(37.5)	8(100)
HBC	20(60.60)	13(39.39)	33(100)	5(50)	5(50)	10(100)
GAC	25(67.56)	12(32.43)	37(100)	2(20)	8(80)	10(100)
GAWC	12(48)	13(52)	25(100)	2(22.22)	7(77.77)	9(100)
GZRSC	24(61.53)	15(38.46)	39(100)	1(14.28)	6(85.71)	7(100)
GJTC	23(60.52)	15(39.47)	38(100)	2(28.57)	5(71.42)	7(100)
GTRC	20(57.14)	15(42.85)	35(100)	2(20)	8(80)	10(100)
GANC	12(32.43)	25(67.56)	37(100)	3(60)	2(40)	5(100)
GJC	31(77.5)	9(22.5)	40(100)	3(33.33)	6(66.66)	9(100)
GMLC	11(33.33)	22(66.66)	33(100)	4(44.44)	5(55.55)	9(100)
IASE	18(50)	18(50)	36(100)	4(44.44)	5(55.55)	9(100)
NIELIT	9(22.5)	31(77.5)	40(100)	2(20)	8(80)	10(100)
RIPANS	19(47.5)	21(52.5)	40(100)	5(50)	5(50)	10(100)
MCON	14(43.75)	18(56.25)	32(100)	4(44.44)	5(55.55)	9(100)
Total	249(50.20)	247(49.79)	496(100)	44(36.06)	78(63.93)	122(100)

(Source: Primary data)

5.2.10 Level of awareness about SNSs by the respondents

The level of awareness depends upon the individual and it's varying from one to another. It is an imperative to know the level of awareness about SNSs among the respondents. Table-5.10 shows about the level of awareness on SNSs by the students and teachers of colleges in Aizawl. After analyzing it was resolved that all of the respondents from the 14 colleges from both the students and teachers were all aware about SNSs.

Table-5.10: Level of awareness about SNSs by the respondents

Name of colleges	Students			Teachers		
	Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)
PUC	31(100)	-	31(100)	8(100)	-	8(100)
HBC	33(100)	-	33(100)	10(100)	-	10(100)
GAC	37(100)	-	37(100)	10(100)	-	10(100)
GAWC	25(100)	-	25(100)	9(100)	-	9(100)
GZRSC	39(100)	-	39(100)	7(100)	-	7(100)
GJTC	38(100)	-	38(100)	7(100)	-	7(100)
GTRC	35(100)	-	35(100)	10(100)	-	10(100)
GANC	37(100)	-	37(100)	5(100)	-	5(100)
GJC	40(100)	-	40(100)	9(100)	-	9(100)
GMLC	33(100)	-	33(100)	9(100)	-	9(100)
IASE	36(100)	-	36(100)	9(100)	-	9(100)
NIELIT	40(100)	-	40(100)	10(100)	-	10(100)
RIPANS	40(100)	-	40(100)	10(100)	-	10(100)
MCON	32(100)	-	32(100)	9(100)	-	9(100)
Total	496(100)	-	496(100)	122(100)	-	122(100)

(Source: Primary data)

5.2.11 Duration of using SNSs by the students and teachers

Table-5.11depicts the duration of using SNSs by the students and teachers of colleges in Aizawl. The duration was measured on under four categories. After analysis it was resolved that from the student's category most of the respondents (64.51%) from PUC used SNSs more than 5 years and 22.58% respondents used only 2 to 3 years while 12.90% used 3 to 4 years. From HBC less than half of the respondents (48.48%) used SNSs more than 5 years, 27.27% respondents used SNSs 2 to 3 years and 21.21% respondents used SNSs 3 to 4 years while 3.03% respondents used SNSs only one year. More than half of the respondents (56.75%) from GAC used SNSs more than 5 years, 21.62% used SNSs 2 to 3 years and 18.91% respondents used SNSs only one year while 2.70% used SNSs 3 to 4 years. From GAC less than half of the respondents (40%) used SNSs more than 5 years, 24% each by the respondents used SNSs 2 to 3 years and 3 to 4 years respectively while 12% respondents used SNSs only one year. Less than half of the respondents (43.58%) from GZRSC used SNSs more than 5 years, 28.20% respondents used SNSs 2 to 3 years and 23.07% respondents used SNSs 3 to 4 years while, 5.12% respondents used only one year. From GJTC, 47.36% respondents used SNSs more than 5 years, 31.57% respondents used SNSs 2 to 3 years and 10.52% each from the respondents used SNSs 3 to 4 years and one year respectively. Less than half of the respondents (48.57%) from GTRC used SNSs more than 5 years, 25.71% respondents used SNSs 3 to 4 years and 20% respondents used SNSs 2 to 4 years while, 5.71% respondents used SNSs only one year. Half of the respondents (51.25%) from GANC used SNSs more than 5 years and 27.02%

respondents used SNSs 2 to 3 years while 21.62% respondents used SNSs 3 to 4 years. Less than half of the respondents (37.5%) from GJC used SNSs more than 5 years, 30 % respondents used SNSs 2 to 3 years and 22.5% used SNSs only one year while 10% used 3 to 4 years. Majority of the respondents (69.69%) from GMLC used SNSs more than 5 years, 18.18% respondents used SNSs 2 to 3 years and 9.09% respondents used 3 to 4 years while 3.03% respondents used only one year. From IASE, majority of the respondents (80.55%) used SNSs more than 5 years and 16.66% respondents used 3 to 4 years while, 2.77% respondents used only one year. More than half of the respondents (65%) from NIELIT used SNSs more than 5 years, 17.5% respondents used 2 to 3 years and 12.5% respondents used 3 to 4 years while 5% respondents used only one year. Less than half of the respondents (47.5%) from RIPANS used SNSs more than 5 years and 22.5% used 2 to 3 years while 30% respondents used 3 to 4 years. Majority of the respondents (71.87%) from MCON used SNSs more than 5 years and 18.75% used 3 to 4 years while 9.37% respondents used 2 to 3 years.

It was also observed from the analysis that from the teacher's category all of the respondents from GJC, IASE and MCON are using SNSs more than 5 years. Majority of the respondents (87.5%0 from PUC used SNSs more than 5 years and 12.5% respondents used 2 to 3 years. Half of the respondents (50%) from HBC used SNSs more than 5 years and 40% respondents used 3 to 4 years while 10% respondents used 2 to 3 years. Majority of the respondents (80%) from GAC used SNSs more than 5 years and 20% respondents used 3 to 4 years. Most of the respondents (66.66%) from GAWC used SNSs more than 5 years and 11.11% each from the respondents used SNSs one year, 2 to 3 years and 3 to 4 years respectively. Less than half of the

respondents (42.85%) from GZRSC used SNSs more than 5 years and 28.57% each used SNSs 2 to 3 years and 3 to 4 years respectively. 28.57% each from GJTC used SNSs 2 to 3 years, 3 to 4 years and more than 5 years respectively while 14.28% respondents used SNSs only one year. Majority of the respondents (70%) from GTRC used SNSs more than 5 years and 10% each used one year, 2 to 3 years and 3 to 4 years respectively. Less than half of the respondent's (40%) each from GANC used SNSs more than 5 years and 3 to 4 years respectively while 20% respondents used 2 to 3 years. Most of all the respondents (88.88%) from GMLC used SNSs more than 5 years and 11.11% respondents used 3 to 4 years. Half of the respondents 50% from NIELIT used SNSs more than 5 years and 40% respondents used 2 to 3 years while 10% respondents used 3 to 4 years. Majority of the respondents (90%) from RIPANS used SNSs more than 5 years and 10% respondents used 3 to 4 years.

It was further observed from the analysis that more than half of the respondents (55.04%) from student's category used SNSs more than 5 years and majority of the respondents (72.95%) from teacher's category used SNSs more than 5 years. IASE has the highest percentage of using SNSs more than 5 years from both the students and teachers followed by Mizoram College of Nursing. It was also observed that the teachers have high percentage on duration of using SNSs more than 5 years than the students.

Table-5.11: Duration of using SNSs by the respondents

Name of colleges	Students					Teachers				
	One year (%)	2 to 3 years (%)	3 to 4 years (%)	More than 5 years (%)	Total (%)	One year (%)	2 to 3 years (%)	3 to 4 years (%)	More than 5 years (%)	Total (%)
PUC	-	7(22.58)	4(12.90)	20(64.51)	31(100)	-	1(12.5)	-	7(87.5)	8(100)
HBC	1(3.03)	9(27.27)	7(21.21)	16(48.48)	33(100)	-	1(10)	4(40)	5(50)	10(100)
GAC	7(18.91)	8(21.62)	1(2.70)	21(56.75)	37(100)	-	-	2(20)	8(80)	10(100)
GAWC	3(12)	6(24)	6(24)	10(40)	25(100)	1(11.11)	1(11.11)	1(11.11)	6(66.66)	9(100)
GZRSC	2(5.12)	11(28.20)	9(23.07)	17(43.58)	39(100)	-	2(28.57)	2(28.57)	3(42.85)	7(100)
GJTC	4(10.52)	12(31.57)	4(10.52)	18(47.36)	38(100)	1(14.28)	2(28.57)	2(28.57)	2(28.57)	7(100)
GTRC	2(5.71)	7(20)	9(25.71)	17(48.57)	35(100)	1(10)	1(10)	1(10)	7(70)	10(100)
GANC	-	10(27.02)	8(21.62)	19(51.35)	37(100)	-	1(20)	2(40)	2(40)	5(100)
GJC	9(22.5)	12(30)	4(10)	15(37.5)	40(100)	-	-	-	9(100)	9(100)
GMLC	1(3.03)	6(18.18)	3(9.09)	23(69.69)	33(100)	-	-	1(11.11)	8(88.88)	9(100)
IASE	1(2.77)	-	6(16.66)	29(80.55)	36(100)	-	-	-	9(100)	9(100)
NIELIT	2(5)	7(17.5)	5(12.5)	26(65)	40(100)	-	4(40)	1(10)	5(50)	10(100)
RIPANS	-	9(22.5)	12(30)	19(47.5)	40(100)	-	-	1(10)	9(90)	10(100)
MCON	-	3(9.37)	6(18.75)	23(71.87)	32(100)	-	-	-	9(100)	9(100)
Total	32(6.45)	107(21.57)	84(16.93)	273(55.04)	496(100)	3(2.45)	13(10.65)	17(13.93)	89(72.95)	122(100)

(Source: Primary data)

5.2.12 Devices used for accessing SNSs by the students and teachers

There are various devices for accessing SNSs in todays. The students and teachers of colleges in Aizawl used various devices for accessing SNSs and most of the respondents used more than one device for accessing SNSs. Table-5.12 indicates the devices or tools used for accessing SNSs by the students and teachers of colleges in Aizawl. The researcher brought out 4 parameters (Mobile phone, Laptop, PC, and Tablet) for evaluating the broad category of the study.

After analyzing the data, it was observed from the analysis that from student's category majority of the respondents (74.19%) from PUC used mobile phone for accessing SNSs, 12.90% respondents used Laptop for SNSs and 9.67% respondents used personal computer while 3.22% respondents used Tablet for accessing SNSs. Most of all the respondents (96.96%) from HBA used mobile phone for accessing SNSs and 6.06% each used PC and tablet for accessing SNSs while 3.03% respondents used Laptop for accessing SNSs. All the respondents from GAC used mobile phone for accessing SNSs while 8.10% each used laptop and PC for accessing SNSs. Majority of the respondents (96%) from GAWC used mobile phone for accessing SNSs, and 8% respondents used PC for accessing SNSs. Almost all the respondents (97.43%) from GZRSC used mobile phone for accessing SNSs and 5.12% respondents used tablet while 2.56% each used laptop and PC for accessing SNSs. Almost all the respondents (97.36%) from GJTC used mobile phone and 2.63% each used laptop and tablet for accessing SNSs. From GTRC most of all the respondents (97.14%) used mobile phone for accessing SNSs and 2.85% each used laptop, PC and tablet for

154

accessing SNSs. All of the respondents from GANC used mobile phone for accessing SNSs while 5.40% used PC for accessing SNSs. From GJC, all the respondents used mobile phone for accessing SNSs and 20% respondents used laptop while 7.5% respondents used PC and only 2.5% respondents used tablet for accessing SNSs. From GMLC all of the respondents used mobile phone for accessing SNSs and 9.09% each used laptop and PC for accessing SNSs while 6.06% respondents used tablet for accessing SNSs. Majority of the respondents (91.66%) from IASE used mobile phone for accessing SNSs and 16.66% respondents used laptop while 2.77% respondents used PC for accessing SNSs. From NIELIT, majority of the respondents (90%) used mobile phone for accessing SNSs and 15% respondents used laptop while 5% each used PC and tablet for accessing SNSs. Majority of the respondents (85%) from RIPANS used mobile phone for accessing SNSs and 12.5% respondents used laptop while 2.5% respondents used PC for accessing SNSs. From MCON, majority of the respondents (93.75%) used mobile phone for accessing SNSs and 6.25% each used laptop and PC for accessing SNSs.

It was also observed from the analysis that from teacher's category majority of the respondents (75%) from PUC used mobile phone for accessing SNSs and 25% respondents used laptop while 12.5% each used PC and tablet for accessing SNSs. All of the respondents from HBC used mobile phone for accessing SNSs and 30% respondents used laptop for accessing SNSs while 20% used PC and 10% respondents used tablet for accessing SNSs. From GAC all of the respondents used mobile phone for accessing SNSs and 40% each used laptop and PC for accessing SNSs. Majority of the respondents (88.88%) from GAWC used mobile phone for accessing SNSs and

155

11.11% each used laptop and PC for accessing SNSs. From GZRSC all of the respondents used mobile phone for accessing SNSs and 42.85% respondents used laptop while 14.28% respondents used PC for accessing SNSs. Majority of the respondents (85.71%) from GJTC used mobile phone for accessing SNSs while 42.85% respondents used PC for accessing SNSs. All of the respondents from GTRC used mobile phone and 40% respondents used laptop while 30% used PC for accessing SNSs. From GANC all of the respondents used mobile phone and 40% respondents used laptop while 20% respondents used PC for accessing SNSs. From GJC all of the respondents used mobile phone and 77.77% respondents used laptop while 22.22% respondents used PC for accessing SNSs. All of the respondents from GMLC used mobile phone and 77.77% respondents used laptop while 33.33% respondents used PC for accessing SNSs. Majority of the respondents (88.88%) from IASE used mobile phone and 44.44% used laptop while 11.11% respondents used PC for accessing SNSs. From NIELIT all of the respondents used mobile phone and 60% each used laptop and PC for accessing SNSs while 20% respondents used tablet for accessing SNSs. All of the respondents from RIPANS used mobile phone for accessing SNSs. From MCON all of the respondents used mobile phone and 33.33% respondents used laptop for accessing SNSs.

It was further summarized from the analysis that majority of the respondents from both the students (94.35%) and teachers (95.90%) used mobile phone for accessing SNSs and 8.26% students and 40.98% teachers used laptop for accessing SNSs, while 52.4% respondents from students and 22.95% from teachers used PC for accessing SNSs and only 2.41% students and 3.27% teachers used tablet for accessing SNSs. It was clear

from the study that most of the respondents from both the students and teachers mostly

used mobile phone for accessing SNSs.

Table-5.12: Devices used for accessing SNSs by the respondents

(Respondents given more than one options)

Name of colleges	Students				Teachers			
	Mobile phone (%)	Laptop (%)	P.C (%)	Tablet (%)	Mobile phone (%)	Laptop (%)	P.C (%)	Tablet (%)
PUC	23(74.19)	4(12.90)	3(9.67)	1(3.22)	6(75)	2(25)	1(12.5)	1(12.5)
HBC	32(96.96)	1(3.03)	2(6.06)	2(6.06)	10(100)	3(30)	2(20)	1(10)
GAC	37(100)	3(8.10)	3(8.10)	-	10(100)	4(40)	4(40)	-
GAWC	24(96)	-	2(8)	-	8(88.88)	1(11.11)	1(11.11)	-
GZRSC	38(97.43)	1(2.56)	1(2.56)	2(5.12)	7(100)	3(42.85)	1(14.28)	-
GJTC	37(97.36)	1(2.63)	-	1(2.63)	6(85.71)	-	3(42.85)	-
GTRC	34(97.14)	1(2.85)	1(2.85)	1(2.85)	10(100)	4(40)	3(30)	-
GANC	37(100)	-	2(5.40)	-	5(100)	2(40)	1(20)	-
GJC	40(100)	8(20)	3(7.5)	1(2.5)	9(100)	7(77.77)	2(22.22)	-
GMLC	33(100)	3(9.09)	3(9.09)	2(6.06)	9(100)	7(77.77)	3(33.33)	-
IASE	33(91.66)	6(16.66)	1(2.77)	-	8(88.88)	4(44.44)	1(11.11)	-
NIELIT	36(90)	6(15)	2(5)	2(5)	10(100)	6(60)	6(60)	2(20)
RIPANS	34(85)	5(12.5)	1(2.5)	-	10(100)	-	-	-
MCON	30(93.75)	2(6.25)	2(6.25)	-	9(100)	3(33.33)	-	-
Total	468(94.35)	41(8.26)	26(5.24)	12(2.41)	117(95.90)	50(40.98)	28(22.95)	4(3.27)

(Source: Primary data)

158

5.2.13 Types of SNSs accounts used by respondents

There are variety of SNSs are available and users are using these SNSs according to their interest and preference. It is interesting to know the trend of use of SNSs among the students and teachers of colleges in Aizawl and it is found that most of the respondents from the analysis are having more than one account on SNSs. Table 5.13A and B shows the accounts of respondents on SNSs.

After analyzing it was observed from the analysis that from the students category all of the respondents from PUC have account on Facebook and Whatsapp and 90.32% each have account on Google+ and Instagram, 38.70% respondents have account on twitter and 12.90% respondents have account on LinkedIn while 9.67% respondents account on Academia.edu followed by Blogger.com and from the category "others" with 3.22% each respondents. From HBC all of the respondents have account on Whatsapp. Majority of the respondents (96.96%) each have account on Facebook and Instagram, 75.75% have account on Google + while, 72.72% have account on Youtube followed by LinkedIn with 9.09%, Academia.edu with 6.06%, and 3.03% each have account on Myspace, Blogger.com and from the category "others" respectively. Majority of the respondents (97.29%) from GAC have account on Whatsapp, 94.59% have account on Facebook, and 78.37% each have account on Google+ and YouTube, while 70.27% have account on Instagram followed by Twitter with 27.02%, Academia.edu with 8.10% while, 2.70% each have account on LinkedIn, Myspace, Blogger.com and from the category "others" have been observed. From GAWC all of the respondents have account on Whatsapp and 88% have account on YouTube, while

159

80% have account on Facebook followed by Instagram with 76%, Google+ with 72% and only 4% have account on Academia.edu. All of the respondents from GZRSC have account on Whatsapp, 89.74% have account on Facebook and 79.48% have account on Google+ while, 71.79% have account on YouTube followed by Instagram with 63.23%, Twitter with 12.82% and 5.12% each have account on LinkedIn, Research Gate and Academia.edu, only 2.56% have account from "others" category. From GJTC most of all the respondents (97.36%) have account on Whatsapp, 89.47% have account on Facebook, 86.84% have account on Google+, followed by Instagram with 81.57%, Youtube with 68.42% while 5.26% have account on Twitter. From GTRC most of all the respondents (94.28%) have account on Whatsapp, 82.85% each have account on Facebook and Google+, followed by Instagram with 80%, Youtube with 65.71%, while 20% respondents have account on Twitter. From GANC all of the respondents have account on Whatsapp and 86.42% have account on Facebook followed by Google+ with 83.78% and 81.08% each have account on Youtube and Instagram respectively, while only 8.10% respondents have account on Twitter. From GJC majority of the respondents (95%) each have account on Facebook and Whatsapp while 85% have account on Google+ followed by Youtube with 80% respondents and Instagram with 65% respondents. All of the respondents from GMLC have account on Whatsapp and 93.93% have account on Facebook followed by Google+ with 84.84%, Youtube with 81.81%, Instagram with 60.60%, Twitter with 36.36% and Academia.edu with 6.06% respondents , while 3.03% respondents have account from the category "others". From IASE most of all the respondents (94.44%) have account on Whatsapp and 91.66% have account on Facebook followed by Youtube with

88.88%, Google+ with 80.55%, Instagram with 66.66% and Twitter with 27.77% while, 11.11% respondents have account on Academia.edu and only 2.77% have account from the category "others". All of the respondents from NIELIT have account on Whatsapp and 92.5% have account on Facebook followed by Google+ with 87.5%, Youtube with 82.5%, Instagram with 80% and Twitter with 37.5% while, 7.5% each have account on Research gate and Academia.edu and 5% each have account on LinkedIn, Myspace and from the category "others", only 2.5% respondents have account on Blogger.com. From RIPANS majority of the respondents (97.5%) each have account on Facebook and Whatsapp while, 95% have account on Youtube followed by Google+ with 85%, Instagram with 72.5%, Twitter with 35% and 2.5% each have account on Myspace, Blogger.com, Research gate, Academia.edu and from the category "others" respectively. All of the respondents from MCON have account on Whatsapp, 90.62% have account on Youtube followed by Facebook with 87.5%, Instagram with 84.37% and Google+ with 81.25% respondents while, 28.12% respondents have account on Twitter.

It was also observed from the analysis that from the teachers category all of the respondents from PUC have account on Facebook and Whatsapp, 75% have account on Google+ followed by Instagram with 62.5%, 50% each have account on Twitter, Youtube and Academia.edu respectively while, 37.5% have account on Research gate followed by LinkedIn with 25%, and 12.5% each have account on Blogger.com and from the category "other". All of the respondents from HBC have account on Whatsapp and majority of the respondents 90% have account on Facebook followed by Google+ with 80%, 60% each have account on Twitter, Youtube and Academia.edu

with 50% respondents, Instagram with 40% and 20% each have account on LinkedIn and Research gate while, 10% each have account on Myspace, Blogger.com and from the category "others". From GAC all of the respondents have account on Facebook and Whatsapp and 70% each have account on Google+ and Youtube followed by Twitter with 50%, Instagram with 30%, while 20% each have account on Research gate and Academia.edu and only 10% each have account on LinkedIn, Myspace and Blogger.com. From GAWC all of the respondents have account on Facebook and Whatsapp while, 77.77% have account on Google+ followed by Youtube with 55.55%, Instagram with 44.44% and 22.22% each have account on Research gate and Academia.edu. Only 11.11% each have account on Twitter, LinkedIn and Myspace. All of the respondents from GZRSC have account on Whatsapp, 85.71% respondents have account on Facebook followed by Google+ with 71.42% and 42.85% each have account on Twitter, Youtube, Instagram, Research gate and Academia.edu, while 14.28% each have account on LinkedIn and Myspace. From GJTC all of the respondents have account on Facebook and Whatsapp, 57.14% each have account on Google+ and Youtube, while 28.57% each have account on Instagram and Research gate and only 14.28% each have account on LinkedIn and Academia.edu. All of the respondents from GTRC have account on Whatsapp and 80% have account on Facebook followed by Google+ and Youtube with 60% each, while 30% have account on Instagram and only 10% each have account on Twitter, Research gate and Academia.edu respectively. From GANC all of the respondents have account on Facebook, Youtube and Whatsapp, while 60% have account on Google+ followed by Instagram with 40% and Academia.edu with 20% respondents. From GJC all of the

respondents have account on Whatsapp and 88.88% have account on Youtube followed by Google+ with 55.55%, Instagram with 33.33% while, 22.22% each have account on Twitter and Academia.edu. All of the respondents from GMLC have account on Whatsapp while 88.88% have account on Facebook followed by Google+ and Youtube with 66.66% each, LinkedIn, Instagram and Academia.edu with 33.33% each and Research gate with 22.22%. Only 11.11% each have account on Twitter and Blogger.com. From IASE all of the respondents have account on Facebook and Whatsapp, while 88.88% have account on Google+ followed by Youtube with 77.77%, LinkedIn, Instagram and Academia.edu with 44.44% each, Twitter with 33.33%, Research gate with 22.22% and Myspace with 11.11% respondents. All of the respondents from NIELIT have account on Facebook, Google+ and Whatsapp, while 80% have account on Youtube followed by Twitter with 70%, Instagram with 50%, LinkedIn, Research gate and Academia.edu with 30% each, while 20% respondents have account from the category "other" and only 10% each have account on Myspace and Blogger.com. From RIPANS all of the respondents have account on Facebook and Whatsapp while 90% have account on Google+ followed by Youtube with 70%, Instagram with 30%, Twitter, LinkedIn, Research gate and Academia.edu with 20% each. All of the respondents from MCON have account on Facebook and Whatsapp while, 88.88% have account on Google+ followed by Youtube with 66.66%, Instagram with 44.44%, LinkedIn with 33.33%, Twitter and Academia.edu with 22.22% and only 11.11% respondents have account on Research gate.

It was further examined from the analysis that majority of the respondents (91.53%) from students and (94.26%) from teachers have account on Facebook. All of the

respondents from teachers and majority of the respondents (98.18%) from students have account on Whatsapp followed by Google+ with 82.66% students and 75.40% teachers, Youtube with 81.04% students and 67.21% teachers, Instagram with 76.41% students and 39.34% teachers, Twitter with 22.17% students and 30.32% teachers, LinkedIn with 2.415 students and 18.85% teachers, Myspace with 1% students and 4.91% teachers, Blogger.com with 1% students and 4.09% teachers, Research gate with 1.20% students and 20.49% teachers, Academia.edu with 4.23% students and 28.68% teachers. There are also in total 13 numbers of students and teachers with 1.81% and 3.27% are having account on other SNSs like Wikis, Soundcloud, Snapchat, Vlire, Wechat, 4chan and Reddit which are listed under the heading "others" which are shown in the table and figure. It was clear from the analysis that most of the respondents from both the students and teachers have account on Facebook and Whatsapp. The teachers used Research gate and Academia.edu more than the students.

Table-5.13. A: Types of SNSs accounts used by the students

(Respondents given more than one options)

Name of colleges	Students											
	Facebook (%)	Twitter (%)	LinkedIn (%)	Google + (%)	My Space (%)	Youtube (%)	Blogger. com (%)	Instagram (%)	Research Gate (%)	Academia. edu (%)	Whatsapp (%)	Others (%)
PUC	31(100)	12(38.70)	4(12.90)	28(90.32)	-	29(93.54)	1(3.22)	28(90.32)	-	3(9.67)	31(100)	1(3.22)
HBC	32(96.96)	11(33.33)	3(9.09)	25(75.75)	1(3.03)	24(72.72)	1(3.03)	32(96.96)	-	2(6.06)	33(100)	1(3.03)
GAC	35(94.59)	10(27.02)	1(2.70)	29(78.37)	1(2.70)	29(78.37)	1(2.70)	26(70.27)	-	3(8.10)	36(97.29)	1(2.70)
GAWC	20(80)	-	-	18(72)	-	22(88)	-	19(76)	-	1(4)	25(100)	-
GZRSC	35(89.74)	5(12.82)	2(5.12)	31(79.48)	-	28(71.79)	-	27(69.23)	2(5.12)	2(5.12)	39(100)	1(2.56)
GJTC	34(89.47)	2(5.26)	-	33(86.84)	-	26(68.42)	-	31(81.57)	-	-	37(97.36)	-
GTRC	29(82.85)	7(20)	-	29(82.85)	-	23(65.71)	-	28(80)	-	-	33(94.28)	-
GANC	32(86.48)	3(8.10)	-	31(83.78)	-	30(81.08)	-	30(81.08)	-	-	37(100)	-
GJC	38(95)	-	-	34(85)	-	32(80)	-	26(65)	-	-	38(95)	-
GMLC	31(93.93)	12(36.36)	-	28(84.84)	-	27(81.81)	-	20(60.60)	-	2(6.06)	33(100)	1(3.03)
IASE	33(91.66)	10(27.77)	-	29(80.55)	-	32(88.88)	-	24(66.66)	-	4(11.11)	34(94.44)	1(2.77)
NIELIT	37(92.5)	15(37.5)	2(5)	35(87.5)	2(5)	33(82.5)	1(2.5)	32(80)	3(7.5)	3(7.5)	40(100)	2(5)
RIPANS	39(97.5)	14(35)	-	34(85)	1(2.5)	38(95)	1(2.5)	29(72.5)	1(2.5)	1(2.5)	39(97.5)	1(2.5)
MCON	28(87.5)	9(28.12)	-	26(81.25)	-	29(90.62)	-	27(84.37)	-	-	32(100)	-
Total	454(91.53)	110(22.17)	12(2.41)	410(82.66)	5(1)	402(81.04)	5(1)	379(76.41)	6(1.20)	21(4.23)	487(98.18)	9(1.81)

(Source: Primary data)

Table-5.13. B: Types of SNSs accounts having by the teachers

(Respondents given more than one options)

Name of colleges	Teachers											
	Facebook (%)	Twitter (%)	LinkedIn (%)	Google + (%)	My Space (%)	Youtube (%)	Blogger.com (%)	Instagram (%)	Research Gate (%)	Academia.edu (%)	Whatsapp (%)	Others (%)
PUC	8(100)	4(50)	2(25)	6(75)	-	4(50)	1(12.5)	5(62.5)	3(37.5)	4(50)	8(100)	1(12.5)
HBC	9(90)	6(60)	2(20)	8(80)	1(10)	6(60)	1(10)	4(40)	2(20)	5(50)	10(100)	1(10)
GAC	10(100)	5(50)	1(10)	7(70)	1(10)	7(70)	1(10)	3(30)	2(20)	2(20)	10(100)	-
GAWC	9(100)	1(11.11)	1(11.11)	7(77.77)	1(11.11)	5(55.55)	-	4(44.44)	2(22.22)	2(22.22)	9(100)	-
GZRSC	6(85.71)	3(42.85)	1(14.28)	5(71.42)	1(14.28)	3(42.85)	-	3(42.85)	3(42.85)	3(42.85)	7(100)	-
GJTC	7(100)	-	1(14.28)	4(57.14)	-	4(57.14)	-	2(28.57)	2(28.57)	1(14.28)	7(100)	-
GTRC	8(80)	1(10)	-	6(60)	-	6(60)	-	3(30)	1(10)	1(10)	10(100)	-
GANC	5(100)	-	-	3(60)	-	5(100)	-	2(40)	-	1(20)	5(100)	-
GJC	7(77.77)	2(22.22)	-	5(55.55)	-	8(88.88)	-	3(33.33)	-	2(22.22)	9(100)	-
GMLC	8(88.88)	1(11.11)	3(33.33)	6(66.66)	-	6(66.66)	1(11.11)	3(33.33)	2(22.22)	3(33.33)	9(100)	-
IASE	9(100)	3(33.33)	4(44.44)	8(88.88)	1(11.11)	7(77.77)	-	4(44.44)	2(22.22)	4(44.44)	9(100)	-
NIELIT	10(100)	7(70)	3(30)	10(100)	1(10)	8(80)	1(10)	5(50)	3(30)	3(30)	10(100)	2(20)
RIPANS	10(100)	2(20)	2(20)	9(90)	-	7(70)	-	3(30)	2(20)	2(20)	10(100)	-
MCON	9(100)	2(22.22)	3(33.33)	8(88.88)	-	6(66.66)	-	4(44.44)	1(11.11)	2(22.22)	9(100)	-
Total	115(94.26)	37(30.32)	23(18.85)	92(75.40)	6(4.91)	82(67.21)	5(4.09)	48(39.34)	25(20.49)	35(28.68)	122(100)	4(3.27)

(Source: Primary data)

5.2.14 Frequency to use SNSs by respondents

There are variations in the frequency where the students visit SNSs. Some of the students used SNSs several times in a day and some are always online depending on their needs and importance. Table-5.14 described the frequency of spending on SNSs by the students and teachers of colleges in Aizawl. To analyze the users' frequency, the researcher brought out 6 parameters (Always online, several times in a day, once in a day, twice in a week, weekly, and occasionally)and on the basis of that frequency of use was measured.

After analyzing it was observed from the analysis that from the students category that majority of the respondents (67.74%) from PUC spent on using SNSs several times in a day, 16.12% respondents were always online and 9.67% were using SNSs occasionally while 3.22% each used SNSs once in a day and weekly. Majority of the respondents (69.69%) from HBC were spending on using SNSs several times in a day, 15.15% respondents were using occasionally and 9.09% respondents used once in a day while 6.06% respondents were using weekly. From GAC majority of the respondents (70.27%) respondents were spending on using SNSs several times in a day, 8.10% each used SNSs once in a day and occasionally respectively and 5.40% respondents were always online and used SNSs weekly, while 2.70% were using SNSs twice in a week. More than half of the respondents (56%) from GAWC used SNSs several times in a day and 16% each used SNSs once in a day and were always online, while 4% each were using SNSs twice in a week, weekly and occasionally. Majority of the respondents (64.10%) from GZRSC were spending on using SNSs several times

in a day, 20.51% respondents were spending once in a day and 10.25% were spending once in a day and 10.25% respondents were spending on using SNSs occasionally while 2.56% each were always online and spending on using SNSs weekly. Less than half of the respondents (44.73%) from GJTC spent on using SNSs several times in a day, 18.42% each were spending on using SNSs once in a day and occasionally and 13.15% respondents were always online while 5.26% respondents used SNSs weekly. From GTRC 48.57% respondents were using SNSs several times in a day, 17.14% respondents used SNSs once in a day and 11.42% each were always online and used SNSs weekly while, 5.71% each were using SNSs twice in a week and occasionally. Majority of the respondents (67.56%) from GANC were using SNSs several times in a day and 16.21% respondents were using SNSs once in a day while, 8.10% each were always online and using SNSs occasionally. Majority of the respondents (67.5%) from GJC used SNSs several times in a day, 12.5% respondents used SNSs occasionally and 7.5% respondents were spending on using SNSs weekly, 5% each were using SNSs once in a day and twice in a week, while only 2.5% respondents were always online. From GMLC majority of the respondents (78.78%) were using SNSs several times in a day and 9.09% respondents were using SNSs once in a day while, 6.06% each from the category always online and using SNSs occasionally have been observed. Most of all the respondents (83.33%) from IASE were using SNSs several times in a day and 5.55% respondents were always online while, 11.11% respondents were using SNSs occasionally. Majority of the respondents (72.5%) from NIELIT were using SNSs several times in a day, 17.5% respondents were using SNSs once in a day while, 5% respondents were using occasionally while, 2.5% each were using

SNSs twice in a week and weekly. Most of all the respondents (82.5%) from RIPANS were using SNSs several times in a day and 10% respondents were using occasionally while, 2.5% each were using SNSs twice in a week, weekly and always online respectively. Less than half of the respondents (46.87%) from MCON were using SNSs several times in a day, 31.25% respondents were using SNSs once in a day and 15.62% were using SNSs occasionally while 3.12% each were using SNSs twice in a week and weekly.

The analysis also observed that from teachers category that all of the respondents from GAC were spending on using SNSs several times in a day. From PUC half of the respondents (50%) were using SNSs several times in a day and 25% respondents were using SNSs once in a day while 12.5% each were using SNSs occasionally and always online. Most of all the respondents (90%) from HBC were using SNSs several times in a day and 10% respondents used SNSs once in a day. Less than half of the respondents (44.44%) from GAWC were using SNSs several times in a day and 33.33% respondents used SNSs once in a day while, 11.11% each were using SNSs occasionally and always online. More than half of the respondents (57.14%) from GZRSC were using SNSs several times in a day and 28.57% respondents were using SNSs occasionally while, 14.28% respondents were using SNSs once in a day. 28.57% each from GJTC were using SNSs several times in a day, once in a day and occasionally, while 14.28% respondents were always online. More than half of the respondents (60%) from GTRC were using SNSs several times in a day and 40% respondents were using SNSs once in a day. From GANC more than half of the respondents (60%) were using SNSs several times in a day and 40% respondents were

always online. More than half of the respondents (55.55%) from GJC were using SNSs several times in a day and 22.22% were using SNSs occasionally, while 11.11% each were using SNSs once in a day and weekly. Majority of the respondents (77.77%) from GMLC were using SNSs several times in a day and 11.11% each were using SNSs once in a day and weekly. From IASE majority of the respondents (66.66%) were using SNSs several times a day and 11.11% each were using SNSs once in a day, occasionally and always online. More than half of the respondents (60%) from NIELIT were using SNSs several times in a day and 20% each were using SNSs occasionally and always online. Majority of the respondents (70%) from RIPANS were using SNSs several times in a day and 20% respondents were using once in a day while 10% respondents were using occasionally. From MCON majority of the respondents (77.77%) were using SNSs several times in a day and 11.11% each were using SNSs occasionally and always online.

It was further observed from the analysis that majority of the respondents (66.12%) from the students were using SNSs several times in a day and from the teacher's majority of the respondents (65.57%) were using SNSs several times in a day. It was clear from the study that most of the respondents from the students and teachers spent several times on using SNSs in a day. It was also clear from the analysis that the students of IASE with 83.33% has the highest percentage of using SNSs several times in a day and the teachers of GAC has the highest percentage with 100% of using SNSs several times in a day.

Table-5.14: Frequency of using SNSs by the respondents

Name of Colleges	Students							Teachers						
	Always online (%)	Several times in a day (%)	Once in a day (%)	Twice in a week (%)	Weekly (%)	Occasionally (%)	Total (%)	Always online (%)	Several times in a day (%)	Once in a day (%)	Twice in a week (%)	Weekly (%)	Occasionally (%)	Total (%)
PUC	5(16.12)	21(67.74)	1(3.22)	-	1(3.22)	3(9.67)	31(100)	1(12.5)	4(50)	2(25)	-	-	1(12.5)	8(100)
HBC	-	23(69.69)	3(9.09)	-	2(6.06)	5(15.15)	33(100)	-	9(90)	1(10)	-	-	-	10(100)
GAC	2(5.40)	26(70.27)	3(8.10)	1(2.70)	2(5.40)	3(8.10)	37(100)	-	10(100)	-	-	-	-	10(100)
GAWC	4(16)	14(56)	4(16)	1(4)	1(4)	1(4)	25(100)	1(11.11)	4(44.44)	3(33.33)	-	-	1(11.11)	9(100)
GZRSC	1(2.56)	25(64.10)	8(20.51)	-	1(2.56)	4(10.25)	39(100)	-	4(57.14)	1(14.28)	-	-	2(28.57)	7(100)
GJTC	5(13.15)	17(44.73)	7(18.42)	-	2(5.26)	7(18.42)	38(100)	1(14.28)	2(28.57)	2(28.57)	-	-	2(28.57)	7(100)
GTRC	4(11.42)	17(48.57)	6(17.14)	2(5.71)	4(11.42)	2(5.71)	35(100)	-	6(60)	4(40)	-	-	-	10(100)
GANC	3(8.10)	25(67.56)	6(16.21)	-	-	3(8.10)	37(100)	2(40)	3(60)	-	-	-	-	5(100)
GJC	1(2.5)	27(67.5)	2(5)	2(5)	3(7.5)	5(12.5)	40(100)	-	5(55.55)	1(11.11)	-	1(11.11)	2(22.22)	9(100)
GMLC	2(6.06)	26(78.78)	3(9.09)	-	-	2(6.06)	33(100)	-	7(77.77)	1(11.11)	-	1(11.11)	-	9(100)
IASE	2(5.55)	30(83.33)	-	-	-	4(11.11)	36(100)	1(11.11)	6(66.66)	1(11.11)	-	-	1(11.11)	9(100)
NIELIT	-	29(72.5)	7(17.5)	1(2.5)	1(2.5)	2(5)	40(100)	2(20)	6(60)	-	-	-	2(20)	10(100)
RIPANS	1(2.5)	33(82.5)	-	1(2.5)	1(2.5)	4(10)	40(100)	-	7(70)	2(20)	-	-	1(10)	10(100)
MCON	-	15(46.87)	10(31.25)	1(3.12)	1(3.12)	5(15.62)	32(100)	1(11.11)	7(77.77)	-	-	-	1(11.11)	9(100)
Total	30(6.04)	328(66.12)	60(12.09)	9(1.81)	19(3.83)	50(10.08)	496(100)	9(7.37)	80(65.57)	18(14.75)	-	2(1.63)	13(10.65)	122(100)

(Source: Primary data)

5.2.15 Time spent on using SNSs in a day by respondents

The time spent on using SNSs depends on the students and teachers one to others. Table- 5.13A and 5.13B gives a brief detail about the time spent on using SNSs in a day by respondents. The scholar brought out 7 parameters (Less than 1 hour, 1to 2 hours, 2 to 4 hours, 4 to 6 hours, more than 6 hours, always online, and cannot say) for evaluating this broad category of the study.

After analyzing it was observed from the analysis that from students category most of the respondents (38.70%) from PUC cannot say their time spent on using SNSs in a day 16.12% respondents spent more than 6 hours on using SNSs a day, 12.90% respondents spent 2 to 4 hours and 9.67% each spent less than 1 hour and always online while 6.45% each spent 1 to 2 hours and 4 to 6 hours. From HBC 33.33% each spent 2 to 4 hours in a day and cannot say their time spent on using SNSs in a day, 12.12% respondents spent 4 to 6 hours and 9.09% respondents spent only 1 to 2 hours while, 6.06% each from the category less than 1 hour and more than 6 hours have been observed. From GAC majority of the respondents (29.72%) cannot say their time spent on using SNSs in a day. 21.62% respondents spent their times 1 to 2 hours a day. 13.51% respondents spent 2 to 4 hours on using SNSs a day. 10.81% each from the category less than 1 hour and 4 to 6 hours have been observed from the study and 8.10% respondents spent on using SNSs more than 6 hours a day while 5.40% respondents were always online. Most of the respondents (28%) from GAWC spent 2 to 4 hours in using SNSs a day. 24% respondents spent less than 1 hour a day and 16% respondents spent on using SNSs 4 to 6 hours a day while 8% respondents each from the category 1 to 2 hours, more than 6 hours, always online and cannot say have also

been observed from GZRSC most of the respondents (30.76%) each from the category 1 to 2 hours and 2 to 4 hours in using SNSs a day have been observed. 20.51% respondents cannot say their time spent on using SNSs and 12.82% respondents spent 4 to 6 hours while 2.56% each from the category always online and spent less than 1 hour in using SNSs in a day by the respondents have been observed. From GJTC 31.57% spent 1 to 2 hours in using SNSs in a day. 28.94% respondents cannot say their time spent on using SNSs a day. 21.63% respondents spent 2 to 4 hours and 7.89% respondents spent less than `1 hour in using SNSs a day while 5.26% respondents were always online in using SNSs a day. From GTRC most of the respondents (25.71%) spent 1 to 2 hours a day. 17.14% each from the category spent less than 1 hour and cannot say their time spent on using SNSs a day. 11.42% respondents spent 4 to 6 hours and 20% respondents spent 2 to 4 hours on using SNSs a day while, 8.57%respondents spent on using SNSs more than 6 hours a day. From GANC most of the respondents (29.72%) spent 4 to 6 hours and 21.62% spent 2 to 4 hours on using SNSs a day while 16.21% each from the category 1 to 2 hours, always online and cannot say their time spent on using SNSs a day from the respondents have been observed. Majority of the respondents (47.5%) from GJC cannot say their time spent on using SNSs a day. 15% respondents each from the category 1 to 2 hours and 2 to 4 hours on spending SNSs in a day have been observed. 10% respondents spent less than 1 hour on using SNSs a day and 5% each from the category always online and spent 4 to 6 hours in using SNSs by the respondents have been observed while only 2.5% respondents spent more than 6 hours in using SNSs a day. 24.24% respondents from GMLC spent their times on using SNSs 1 to 2 hours a day. 21.21% respondents spent

2 to 4 hours, 18.18% respondents spent 4 to 6 hours, 15.15% respondents cannot say their time spent on using SNSs a day, 12.12% respondents were always online, and 6.06% respondents spent less than 1 hour on using SNSs while 3.03% respondents spent more than 6 hours in a day. From IASE most of the respondents (33.33%) cannot say their time spent on using SNSs. 22.22% respondents spent 2 to 4 hours, 16.66% respondents spent 1 to 2 hours on using SNS a day and 8.33% each from the category, less than 1 hour, more than 6 hours and always online have been observed. The respondents 27.5% from NIELIT cannot say their time spent on using SNSs. 17.5% each spent 1 to 2 hours on using SNSs a day and 2 to 4 hours respectively on using SNSs a day has been observed, 12.5% respondents spent less than 1 hour on using SNSs and 10% each from the category 4 to 6 hours and always online has also been observed while 5% respondents spent more than 6 hours on using SNSs a day. Most of the respondents (27.5%) from RIPANS cannot say their time spent on using SNSs, 25% respondents spent 4 to 6 hours and 22.5% respondents spent 2 to 4 hours, 10% respondents spent 1 to 2 hours while 7.5% each from the category, more than 6 hours and always online on using SNSs has been observed. 34.37% respondents from MCON spent 1 to 2 hours, 25% respondents spent 2 to 4 hours, 15.62% respondents less than 1 hour in using SNSs a day. 9.37% respondents cannot say their time spent on using SNSs a day and 6.25% each from the category more than 6 hours and always online have been observed while only 3.12% respondents spent 4 to 6 hours on using SNSs a day.

It was also observed from the analysis that from the teacher's category half of the respondents (50%) each from the category less than 1 hour and 1 to 2 hours in using

SNSs a day from PUC have been observed. From HBC 30% respondents from each category more than 6 hours and always online in using SNSs has also been observed and 20% respondents spent 4 to 6 hours while 10% each form the category 1 to 2 hours and 2 to 4 hours in using SNSs a day has been observed. From GAC 20% each from the category less than 1 hour, 1 to 2 hours, 4 to 6 hours and cannot say their time spent on using SNSs has been observed. 10% each from the category 2 to 4 hours and always online by the respondents for spending on using SNSs has also been observed. From GAWC 22.22% each from the category 1 to 2 hours, 2 to 4 hours, always online in using SNSs a day and cannot say their time spent on using SNSs a day has been observed. 11.11% respondents spent more than 6 hours on using SNSs a day. Majority of the respondents (71.42%) from GZRSC spent on using SNSs 1 to 2 hours a day and 14.28% each from the category less than 1 hour and 2 to 4 hours on using SNSs a day has been observed. Less than half of the respondents (42.85%) each from GJTC spent 1 to 2 hours and cannot say their time spent on using SNSs has been observed while 14.28% respondents spent 2 to 4 hours on using SNSs a day. 40% respondents form GTRC spent on using SNSs 2 to 4 hours, 30% respondents spent less than 1 hour and 20% respondents spent 1 to 2 hours and 10% respondents spent more than 6 hours on using SNSs a day. Majority of the respondents (60%) from GANC spent more than 6 hours on using SNSs a day and 40% spent on using SNSs 2 to 4 hours a day. From GJC 44.44% respondents cannot say their time spent on using SNSs a day and 33.33% spent 2 to 4 hours on using SNSs while 22.22% respondents spent 1 to 2 hours on using SNSs a day. From GMLC 44.44% respondents spent on using SNSs 1 to 2 hours a day and 22.22% respondents spent less than 1 hour in using SNSs a day while 11.11%

each from the category spent 2 to 4 hours, more than 6 hours and cannot say their time spent on using SNSs a day have been observed. From IASE 44.44% respondents spent 1 to 2 hours on using SNSs and 33.33% respondents spent more than 6 hours on using SNSs while 11.11% each from the category 2 to 4 hours and cannot say their time spent on using SNSs a day has been observed. Less than half of the respondents (30%) from NIELIT spent 2 to 4 hours on using SNSs and 20% each from the category spent less than 1 hour, 1 to 2 hours and cannot say their time spent on using SNSs a day has been observed while 10% respondents were always online on using SNSs. From RIPANS less than half of the respondents (40%) spent less than 1 hour, 30% respondents spent 2 to 4 hours on using SNSs a day and 20% respondents spent 1 to 2 hours on using SNSs a day while 10% respondents cannot say their time spent on using SNSs a day. From MCON 33.33% respondents spent on using SNSs 2 to 4 hours a day and 22.22% each from the category spent 1 to 2 hours a day and cannot say their time spent on using SNSs a day. While 11.11% each from the category 4 to 6 hours and always online on using SNSs a day by the respondents have also been observed.

It was further examined form the analysis that most of the respondents (25.80%) from students cannot say their time spent on using SNSs a day. Most of the respondents (28.68%) from teachers spent on using SNSs 1 to 2 hours a day. It was clear from the analysis that the teachers spent more times on using SNSs a day than the students.

Table-5.15. A: Time spent on using SNSs in a day by the students

Name of colleges	Less than 1hour (%)	1to2 hours (%)	2to4 hours (%)	4to6 hours (%)	More than 6 hours (%)	Always online (%)	Cannot say (%)	Total (%)
PUC	3(9.67)	2(6.45)	4(12.90)	2(6.45)	5(16.12)	3(9.67)	12(38.70)	31(100)
HBC	2(6.06)	3(9.09)	11(33.33)	4(12.12)	2(6.06)	-	11(33.33)	33(100)
GAC	4(10.81)	8(21.62)	5(13.51)	4(10.81)	3(8.10)	2(5.40)	11(29.72)	37(100)
GAWC	6(24)	2(8)	7(28)	4(16)	2(8)	2(8)	2(8)	25(100)
GZRSC	1(2.56)	12(30.76)	12(30.76)	5(12.82)	-	1(2.56)	8(20.51)	39(100)
GJTC	3(7.89)	12(31.57)	10(26.31)	-	-	2(5.26)	11(28.94)	38(100)
GTRC	6(17.14)	9(25.71)	7(20)	4(11.42)	3(8.57)	-	6(17.14)	35(100)
GANC	-	6(16.21)	8(21.62)	11(29.72)	-	6(16.21)	6(16.21)	37(100)
GJC	4(10)	6(15)	6(15)	2(5)	1(2.5)	2(5)	19(47.5)	40(100)
GMLC	2(6.06)	8(24.24)	7(21.21)	6(18.18)	1(3.03)	4(12.12)	5(15.15)	33(100)
IASE	3(8.33)	6(16.66)	8(22.22)	1(2.77)	3(8.33)	3(8.33)	12(33.33)	36(100)
NIELIT	5(12.5)	7(17.5)	7(17.5)	4(10)	2(5)	4(10)	11(27.5)	40(100)
RIPANS	-	4(10)	9(22.5)	10(25)	3(7.5)	3(7.5)	11(27.5)	40(100)
MCON	5(15.62)	11(34.37)	8(25)	1(3.12)	2(6.25)	2(6.25)	3(9.37)	32(100)
Total	44(8.87)	96(19.35)	109(21.97)	58(11.69)	27(5.44)	34(6.85)	128(25.80)	496(100)

(Source : Primary Data)

Table-5.15. B: Time spent on using SNSs in a day by the Teachers

Name of colleges	Less than 1hour (%)	1to2 hours (%)	2to4 hours (%)	4to6 hours (%)	More than 6 hours (%)	Always online (%)	Cannot say (%)	Total (%)
PUC	4(50)	4(50)	-	-	-	-	-	8(100)
HBC	-	1(10)	1(10)	2(20)	3(30)	3(30)	-	10(100)
GAC	2(20)	2(20)	1(10)	2(20)	-	1(10)	2(20)	10(100)
GAWC	-	2(22.22)	2(22.22)	-	1(11.11)	2(22.22)	2(22.22)	9(100)
GZRSC	1(14.28)	5(71.42)	1(14.28)	-	-	-	-	7(100)
GJTC	-	3(42.85)	1(14.28)	-	-	-	3(42.85)	7(100)
GTRC	3(30)	2(20)	4(40)	-	1(10)	-	-	10(100)
GANC	-	-	2(40)	-	3(60)	-	-	5(100)
GJC	-	2(22.22)	3(33.33)	-	-	-	4(44.44)	9(100)
GMLC	2(22.22)	4(44.44)	1(11.11)	-	1(11.11)	-	1(11.11)	9(100)
IASE	-	4(44.44)	1(11.11)	-	3(33.33)	-	1(11.11)	9(100)
NIELIT	2(20)	2(20)	3(30)	-	-	1(10)	2(20)	10(100)
RIPANS	4(40)	2(20)	3(30)	-	-	-	1(10)	10(100)
MCON	-	2(22.22)	3(33.33)	1(11.11)	-	1(11.11)	2(22.22)	9(100)
Total	18(14.75)	35(28.68)	26(21.31)	5(4.09)	12(9.83)	8(6.55)	18(14.75)	122(100)

(Source: Primary data)

178

5.2.16 Most commonly Used SNSs by the respondents

Table-5.16A and 5.16B shows the most commonly used SNSs by the students and teachers of colleges in Aizawl. It was observed from the analysis that from the students category most of the respondents (22.58%) used Facebook and is the most popular SNSs used by the students of PUC, Whatapp with 19.35% is the second most popular SNSs, Youtube with 16.12% comes the third most popular and Google+ with 12.90% comes the fourth popular SNSs used by the students and followed by Twitter with 9.67% while Blogger.com and Instagram are used by 6.45% students. The Research gate and Linkedln is said to be the unpopular SNSs among the student of PUC with only 3.22% each. From HBC Facebook with 27.27% respondents is the most popular SNSs used by the student followed by Whatsapp (21.21%), Google+ (15.15%), Youtube (12.12%). Twitter (6.06%), Blogger.com (6.06%), and Research gate (6.06%) are the fifth most popular SNSs used by the students of HBC followed by LinkedIn and Academia.edu with 3.03% each. From GAC Facebook (21.62%) and Instagram (21.62%) are the most popular SNSs used by the students followed by Youtube with 18.91% and Whatsapp (13.51%) is the third commonly used SNSs followed by Google+ (8.10%) is the fourth commonly used SNSs and followed by Twitter (5.40%) while Myspace (2.70%), Blogger.com (2.70%), Research gate (2.70%) and from others category with 2.70% are the least used SNSs by the students of GAC. From GAWC Facebook (36%) is the most commonly used SNSs and Whatsapp (28%) is the second commonly used SNSs followed by 8% each from Twitter, Google+ and Youtube. The fourth commonly used SNSs by the students of GAWC are Myspace, LinkedIn and Instagram with 4% each. From GZRSC Facebook

179

(17.94%) is the most commonly used SNSs by the students followed by 12.82% each from Whatsapp, Google+, Youtube and Instagram. Academic.edu (7.69%) is the third commonly used SNSs followed by Twitter (5.12%) and from the category of others (5.12%) have been observed. 2.56% each from Myspace and Blogger.com are the least commonly used SNSs by the students of GZRSC. From GJTC Whatsapp (23.68%) is the most popular SNSs used by the students followed by Facebook (18.42%). 15.78% each from Google+ and Instagram are the third commonly used SNSs and Youtube (10.52%) is the fourth commonly used SNSs followed by academia.edu (7.89%) and Research gate (5.26%). While LinkedIn (2.63%) is the least used SNSs by the students of GJTC. From GTRC 22.85% each from Youtube and Instagram are the most commonly used SNSs followed by Whatsapp (17.14%) is the second commonly used SNSs. Facebook (11.42%) is the third commonly used SNSs and 8.57% each from Twitter and Google+ is the fourth commonly used SNSs while2.85% each from Research gate, Academic.edu and from others category are the least used SNSs. From GANC 21.62% each from Facebook and Whatsapp are the most commonly used SNSs. Youtube (18.91%) is the second commonly used SNSs followed by 10.81% each from Twitter, Google+ and Instagram are the third commonly used SNSs. While 2.70% each from Blogger.com and Academia.edu are the least used SNSs by the students of GANC. From GJC most of the students used Whatsapp (37.5%) and is the most commonly used SNSs followed by 12.5% each from Twitter and Instagram are the third commonly used SNSs followed by Youtube (10%) and Google+ (7.5%) is the fifth commonly used SNSs while Academia.edu (5%) is the least used SNSs by the students of GJC. From GMLC Google+ (18.18%) is the most commonly used SNSs

followed by 15.15% each from Facebook, Whatsapp, Youtube and Instagram and Research Gate 12.12% is the third commonly used SNSs while Twitter (9.09%) is the least used SNSs. From IASE Whatsapp (19.44%) is the most commonly used SNSs followed by 16.66% each from Facebook and Google+ are the second most popular SNSs used by the students 11.11% each from Twitter and Youtube are the third commonly used SNSs 8.33% each from Research gate and Academia.edu are the forth commonly used SNSs followed by Instagram (5.55%) while only 2.77% from Blogger.com is the least used SNSs. From NIELIT Whatsapp (22.5%) is the most commonly used SNSs followed by Facebook with 20%. 10% each from Twitter, Youtube and Academia.edu are the third commonly used SNSs and Instagram (7.5%) is the fourth commonly used SNSs while 5% each from Blogger.com, Research gate and Google+ are the fifth commonly used SNSs and only 2.5% each from Myspace and LinkedIn are the least used SNSs. From RIPANS Google+ (20%) is the most commonly used SNSs followed by Facebook (17.5%), 15% each from Whatsapp and Youtube are the third commonly used SNSs and Twitter (12.5%) is the fourth commonly used SNSs followed by 7.5% each from Academia.edu and from others category are the fifth commonly used SNSs while only 2.5% each from Blogger.com and Instagram are the least used SNSs. From MCON Youtube 25% is the most commonly used SNSs followed by Google+ (21.87%) and Facebook (18.75%). Instagram (15.62%) is the fourth commonly used SNSs and Whatsapp (12.5%) is the fifth commonly used SNSs while Twitter (6.25%) is the least used SNSs.

It was also observed from the teacher's category that from PUC Facebook (25%) and Research Gate (25%) commonly used SNSs followed by 12.5% each from Twitter,

181

Blogger.com, Whatsapp and Academia.edu. From HBC 20% each from Facebook and Google+ are the most commonly used SNSs followed by 10% each from Twitter, Blogger.com, Research gate, Whatsapp, Instagram and from the category others have been observed. From GAC 30% each from Facebook and Google+ are the most popular SNSs used by the teachers followed by Whatsapp (20%) which is the second popular SNSs used by the teachers and 10% each from Research gate and Academia.edu are the least used SNSs. From GAWC 22.22% each from Google+, Youtube and Instagram are the most commonly used SNSs and 11.11% each from Whatsapp, LinkedIn and Academic.edu are the least used SNSs. From GZRSC 28.57% each from Research gate and Whatsapp are the most commonly used SNSs followed by 14.28% each from Facebook, Myspace and Blogger.com. From GJTC Google+ (28.57%) is the most commonly used SNSs followed by 14.28% each from Whatsapp, LinkedIn, Youtube, Instagram and Academia.edu. From GTRC 20% each from Research Gate, Google+ and Youtube are the most commonly used SNSs followed by 10% each from Twitter, Blogger.com, Whatsapp and Academia.edu. From GANC Whatsapp (40%) is the most commonly used SNSs followed by 20% each from Research gate, LinkedIn and Google+. From GJC 22.22% each from Whatsapp, Google+, Youtube and Instagram are the most commonly used SNSs followed by LinkedIn (11.11%). From GMLC 22.22% each from Whatsapp and Google+ are most commonly used SNSs followed by 11.11% each from Myspace, Blogger.com, Youtube, Instagram and Academia.edu. From IASE Academia.edu (33.33%) is the most commonly used SNSs followed by 22.22% each from Whatsapp and Youtube are the second commonly used SNSs while 11.11% each from Facebook and Google+

182

are the least used SNSs. From NIELIT 20% each from Facebook and Google+ are the most commonly used SNSs followed by 10% each from Twitter, Myspace, Blogger.com, Research gate, Whatsapp and Youtube. From RIPANS Youtube (40%) is the most commonly used SNSs followed by 20% each from Whatsapp and Academia.edu. While 10% each from Research fate and Google+ are the least used SNSs. From MCON 22.22% each from Goolge+, Youtube and Academia.edu are the most commonly used SNSs followed by 11.11% each from Facebook, Whatsapp and LinkedIn.

It was further observed form the analysis that Whatsapp (19.95%) is the most commonly used SNSs by the students and Facebook (19.55%) is the second commonly used SNSs followed by Youtube, Google+, Instagram while Google+ (18.03%) is the most commonly used SNSs by the teachers and Whatsapp (17.21%) is the second commonly used SNSs followed by Youtube, Academia.edu, Facebook and Research fate. From the category others the respondents from both the students and teachers used Wikis, soundcloud, snapchat, Vlire, Wechat, 4chan and Reddit has also been observed from the study.

Table-5.16. A: Most commonly used SNSs by the students

Name of colleges	Facebook (%)	Twitter (%)	Myspace (%)	Blogger.com (%)	Research Gate (%)	Whatsapp (%)	Linked In (%)	Google + (%)	Youtube (%)	Instagram (%)	Academia.edu (%)	Others (%)	Total (%)
PUC	7(22.58)	3(9.67)	-	2(6.45)	1(3.22)	6(19.35)	1(3.22)	4(12.90)	5(16.12)	2(6.45)	-	-	31(100)
HBC	9(27.27)	2(6.06)	-	2(6.06)	2(6.06)	7(21.21)	1(3.03)	5(15.15)	4(12.12)	-	1(3.03)	-	33(100)
GAC	8(21.62)	2(5.40)	1(2.70)	1(2.70)	1(2.70)	5(13.51)	-	3(8.10)	7(18.91)	8(21.62)	-	1(2.70)	37(100)
GAWC	9(36)	2(8)	1(4)	-	-	7(28)	1(4)	2(8)	2(8)	1(4)	-	-	25(100)
GZRSC	7(17.94)	2(5.12)	1(2.56)	1(2.56)	3(7.69)	5(12.82)	-	5(12.82)	5(12.82)	5(12.82)	3(7.69)	2(5.12)	39(100)
GJTC	7(18.42)	-	-	-	2(5.26)	9(23.68)	1(2.63)	6(15.78)	4(10.52)	6(15.78)	3(7.89)	-	38(100)
GTRC	4(11.42)	3(8.57)	-	-	1(2.85)	6(17.14)	-	3(8.57)	8(22.85)	8(22.85)	1(2.85)	1(2.85)	35(100)
GANC	8(21.62)	4(10.81)	-	1(2.70)	-	8(21.62)	-	4(10.81)	7(18.91)	4(10.81)	1(2.70)	-	37(100)
GJC	6(15)	5(12.5)	-	-	-	15(37.5)	-	3(7.5)	4(10)	5(12.5)	2(5)	-	40(100)
GMLC	5(15.15)	3(9.09)	-	-	4(12.12)	5(15.15)	-	6(18.18)	5(15.15)	5(15.15)	-	-	33(100)
IASE	6(16.66)	4(11.11)	-	1(2.77)	3(8.33)	7(19.44)	-	6(16.66)	4(11.11)	2(5.55)	3(8.33)	-	36(100)
NIELIT	8(20)	4(10)	1(2.5)	2(5)	2(5)	9(22.5)	1(2.5)	2(5)	4(10)	3(7.5)	4(10)	-	40(100)
RIPANS	7(17.5)	5(12.5)	-	1(2.5)	-	6(15)	-	8(20)	6(15)	1(2.5)	3(7.5)	3(7.5)	40(100)
MCON	6(18.75)	2(6.25)	-	-	-	4(12.5)	-	7(21.87)	8(25)	5(15.62)	-	-	32(100)
Total	97(19.55)	41(8.26)	4(0.80)	11(2.21)	19(3.83)	99(19.95)	5(1)	64(12.90)	73(14.71)	55(11.08)	21(4.23)	7(1.41)	496(100)

(Source: Primary data)

Table-5.16. B: Most commonly used SNSs by the teachers

Name of colleges	Facebook (%)	Twitter (%)	Myspace (%)	Blogger. com (%)	Research Gate (%)	Whatsapp (%)	LinkedIn (%)	Google + (%)	Youtube (%)	Instagram (%)	Academia. edu (%)	Others (%)	Total (%)
PUC	2(25)	1(12.5)	-	1(12.5)	2(25)	1(12.5)	-	-	-	-	1(12.5)	-	8(100)
HBC	2(20)	1(10)	-	1(10)	1(10)	1(10)	-	2(20)	-	1(10)	-	1(10)	10(100)
GAC	3(30)	-	-	-	1(10)	2(20)	-	3(30)	-	-	1(10)	-	10(100)
GAWC	-	-	-	-	-	1(11.11)	1(11.11)	2(22.22)	2(22.22)	2(22.22)	1(11.11)	-	9(100)
GZRSC	1(14.28)	-	1(14.28)	1(14.28)	2(28.57)	2(28.57)	-	-	-	-	-	-	7(100)
GJTC	-	-	-	-	-	1(14.28)	1(14.28)	2(28.57)	1(14.28)	1(14.28)	1(14.28)	-	7(100)
GTRC	-	1(10)	-	1(10)	2(20)	1(10)	-	2(20)	2(20)	-	1(10)	-	10(100)
GANC	-	-	-	-	1(20)	2(40)	1(20)	1(20)	-	-	-	-	5(100)
GJC	-	-	-	-	-	2(22.22)	1(11.11)	2(22.22)	2(22.22)	2(22.22)	-	-	9(100)
GMLC	-	-	1(11.11)	1(11.11)	-	2(22.22)	-	2(22.22)	1(11.11)	1(11.11)	1(11.11)	-	9(100)
IASE	1(11.11)	-	-	-	-	2(22.22)	-	1(11.11)	2(22.22)	-	3(33.33)		9(100)
NIELIT	2(20)	1(10)	1(10)	1(10)	1(10)	1(10)	-	2(20)	1(10)	-	-	-	10(100)
RIPANS	-	-	-	-	1(10)	2(20)	-	1(10)	4(40)	-	2(20)	-	10(100)
MCON	1(11.11)	-	-	-	-	1(11.11)	1(11.11)	2(22.22)	2(22.22)	-	2(22.22)	-	9(100)
Total	12(9.83)	4(3.27)	3(2.45)	6(4.91)	11(9.01)	21(17.21)	5(4.09)	22(18.03)	17(13.93)	7(5.73)	13(10.65)	1(0.81)	122(100)

(Source: Primary data)

5.2.17 Preferred scheduling of using SNSs by the respondents

SNSs are helpful resources which the users can use and access according to their preferred time by the respondents. Table-5.17 indicates the preferred times of using SNSs by the students and teachers of colleges in Aizawl. It was observed from the analysis that from the students category majority of the respondents (54.83%) from PUC have no preferred timing, they can used SNSs randomly anytime, 32.25% respondents preferred to used SNSs at night and 6.45% respondents preferred morning while 3.22% each from the category afternoon and evening for using SNSs by the respondents have been observed. Half of the respondents (51.51%) from HBC preferred to used SNSs at night. 36.36% respondents can used SNSs randomly anytime and 6.06% respondents preferred morning while only 3.03% each from the category preferred afternoon and evening respectively. From GAC majority of the respondents (54.05%) can used SNSs randomly anytime and 35.13% respondents preferred night time for using SNSs while 5.40% each from the category morning and evening by the respondents for using SNSs has been observed. More than half of the respondents (52%) from GAWC does not preferred any timing, they can used SNSs randomly anytime and 36% respondents preferred for using SNSs at night while 8% respondents preferred morning and only 4% respondents preferred evening for using SNSs. Less than half of the respondents (48.71%) from GZRSC can used SNSs randomly anytime and 38.46% respondents preferred night for using SNSs while 110.25% respondents preferred morning and only 2.56% respondents preferred to use SNSs in the evening. Half of the respondents (50%) from GJTC can used SNSs randomly anytime and 42.10% preferred to use SNSs at night while 5.26% respondents preferred morning

and only 2.63% respondents preferred to use SNSs in the afternoon. From GTRC 45.71% respondents can used SNSs randomly anytime and 34.28% respondents preferred to use SNSs at night while 8.57% each from the category morning and evening have been observed and only 2.85% respondents preferred to use SNSs in the afternoon. More than half of the respondents (54.94%) from GANC preferred to use SNSs at night and 45.94% respondents can used SNSs randomly anytime. From GJC 47.5% respondents preferred to use SNSs at night and 42.5% respondents can used SNSs randomly anytime while 7.5% respondents preferred evening for using SNSs and only 2.5% respondents preferred to use SNSs in the morning. More than half of the respondents (54.54%) from GMLC preferred to used SNSs at night and 27.27% respondents can used SNSs randomly anytime while 12.12% respondents preferred to used SNSs in the morning and only 6.06% respondents preferred to used SNSs in the afternoon. More than half of the respondents (58.33%) from IASE does not have any preferred time, they can used SNSs randomly anytime and 36.11% respondents preferred to use SNSs at night while 2.77% each from the category morning and evening preferred by the respondents for using SNSs have been observed. More than half of the respondents (52.5%) from NIELIT can used SNSs randomly anytime and 37.5% respondents preferred to used SNSs at night while 5% respondents preferred morning for using SNSs and only 2.5% each from the category preferred afternoon and evening respectively. More than half of the respondents (55%) from RIPANS can used SNSs randomly anytime and 27.5% respondents preferred to use SNSs at night while 12.5% respondents preferred morning to used SNSs and only 5% respondent's preferred evening to used SNSs. Majority of the respondents (56.25%) from MCON

preferred to used SNSs at night and 25% respondents can used SNSs randomly anytime while 12.5% respondents preferred morning to used SNSs and only 6.25% respondents preferred to used SNSs in the evening.

It was also observed from the analysis that from teacher's category that half of the respondents (50%) from PUC can used SNSs randomly anytime and 25% respondents preferred to use SNSs in the evening while 12.5% each from the category preferred morning and night for using SNSs. Majority of the respondents (70%) from HBC can uses SNSs randomly anytime and 30% preferred to use SNSs at night. Half of the respondents (50%) from GAC can uses SNSs randomly anytime and 30% respondents preferred to used SNSs at night while 10% each from the category preferred afternoon and evening for using SNSs. Majority of the respondents (55.55%) from GAWC preferred to use SNSs at night and 33.33% respondents can uses SNSs randomly anytime while 11.11% respondents preferred morning for using SNSs. From GZRSC less than half of the respondents (42.85%) each from the category preferred night for using SNSs and randomly anytime while 14.28% respondents preferred to used SNSs in the evening. Majority of the respondents (57.14%) from GJTC preferred to use SNSs at night and 28.57% respondents can used SNSs randomly anytime while 14.28% respondents preferred afternoon for using SNSs. Majority of the respondents (80%) from GTRC can used SNSs randomly anytime while 20% respondents preferred to use SNSs at night. From GANC 40% each from the category preferred morning and night for using SNSs while 20% respondents can used SNSs randomly anytime. From GJC 44.44% each from the category preferred to used SNSs at night and randomly anytime while 11.11% respondents preferred morning for using SNSs. Majority of the

respondents (55.55%) from GMLC can used SNSs randomly anytime and 33.33% respondents preferred to used SNSs at night while 11.11% respondents preferred evening for using SNSs. Majority of the respondents (66.66%) from IASE can used SNSs randomly anytime while 33.33% respondents preferred to use SNSs at night. Majority of the respondents (80%) from NIELIT can used SNSs randomly anytime and 20% respondents preferred to use SNSs at night. Half of the respondents (50%) from RIPANS can used SNSs randomly anytime and 40%^ respondents preferred to used SNSs at night. Majority of the respondents (88.88%) from MCON can used SNSs randomly anytime and 11.11% respondents preferred to use SNSs at night.

It was further observed from the analysis that most of the student's respondents (46.57%) can used SNSs randomly anytime and 41.53% preferred in using SNSs at night. More than half of the respondents (56.55%) from teachers category can used SNSs randomly anytime and most of the teachers preferred in using SNSs at night. It was clear from the study that from both the students and teachers category majority of the respondents does not have any preferred time, they can used SNSs randomly anytime according to their needs and most of the respondents preferred in using SNSs at night.

Table-5.17: Preferred timing for using SNSs by the respondents

Name of colleges	Students						Teachers					
	Morning (%)	Afternoon (%)	Evening (%)	Night (%)	Randomly anytime (%)	Total (%)	Morning (%)	Afternoon (%)	Evening (%)	Night (%)	Randomly anytime (%)	Total (%)
PUC	2(6.45)	1(3.22)	1(3.22)	10(32.25)	17(54.83)	31(100)	1(12.5)	-	2(25)	1(12.5)	4(50)	8(100)
HBC	2(6.06)	1(3.03)	1(3.03)	17(51.51)	12(36.36)	33(100)	-	-	-	3(30)	7(70)	10(100)
GAC	2(5.40)	-	2(5.40)	13(35.13)	20(54.05)	37(100)	-	1(10)	1(10)	3(30)	5(50)	10(100)
GAWC	2(8)	-	1(4)	9(36)	13(52)	25(100)	1(11.11)	-	-	5(55.55)	3(33.33)	9(100)
GZRSC	4(10.25)	-	1(2.56)	15(38.46)	19(48.71)	39(100)	-	-	1(14.28)	3(42.85)	3(42.85)	7(100)
GJTC	2(5.26)	1(2.63)	-	16(42.10)	19(50)	38(100)	-	1(14.28)	-	4(57.14)	2(28.57)	7(100)
GTRC	3(8.57)	1(2.85)	3(8.57)	12(34.28)	16(45.71)	35(100)	-	-	-	2(20)	8(80)	10(100)
GANC	-	-	-	20(54.05)	17(45.94)	37(100)	2(40)	-	-	2(40)	1(20)	5(100)
GJC	1(2.5)	-	3(7.5)	19(47.5)	17(42.5)	40(100)	1(11.11)	-	-	4(44.44)	4(44.44)	9(100)
GMLC	4(12.12)	2(6.06)	-	18(54.54)	9(27.27)	33(100)	-	-	1(11.11)	3(33.33)	5(55.55)	9(100)
IASE	1(2.77)	-	1(2.77)	13(36.11)	21(58.33)	36(100)	-	-	-	3(33.33)	6(66.66)	9(100)
NIELIT	2(5)	1(2.5)	1(2.5)	15(37.5)	21(52.5)	40(100)	-	-	-	2(20)	8(80)	10(100)
RIPANS	5(12.5)	-	2(5)	11(27.5)	22(55)	40(100)	1(10)	-	-	4(40)	5(50)	10(100)
MCON	4(12.5)	-	2(6.25)	18(56.25)	8(25)	32(100)	-	-	-	1(11.11)	8(88.88)	9(100)
Total	34(6.85)	7(1.41)	18(3.62)	206(41.53)	231(46.57)	496(100)	6(4.91)	2(1.63)	5(4.09)	40(32.78)	69(56.55)	122(100)

(Source: Primary data)

5.2.18 Preferred place for accessing SNSs by the respondents

SNSs is an online community which the users can access it anywhere which is easily accessible through mobile connectivity according to the user's preferences and needs. Table-5.18 depicts the preferred place for accessing SNSs by the students and teachers of colleges in Aizawl.

After analyzing it was observed from the analysis that from the students category half of the respondents (51.61%) from PUC preferred anywhere for accessing SNSs and 45.16% respondents preferred their home for accessing SNSs while only 3.22% respondents preferred computer center for accessing SNSs. Majority of the respondents (63.63%) from HBC preferred home for accessing SNSs and 30.30% respondents can access SNSs anywhere while 3.03% each from the category preferred college and computer center for accessing SNSs. Majority of the respondents (64.86%) from Govt. Aizawl College preferred home for accessing SNSs while 35.13% respondents can access SNSs anywhere. Majority of the respondents (56%) from GAWC preferred home for accessing SNSs, 28% respondents can access SNSs anywhere and 12% respondents preferred college for accessing SNSs while 4% respondents preferred computer center for accessing SNSs. From GZRSC 64.10% respondents preferred home for accessing SNSs and 33.33% respondents can access SNSs anywhere while 2.56% respondents preferred college for accessing SNSs. Majority of the respondents (55.26%) from GJTC preferred home for accessing SNSs and 36.84% respondents can access SNSs anywhere while 7.89% respondents preferred college for accessing SNSs. From GTRC majority of the respondents (57.14%) preferred home for accessing SNSs and 34.28% respondents can access

SNSs anywhere while 5.71% respondents preferred college for accessing SNSs and only 2.85% respondent's preferred computer center for accessing SNSs. From GANC majority of the respondents (72.97%) preferred home for accessing SNSs and 21.62% respondents can access SNSs anywhere while 5.40% respondents preferred computer center for accessing SNSs. More than half of the respondents (55%) from GJC can access SNSs anywhere and 42.5% respondents preferred home for accessing SNSs while 2.5% respondents preferred college for accessing SNSs. Majority of the respondents (72.72%) from GMLC preferred home for accessing SNSs and 21.21% respondents can access SNSs anywhere while 6.06% respondents preferred college for accessing SNSs. More than half of the respondents (52.77%) from IASE preferred home for accessing SNSs and 41.66% respondents can access SNSs anywhere while 2.77% each from the category preferred college and computer center for accessing SNSs. Majority of the respondents (60%) from NIELIT preferred home for accessing SNSs and 35% respondents can access SNSs anywhere while 5% respondents preferred college for accessing SNSs. More than half of the respondents (55%) from RIPANS can access SNSs anywhere and 37.5% respondents preferred home for accessing SNSs while 5% respondents preferred college for accessing SNSs and only 2.5% respondents preferred computer center for accessing SNSs. Majority of the respondents (59.37%) from MCON preferred home for accessing SNSs and 37.5% respondents can access SNSs anywhere while 3.12% respondents preferred college for accessing SNSs.

It was also observed form the analysis that from the teacher's category majority of the respondents (62.5%) from PUC preferred home for accessing SNSs and 25%

respondents can access SNSs anywhere while 12.5% respondents preferred college for accessing SNSs. Majority of the respondents (70%) from HBC can access SNSs anywhere while 30% respondents preferred home for accessing SNSs. Majority of the respondents (70%) from GAC preferred home for accessing SNSs and 20% respondents can access SNSs anywhere while 10% respondents preferred college for accessing SNSs. From GAWC majority of the respondents (77.77%) preferred home for accessing SNSs and 22.22% respondents can access SNSs anywhere. From GZRSC majority of the respondents (85.71%) preferred home for accessing SNSs and 14.28% respondents can access SNSs anywhere. Majority of the respondents (57.14%) from GJTC preferred home for accessing SNSs and 28.57% respondents can access SNSs anywhere while 14.28% respondents preferred computer center for accessing SNSs. Half of the respondents (50%) from GTRC preferred home for accessing SNSs and 50% respondents can access SNSs anywhere. From GANC 40% each from the category preferred home for accessing SNSs and can access SNSs anywhere respectively while 20% respondents preferred college for accessing SNSs. Majority of the respondents (66.66%) from GJC preferred home for accessing SNSs and 22.22% respondents can access SNSs anywhere while 11.11% respondents preferred computer center for accessing SNSs. Majority of the respondents (77.77%) from GMLC preferred home for accessing SNSs and 22.22% respondents can access SNSs anywhere. From IASE majority of the respondents (66.66%) preferred home for accessing SNSs while 33.33% respondent can access SNSs anywhere. Majority of the respondents (60%) from NIELIT can access SNSs anywhere and 30% respondents preferred home for accessing SNSs while 10% respondents preferred college for

accessing SNSs. Majority of the respondents (60%) from RIPANS preferred home for accessing SNSs and 40% respondents can access SNSs anywhere. From MCON majority of the respondents (66.66%) can access SNSs anywhere while 33.33% respondents preferred home for accessing SNSs.

It was further examined from the analysis that more than half of the respondents from both the students (57.25%) and teachers (57.37%) preferred home for accessing SNSs and most of the respondents from students (37.29%) and teachers (37.70) can accessed SNSs anywhere. It was clear from the analysis that from both the students and teachers category home is the most preferred place for accessing SNSs and most of the respondents accessed SNSs anywhere according to their preferences and needs.

Table-5.18: Preferred place for accessing SNSs by the respondents

Name of colleges	Students					Teachers				
	Home (%)	College (%)	Computer center (%)	Anywhere (%)	Total (%)	Home (%)	College (%)	Computer center (%)	Anywhere (%)	Total (%)
PUC	14(45.16)	-	1(3.22)	16(51.61)	31(100)	5(62.5)	1(12.5)	-	2(25)	8(100)
HBC	21(63.63)	1(3.03)	1(3.03)	10(30.30)	33(100)	3(30)	-	-	7(70)	10(100)
GAC	24(64.86)	-	-	13(35.13)	37(100)	7(70)	1(10)	-	2(20)	10(100)
GAWC	14(56)	3(12)	1(4)	7(28)	25(100)	7(77.77)	-	-	2(22.22)	9(100)
GZRSC	25(64.10)	1(2.56)	-	13(33.33)	39(100)	6(85.71)	-	-	1(14.28)	7(100)
GJTC	21(55.26)	3(7.89)	-	14(36.84)	38(100)	4(57.14)	-	1(14.28)	2(28.57)	7(100)
GTRC	20(57.14)	2(5.71)	1(2.85)	12(34.28)	35(100)	5(50)	-	-	5(50)	10(100)
GANC	27(72.97)	-	2(5.40)	8(21.62)	37(100)	2(40)	1(20)	-	2(40)	5(100)
GJC	17(42.5)	1(2.5)	-	22(55)	40(100)	6(66.66)	-	1(11.11)	2(22.22)	9(100)
GMLC	24(72.72)	2(6.06)	-	7(21.21)	33(100)	7(77.77)	-	-	2(22.22)	9(100)
IASE	19(52.77)	1(2.77)	1(2.77)	15(41.66)	36(100)	6(66.66)	-	-	3(33.33)	9(100)
NIELIT	24(60)	2(5)	-	14(35)	40(100)	3(30)	1(10)	-	6(60)	10(100)
RIPANS	15(37.5)	2(5)	1(2.5)	22(55)	40(100)	6(60)	-	-	4(40)	10(100)
MCON	19(59.37)	1(3.12)	-	12(37.5)	32(100)	3(33.33)	-	-	6(66.66)	9(100)
Total	284(57.25)	19(3.83)	8(1.61)	185(37.29)	496(100)	70(57.37)	4(3.27)	2(1.63)	46(37.70)	122(100)

(Source: Primary data)

5.2.19 Purpose of using SNSs by the respondents

The purpose of using SNSs depends from one to another. The respondents were using SNSs for various purpose and most of them were using SNSs for more than one purpose. Table-5.19A and 5.19B involved the purpose for spending on using SNSs by the students and teachers of colleges in Aizawl. The researcher brought out 9 parameters (Making new friends, finding information, sharing information, chat with friends, keeping up-to date, sharing photos and videos, participate in discussion, for entertainment, and for time pass) for evaluating the purpose of using SNSs by the respondents.

After analyzing it was observed from the analysis that from the students category majority of the respondents (90.32%) from PUC were using SNSs for finding information, 64.51% respondents used SNSs to chat with friends and 54.83% each used SNSs for making new friends and for time pass, 51.61% respondents used SNSs for entertainment while 48.38% respondents used SNSs for keeping up-to date and 41.93% each used SNSs for sharing information and sharing photos and videos. Only 32.25% respondents used SNSs for participating in discussion. From HBC majority of the respondents (96.96%) used SNSs for finding information, 63.63% respondents were using SNSs to chat with friends and 51.51% respondents used SNSs for sharing information, 57.57% used SNSs for keeping up-to date, 48.48% were using SNSs for entertainment, 39.39% each were using SNSs for making new friends and for sharing photos and videos while 36.36% used SNSs for time pass and only 24.24% used SNSs for participating in discussion. From GAC majority of the respondents (91.89%) used

SNSs for finding information, 64.86% were using SNSs to chat with friends, 54.05% used SNSs for making new friends while 43.24% each were using SNSs for sharing information, sharing photos and videos and for entertainment, and 32.43% used SNSs for time pass, 27.02% used SNSs for keeping up-to date, only 13.15% were using SNSs for participating in discussion. Majority of the respondents (84%) from GAWC were using SNSs in finding information, 36% used SNSs for making new friends, 28% used SNSs for entertainment and 24% each used SNSs for sharing photos and videos, keeping up-to date and chat with friends,, while 16% used SNSs for time pass and 12% used SNSs for sharing information, only 8% used SNSs for participating in discussion. From GZRSC majority of the respondents (89.74%) used SNSs for finding information, 84.61% used SNSs to chat with friends, 79.48% were using SNSs for sharing photos and videos and 74.35% used SNSs for sharing information, 64.10% were using SNSs for entertainment, while 58.97% for keeping up-to date, 56.41% used SNSs for making new friends and 46.15% used SNSs for time pass and only 43.58% were using SNSs for participating in discussion. From GJTC majority of the respondents (92.10%) used SNSs for sharing information, 76.31% each used SNSs for sharing photos and videos and chat with friends and 63.15% used SNSs for making new friends while 47.36% used SNSs for time pass and 39.47% each were using SNSs for entertainment and for keeping up-to date. Majority of the respondents (82.85%) from GTRC used SNSs for finding information, 74.28% were using SNSs for making new friends and 57.14% used SNSs for chat with friends, 51.42% used SNSs for entertainment while 45.71% were using SNSs for sharing information and 31.42% used SNSs for sharing photos and videos, 20% were using SNSs for Participating in

discussion and 25.71% used SNSs for time pass, only 17.14% used SNSs for keeping up-to date. Majority of the respondents (72.97%) from GANC used SNSs for time pass, 56.75% each used SNSs for finding information and for entertainment, 45.97% were using SNSs for sharing information while 37.83% used SNSs for keeping up-to date and 32.43% used SNSs for making new friends, 21.62% were using SNSs to chat with friends and 19.91% used SNSs for sharing photos and videos, only 5.40% used SNSs for participating in discussion. Majority of the respondents (82.5%) from GJC used SNSs for finding information, 80% used SNSs for making new friends and 75% used SNSs for sharing information while 67.5% used SNSs for sharing photos and videos and 65% used SNSs to chat with friends, 45% used SNSs for entertainment and 40% used SNSs for time pass and 22.5% used SNSs for keeping up-to date, only 15% used SNSs for participating in discussion. From GMLC majority of the respondents (93.93%) were using SNSs for finding information, 66.66% used SNSs for sharing photos and videos, 54.54% used SNSs to chat with friends, 51.51% used SNSs for entertainment, 48.48% used SNSs for keeping up-to date, 42.42% used SNSs for sharing information while 39.39% used SNSs for time pass and 36.36% used SNSs for making new friends, only 24.24% used SNSs for participating in discussion. Majority of the respondents (94.44%) from IASE used SNSs for finding information, 66.66% each used SNSs for sharing information and sharing photos and videos, 63.88% used SNSs to chat with friends, 61.11% used SNSs for keeping up-to date, 58.33% used SNSs for entertainment, 55.55% used SNSs for time pass, while 44.44% used SNSs for making new friends and only 33.33% used SNSs for participating in discussion. Majority of the respondents (97.5%) from NIELIT used SNSs for finding information,

75% used SNSs for sharing information, 72.5% used SNSs to chat with friends, 70% each used SNSs for sharing photos and videos and keeping up-to date, 67.5% used SNSs for entertainment, while 55% used SNSs for time pass and 52.5% used SNSs for making new friends. Majority of the respondents (92.5%) from RIPANS used SNSs for finding information, 77.5% used SNSs for sharing information, 67.5% used SNSs to chat with friends, 62.5% each used SNSs for sharing photos and videos and keeping up-to date, while 60% each used SNSs for making new friends and for entertainment, 47.5% used SNSs for time pass and only 40% used SNSs for participating in discussion. From MCON majority of the respondents (93.75%) used SNSs for finding information, 68.75% used SNSs to chat with friends, 65.62% used SNSs for entertainment, 59.37% used SNSs for sharing information while 53.12% used SNSs for sharing photos and videos and 46.87% used SNSs for making new friends, only 31.25% each used SNSs for participating in discussion and for time past.

It was also observed from the analysis that from the teachers category all of the respondents from PUC used SNSs for finding information, Most of the respondents (62.5%) each used SNSs for keeping up-to date and for entertainment, 50% each used SNSs for sharing information and sharing photos and videos, 37.5% used SNSs for time pass while 25% each used SNSs for making new friends, chat with friends and participating in discussion. From HBC majority of the respondents (80%) used SNSs for finding information, 50% used SNSs for sharing information, 30% used SNSs for keeping up-to date while 20% each used SNSs making new friends, sharing photos and videos, and for time pass and 10% each used SNSs to chat with friends and for entertainment. All of the respondents from GAC used SNSs for finding information,

70% used SNSs for time pass, 60% each used SNSs for sharing information, sharing photos and videos, keeping up-to date and chat with friends, while 50% used SNSs for making new friends and 40% used SNSs for participating in discussion, only 30% used SNSs for entertainment. From GAWC majority of the respondents (88.88%) used SNSs for finding information, 77.77% used SNSs for keeping up-to date, 66.66% used SNSs for sharing information, 44.44% used SNSs for sharing photos and videos, while 33.33% each used SNSs to chat with friends, for entertainment and for time pass, only 22.22% each used SNSs for making new friends and participate in discussion. All the respondents from GZRSC used SNSs for finding information, 57.14% used SNSs for sharing information, 42.85% each used SNSs for sharing photos and videos and chat with friends, while 28.57% each used SNSs for making new friends, participating in discussion and for entertainment, only 14.28% used SNSs for keeping up-to date. From GJTC majority of the respondents (85.71%) each used SNSs for finding information and sharing information, 71.42% used SNSs for entertainment, 57.14% each used SNSs for sharing photos and videos and for time pass while 42.85% each used SNSs for making new friends and keeping up-to date, and 28.57% used SNSs to chat with friends, only 14.28% used SNSs for participating in discussion. From GTRC majority of the respondents (70%) each used SNSs for finding information, sharing information, and keeping up- to date, 50% used SNSs for sharing photos and videos while 40% each used SNSs to chat with friends, participate in discussion and for entertainment and 30% used SNSs for making new friends, only 10% used SNSs for time pass. All of the respondents from GANC used SNSs for finding information while 40% used SNSs for time pass. Majority of the respondents (88.88%) from GJC used SNSs for

entertainment, 77.77% used SNSs for finding information, 55.55% each used SNSs for sharing information, chat with friends and participate in discussion, while 44.44% each used SNSs for sharing photos and videos and for time pass, only 33.33% each used SNSs for making new friends and keeping up-to date. All of the respondents from GMLC used SNSs for finding information, 88.88% used SNSs for sharing information, 77.77% each used SNSs for keeping up-to date and for entertainment, while 66.66% used SNSs for sharing photos and videos, 55.55% used SNSs to chat with friends, 44.44% each used SNSs for making new friends and for time pass, only 33.33% used SNSs for participate in discussion. Majority of the respondents (77.77%) from IASE used SNSs for finding information, 66.66% used SNSs for sharing information, 55.55% each used SNSs for sharing photos and videos and keeping up-to date, 44.44% used SNSs for participating in discussion while 33.33% each used SNSs for making new friends and chat with friends, only 22.22% each used SNSs for entertainment and for time pass. From NIELIT majority of the respondents (70%) each used SNSs for finding information and keeping up-to date, 60% each used SNSs for sharing photos and videos and chat with friends, 50% each used SNSs for making new friends, sharing information and for time pass while 40% each used SNSs for participating in discussion and for entertainment. From RIPANS majority of the respondents (90%) each used SNSs finding information and sharing information, 60% used SNSs for keeping up-to date, 50% each used SNSs to chat with friends, participate in discussion and for entertainment, while 40% used SNSs for making new friends, only 30% each used SNSs for sharing photos and videos and for time pass. All of the respondents from MCON used SNSs for finding information, 88.88% each used SNSs

for sharing information, sharing photos and videos, and for entertainment while 77.77% each used SNSs for keeping up-to date and chat with friends and 66.66% each used SNSs for participating in discussion and for time pass, only 55.55% used SNSs for making new friends.

It was further examined from the analysis that majority of the respondents from students (81.45%) and teachers (87.70%) used SNSs for finding information, 61.69% respondents from students and 42.62% respondents from teachers used SNSs to chat with friends. Most of the respondents (59.27%) from students and (64.75%) from teachers used SNSs for sharing information and 54.23% from students and 49.18% from teachers used SNSs for sharing photos and videos. 53.02% from students and 35.24% from teachers used SNSs for making new friends, 52.82% from students and 46.72% from teachers used SNSs for entertainment, while 46.77% from students and 54.91% from teachers used SNSs for keeping up-to date, and 43.75% from students and 37.70% from teachers used SNSs for time pass, only 25.40% from students and 34.42% from teachers used SNSs for participating in discussion. It was clear from the study that majority of the respondents from both the students and teachers used SNSs for finding information and sharing information.

Table-5.19. A: Purpose of using SNSs by the students

(Respondents given more than one options)

Name of colleges	Making new friends (%)	Finding information (%)	Sharing Information (%)	Sharing photos & videos (%)	Keeping up-to-date (%)	Chat with friends (%)	Participate in discussion (%)	For entertainment (%)	For time pass (%)
PUC	17(54.83)	28(90.32)	13(41.93)	13(41.93)	15(48.38)	20(64.51)	10(32.25)	16(51.61)	17(54.83)
HBC	13(39.39)	32(96.96)	17(51.51)	13(39.39)	19(57.57)	21(63.63)	8(24.24)	16(48.48)	12(36.36)
GAC	20(54.05)	34(91.89)	16(43.24)	16(43.24)	10(27.02)	24(64.86)	5(13.51)	16(43.24)	12(32.43)
GAWC	9(36)	21(84)	3(12)	6(24)	6(24)	6(24)	2(8)	7(28)	4(16)
GZRSC	22(56.41)	35(89.74)	29(74.35)	31(79.48)	23(58.97)	33(84.61)	17(43.58)	25(64.10)	18(46.15)
GJTC	24(63.15)	-	35(92.10)	29(76.31)	15(39.47)	29(76.31)	8(21.05)	15(39.47)	18(47.36)
GTRC	26(74.28)	29(82.85)	16(45.71)	11(31.42)	6(17.14)	20(57.14)	7(20)	18(51.42)	9(25.71)
GANC	12(32.43)	21(56.75)	17(45.94)	7(18.91)	14(37.83)	8(21.62)	2(5.40)	21(56.75)	27(72.97)
GJC	32(80)	33(82.5)	30(75)	27(67.5)	9(22.5)	26(65)	6(15)	18(45)	16(40)
GMLC	12(36.36)	31(93.93)	14(42.42)	22(66.66)	16(48.48)	18(54.54)	8(24.24)	17(51.51)	13(39.39)
IASE	16(44.44)	34(94.44)	24(66.66)	24(66.66)	22(61.11)	23(63.88)	12(33.33)	21(58.33)	20(55.55)
NIELIT	21(52.5)	39(97.5)	30(75)	28(70)	28(70)	29(72.5)	15(37.5)	27(67.5)	22(55)
RIPANS	24(60)	37(92.5)	31(77.5)	25(62.5)	25(62.5)	27(67.5)	16(40)	24(60)	19(47.5)
MCON	15(46.87)	30(93.75)	19(59.37)	17(53.12)	24(75)	22(68.75)	10(31.25)	21(65.62)	10(31.25)
Total	263(53.02)	404(81.45)	294(59.27)	269(54.23)	232(46.77)	306(61.69)	126(25.40)	262(52.82)	217(43.75)

(Source: Primary data)

Table-5.19.B: Purpose of using SNSs by the teachers

(Respondents given more than one options)

Name of colleges	Making new friends (%)	Finding information (%)	Sharing Information (%)	Sharing photos & videos (%)	Keeping up-to-date (%)	Chat with friends (%)	Participate in discussion (%)	For entertainment (%)	For time pass (%)
PUC	2(25)	8(100)	4(50)	4(50)	5(62.5)	2(25)	2(25)	5(62.5)	3(37.5)
HBC	2(20)	8(80)	5(50)	2(20)	3(30)	1(10)	-	1(10)	2(20)
GAC	5(50)	10(100)	6(60)	6(60)	6(60)	6(60)	4(40)	3(30)	7(70)
GAWC	2(22.22)	8(88.88)	6(66.66)	4(44.44)	7(77.77)	3(33.33)	2(22.22)	3(33.33)	3(33.33)
GZRSC	2(28.57)	7(100)	4(57.14)	3(42.85)	1(14.28)	3(42.85)	2(28.57)	2(28.57)	-
GJTC	3(42.85)	6(85.71)	6(85.71)	4(57.14)	3(42.85)	2(28.57)	1(14.28)	5(71.42)	4(57.14)
GTRC	3(30)	7(70)	7(70)	5(50)	7(70)	4(40)	4(40)	4(40)	1(10)
GANC	-	5(100)	-	-	-	-	-	-	2(40)
GJC	3(33.33)	7(77.77)	5(55.55)	4(44.44)	3(33.33)	5(55.55)	5(55.55)	8(88.88)	4(44.44)
GMLC	4(44.44)	9(100)	8(88.88)	6(66.66)	7(77.77)	5(55.55)	3(33.33)	7(77.77)	4(44.44)
IASE	3(33.33)	7(77.77)	6(66.66)	5(55.55)	5(55.55)	3(33.33)	4(44.44)	2(22.22)	2(22.22)
NIELIT	5(50)	7(70)	5(50)	6(60)	7(70)	6(60)	4(40)	4(40)	5(50)
RIPANS	4(40)	9(90)	9(90)	3(30)	6(60)	5(50)	5(50)	5(50)	3(30)
MCON	5(55.55)	9(100)	8(88.88)	8(88.88)	7(77.77)	7(77.77)	6(66.66)	8(88.88)	6(66.66)
Total	43(35.24)	107(87.70)	79(64.75)	60(49.18)	67(54.91)	52(42.62)	42(34.42)	57(46.72)	46(37.70)

(Source: Primary data)

5.2.20 Respondent's perception about reliability of SNSs information

Table-5.20 described the perception of respondents about reliability of SNSs information. After analyzing, it was observed from the analysis that from student's category that all of the respondents from HBC, GAWC, GJTC, RIPANS and MCON have the opinion that SNSs is reliable in receiving information about their subjects. Majority of the respondents (90.32%) from PUC have the opinion regarding reliability of SNSs in receiving information about their subject and 9.67% respondents does not think that SNSs is reliable for receiving information about their subject. Majority of the respondents from GAC (97.29%), GZRSC (97.43%), GTRC (88.57%), GANC (91.89%), GJC (95.5%), GMLC (93.93%), IASE (86.11%) and NIELIT (95%) have the opinion that SNSs is reliable in receiving information about their subject while GAC (2.70%), GZRSC (2.56%), GTRC (11.42%), GANC (8.10%), GJC (7.5%), GMLC (6.06%), IASE (13.88%) and NIELIT (5%) does not think that SNSs is reliable in receiving information about their subject.

It was also observed from the analysis that from teacher's category that all of the respondents from PUC, HBC, GTRC, GJC, IASE, RIPANS and MCON have the opinion that SNSs is reliable in receiving information about their subjects. Majority of the respondents from GAC (70%), GAWC (70%), GZRSC (85.71%), GJTC (85.71%), GANC (60%), GMLC (88.88%) and NIELIT (80%) have the opinion regarding reliability of SNSs in receiving information about their subject and the respondents from GAC (30%), GAWC (20%), GZRSC (14.28%), GJTC (14.28%), GANC (40%), GMLC (11.11%) and NIELIT (20%) does not think that SNSs is reliable in receiving information about their subject.

It was further examined from the analysis that most of all the respondents from both the students (95.16%) and teachers (90.16) has the opinion that SNSs is reliable in receiving information about their subjects. It was also clear form the study that all the respondents both students and teachers from HBC, RIPANS and MCON have a great opinion about the reliability of SNSs in receiving information about subjects.

Table-5.20: Respondent's perception about reliability of SNSs information

Name of colleges	Students			Teachers		
	Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)
PUC	28(90.32)	3(9.67)	31(100)	8(100)	-	8(100)
HBC	33(100)	-	33(100)	10(100)	-	10(100)
GAC	36(97.29)	1(2.70)	37(100)	7(70)	3(30)	10(100)
GAWC	25(100)	-	25(100)	7(70)	2(20)	9(100)
GZRSC	38(97.43)	1(2.56)	39(100)	6(85.71)	1(14.28)	7(100)
GJTC	38(100)	-	38(100)	6(85.71)	1(14.28)	7(100)
GTRC	31(88.57)	4(11.42)	35(100)	10(100)	-	10(100)
GANC	34(91.89)	3(8.10)	37(100)	3(60)	2(40)	5(100)
GJC	37(92.5)	3(7.5)	40(100)	9(100)	-	9(100)
GMLC	31(93.93)	2(6.06)	33(100)	8(88.88)	1(11.11)	9(100)
IASE	31(86.11)	5(13.88)	36(100)	9(100)	-	9(100)
NIELIT	38(95)	2(5)	40(100)	8(80)	2(20)	10(100)
RIPANS	40(100)	-	40(100)	10(100)	-	10(100)
MCON	32(100)	-	32(100)	9(100)	-	9(100)
Total	472(95.16)	24(4.83)	496(100)	110(90.16)	12(9.83)	122(100)

(Source: Primary data)

5.2.21 Academic use of SNSs by the respondents

Table-5.21 described the academic use of SNSs by the students and teachers of colleges in Aizawl. From the study most of the students and teachers used SNSs for more than one reasons involving to academic usage. The researcher brought out 3 parameters (In course queries, to get latest information regarding educational usage, and for preparing projects, assignment and presentation) for evaluating the broad category of the study.

It was observed from the analysis that from PUC most of the respondents (48.38%) from students and (25%) from teachers used SNSs to get latest information regarding educational usage and 41.93% from the students and 37.5% from teachers used SNSs for preparing projects, assignments and presentation, while 9.67% from students and 37.5% from teachers used SNSs in course queries. From HBC majority of the respondents (54.54%) from students and (10%) from teachers used SNSs for preparing project, assignment and presentation and 45.45% from students and 80% teachers used SNSs to get latest information regarding educational usage, while 6.06% students and 40% teachers used SNSs in course queries. From GAC majority of the respondents (67.56%) students and (20%) teachers used SNSs for preparing project, assignment and presentation and 29.72% students and 80% teachers used SNSs to get latest information regarding educational usage, while 5.40% students and 30% teachers used SNSs in course queries. From GAWC majority of the respondents (80%) students and (22.22%) teachers used SNSs for preparing project, assignment and presentation, and 20% students and 55.55% teachers used SNSs to get latest information regarding educational usage, while only (22.22%) from teachers used SNSs in course queries.

From GZRSC majority of the respondents (82.05%) students used SNSs for preparing project, assignment and presentation and 15.38% students and all of the respondents from teachers used SNSs to get latest information regarding educational usage, while 2.56% students and 42.85% teachers used SNSs in course queries. From GJTC majority of the respondents (68.42%) students and (28.57%) teachers used SNSs for preparing projects, assignment and presentation, and 28.94% students and 85.71% teachers used SNSs to get latest information regarding educational usage, while 2.63% students and 28.57% teachers used SNSs in course queries. From GTRC 60% students and 30% teachers used SNSs for preparing project, assignment and presentation and 25.71% students and 60% teachers used SNSs to get latest information regarding educational usage, while 14.28% students and 60% teachers used SNSs in course queries. From GANC majority of the respondents (72.97%) students used SNSs for preparing project, assignment and presentation and 24.32% students and all of the respondents from teachers used SNSs to get latest information regarding education usage while, only 5.40% students used SNSs in course queries. From GJC majority of the respondents (72.5%) students and (11.11%) teachers used SNSs for preparing projects, assignment and presentation and 27.5% students and all of the respondents from teachers used SNSs to get latest information regarding educational usage while 10% students and 44.44% teachers used SNSs in course queries. From GMLC majority of the respondents (57.57%) students and (22.22%) teachers used SNSs for preparing project, assignment and presentation and 33.33% students and majority of the respondents (77.77%) teachers used SNSs to get latest information regarding educational usage, while 12.12% students used SNSs in course queries. From IASE

more than half of the respondents (55.55%) students and (11.11%) teachers used SNSs for preparing project, assignment and presentation and 36.11% students and majority of the respondents (88.88%) teachers used SNSs to get latest information regarding educational usage, while 25% students and 33.33% teachers used SNSs in course queries. From NIELIT majority of the respondents (57.5%) students and (2%) teachers used SNSs for preparing project, assignment and presentation and 37.5% students and majority of the respondents 60% teachers used SNSs to get latest information regarding educational usage, while 25% students and 30% teachers used SNSs in course queries. From RIPANS majority of the respondents (57.5%) students and 10% teachers used SNSs for preparing project, assignment and presentation, and 22.5% students and 40% teachers used SNSs to get latest information regarding educational usage, while 20% each from the students and teachers used SNSs in course queries. From MCON more than half of the respondents (53.12%) students used SNSs for preparing project, assignment and presentation, and 21.87% students and majority of the respondents (66.66%) teachers used SNSs to get latest information regarding educational usage, while 25% students and 33.33% teachers used SNSs in course queries.

It was further examined from the analysis that majority of the respondents (63.10%) and (16.39%) teachers used SNSs for preparing project, assignment and presentation, and 29.63% students and majority of the respondents (71.31%) teachers used SNSs to get latest information regarding educational usage, while only 11.89% students and 31.14% teachers used SNSs in course queries. It was clear from the study that most of the students used SNSs for preparing project, assignment and presentation and

majority of the teachers used SNSs to get latest information regarding educational

usage.

Table-5.21: Academic use of SNSs by the respondents

(Respondents given more than one options)

Name of colleges	Students			Teachers		
	In course queries (%)	To get latest information regarding educational usage (%)	For preparing project, assignment and presentation (%)	In course queries (%)	To get latest information regarding educational usage (%)	For preparing project, assignment and presentation (%)
PUC	3(9.67)	15(48.38)	13(41.93)	3(37.5)	2(25)	3(37.5)
HBC	2(6.06)	15(45.45)	18(54.54)	4(40)	8(80)	1(10)
GAC	2(5.40)	11(29.72)	25(67.56)	3(30)	8(80)	2(20)
GAWC	-	5(20)	20(80)	2(22.22)	5(55.55)	2(22.22)
GZRSC	1(2.56)	6(15.38)	32(82.05)	3(42.85)	7(100)	-
GJTC	1(2.63)	11(28.94)	26(68.42)	2(28.57)	6(85.71)	2(28.57)
GTRC	5(14.28)	9(25.71)	21(60)	6(60)	6(60)	3(30)
GANC	2(5.40)	9(24.32)	27(72.97)	-	5(100)	-
GJC	4(10)	11(27.5)	29(72.5)	4(44.44)	9(100)	1(11.11)
GMLC	4(12.12)	11(33.33)	19(57.57)	-	7(77.77)	2(22.22)
IASE	9(25)	13(36.11)	20(55.55)	3(33.33)	8(88.88)	1(11.11)
NIELIT	10(25)	15(37.5)	23(57.5)	3(30)	6(60)	2(20)
RIPANS	8(20)	9(22.5)	23(57.5)	2(20)	4(40)	1(10)
MCON	8(25)	7(21.87)	17(53.12)	3(33.33)	6(66.66)	-
Total	59(11.89)	147(29.63)	313(63.10)	38(31.14)	87(71.31)	20(16.39)

(Source: Primary data)

5.2.22 Ratings the satisfaction level of using SNSs by respondents

The ratings of satisfaction level may depend upon the use. SNSs can be used by the teacher and students as educational and communicational tools to affluence and improve the learning process, so the users satisfaction is important to know the level of using SNSs. Table-5.22 shows the ratings of satisfaction level of using SNSs by the students and teachers of colleges in Aizawl. The researcher brought out 5 parameters (Highly satisfied, satisfied, less satisfied, not satisfied, and neutral) for evaluating the broad category of the study.

After analyzing it was observed from the analysis that from the student's category most of the respondents (43.38%) from PUC were satisfied of using SNSs. 29.03% respondents were neutral in ratings of satisfaction level of using SNSs and 9.67% respondents were highly satisfied while 6.45% each from the category were less satisfied and not satisfied respectively. Majority of the respondents (60.60%) from HBC were satisfied with the level of using SNSs and 27.27% respondents were neutral while 6.06% each from highly satisfied and less satisfied have been observed from the study. 43.24% respondents from GAC were neutral in ratings of satisfaction level in using SNSs and 32.43% respondents were satisfied while 10.81% each from highly satisfied and less satisfied have been observed and only 2.70% respondents were not satisfied of using SNSs. From GAWC 44% respondents were satisfied and 36% respondents were neutral in ratings the satisfaction level of using SNSs while 12% respondents were highly satisfied in using SNSs and only 8% respondents were less satisfied in using SNSs. From GZRSC 74.35% respondents were satisfied in using SNSs and 15.38% respondents were neutral while 7.69% respondents were highly

satisfied in using SNSs and only 2.56% respondents were less satisfied in using SNSs. Most of the respondents (47.36%) from GJTC were satisfied and 31.57% respondents were neutral while 10.52% respondents were highly satisfied in using SNSs and 7.89% respondents were not satisfied, only 2.63% respondents were less satisfied in using SNSs. From GTRC 42.85% respondents were neutral and 34.28% respondents were satisfied in using SNSs while 20% respondents were highly satisfied and only 2.85% respondents were not satisfied in using SNSs. Majority of the respondents (72.97%) from GANC were highly satisfied while 8.10% respondents were neutral in ratings their satisfaction level of using SNSs and only 2.70% respondents were not satisfied in using SNSs. Majority of the respondents (77.5%) from GJC were neutral and 17.5% respondents were satisfied while 5% respondents were less satisfied. Majority of the respondents (60.60%) from GMLC were satisfied in using SNSs and 15.15% respondents were neutral while 12.12% were less satisfied and 9.90% respondents were highly satisfied in using SNSs and only 3.03% respondents were not satisfied in using SNSs. Majority of the respondents (69.44%) from IASE were satisfied in using SNSs and 13.88% each from the category highly satisfied and less satisfied by the respondents have been observed while 2.77% respondents were neutral in ratings the satisfaction level of using SNSs. From NIELIT 47.5% respondents were satisfied and 32.5% respondents were neutral while 15% respondents were highly satisfied and only 2.5% each were less satisfied and not satisfied in using SNSs respectively. From RIPANS majority of the respondents (67.5%) were satisfied in using SNSs and 15% respondents were neutral while 7.5% respondents were less satisfied in using SNSs and only 5% each were highly satisfied and not satisfied in using SNSs. Majority of

the respondents (59.37%) from MCON were satisfied in using SNSs and 21.87% respondents were neutral while 12.5% respondents were highly satisfied and only 6.25% respondents were less satisfied in using SNSs.

It was also observed from the analysis that from teacher category majority of the respondents (62.5%) from PUC were satisfied in using SNSs and 25% respondents were neutral in ratings the satisfaction level of using SNSs. From HBC majority of the respondents (70%) were satisfied in using SNSs and 20% respondents were neutral while 10% respondents were highly satisfied in using SNSs. Majority of the respondents (80%) from GAC were satisfied and 10% each were highly satisfied and less satisfied in using SNSs. Majority of the respondents (66.66%) from GAWC were satisfied in using SNSs and 33.33% respondents were neutral in ratings the satisfaction level of using SNSs. From GZRSC 42.85% respondents were less satisfied in using SNSs and 28.57% each were highly satisfied and satisfied in using SNSs. From GJTC majority of the respondents (85.71%) were satisfied and only 14.28% respondents were not satisfied in using SNSs. Majority of the respondents (70%) from GTRC were satisfied in using SNSs and 20% respondents were highly satisfied while 10% respondents were less satisfied in using SNSs. All of the respondents from GANC and GMLC were satisfied in using SNSs. Majority of the respondents (66.66%) from GJC were satisfied in using SNSs and 11.11% each were highly satisfied, not satisfied in using SNSs and neutral in ratings the satisfaction level of using SNSs have been observed. From IASE majority of the respondents (66.66%) were satisfied in using SNSs and 11.11% each were highly satisfied, less satisfied in using SNSs and neutral have been observed. Majority of the respondents (80%) from NIELIT were satisfied

and 20% respondents were highly satisfied in using SNSs. From RIPANS majority of the respondents (70%) were satisfied in using SNSs and 20% respondents were highly satisfied while 10% respondents were less satisfied in using SNSs. Majority of the respondents (88.88%) from MCON were satisfied in using SNSs and only 11.11% respondents were highly satisfied in using SNSs.

It was further examined from the analysis that majority of the respondents from both the students (52.62%) and teachers (73.77%) were satisfied in using SNSs and 28.62% respondents from student's category were neutral in ratings the satisfaction level of using SNSs. 10.65% respondents from the students and 10.65% respondents from the teachers were highly satisfied in using SNSs. All of the respondents form GANC and GMLC from teacher's category were satisfied in using SNSs. It was clear from the study that the teachers were more satisfied in using SNSs than the students and most of the students were neutral in ratings the satisfaction level of using SNSs. The students of GZRSC have the highest percentage of satisfaction of using SNSs.

Table-5.22: Ratings the satisfaction level of using SNSs by the respondents

Name of colleges	Students						Teachers					
	Highly satisfied (%)	Satisfied (%)	Less satisfied (%)	Not satisfied (%)	Neutral (%)	Total (%)	Highly satisfied (%)	Satisfied (%)	Less satisfied (%)	Not satisfied (%)	Neutral (%)	Total (%)
PUC	3(9.67)	15(48.38)	2(6.45)	2(6.45)	9(29.03)	31(100)	-	5(62.5)	1(12.5)	-	2(25)	8(100)
HBC	2(6.06)	20(60.60)	2(6.06)	-	9(27.27)	33(100)	1(10)	7(70)	-	-	2(20)	10(100)
GAC	4(10.81)	12(32.43)	4(10.81)	1(2.70)	16(43.24)	37(100)	1(10)	8(80)	1(10)	-	-	10(100)
GAWC	3(12)	11(44)	2(8)	-	9(36)	25(100)	-	6(66.66)	-	-	3(33.33)	9(100)
GZRSC	3(7.69)	29(74.35)	1(2.56)	-	6(15.38)	39(100)	2(28.57)	2(28.57)	3(42.85)	-	-	7(100)
GJTC	4(10.52)	18(47.36)	1(2.63)	3(7.89)	12(31.57)	38(100)	-	6(85.71)	-	1(14.28)	-	7(100)
GTRC	7(20)	12(34.28)	-	1(2.85)	15(42.85)	35(100)	2(20)	7(70)	1(10)	-	-	10(100)
GANC	6(16.21)	27(72.97)	-	1(2.70)	3(8.10)	37(100)	-	5(100)	-	-	-	5(100)
GJC	-	7(17.5)	2(5)	-	31(77.5)	40(100)	1(11.11)	6(66.66)	-	1(11.11)	1(11.11)	9(100)
GMLC	3(9.09)	20(60.60)	4(12.12)	1(3.03)	5(15.15)	33(100)	-	9(100)	-	-	-	9(100)
IASE	5(13.88)	25(69.44)	5(13.88)	-	1(2.77)	36(100)	1(11.11)	6(66.66)	1(11.11)	-	1(11.11)	9(100)
NIELIT	6(15)	19(47.5)	1(2.5)	1(2.5)	13(32.5)	40(100)	2(20)	8(80)	-	-	-	10(100)
RIPANS	2(5)	27(67.5)	3(7.5)	2(5)	6(15)	40(100)	2(20)	7(70)	1(10)	-	-	10(100)
MCON	4(12.5%)	19(59.37)	2(6.25)	-	7(21.87)	32(100)	1(11.11)	8(88.88)	-	-	-	9(100)
Total	52(10.48)	261(52.62)	29(5.84)	12(2.41)	142(28.62)	496(100)	13(10.65)	90(73.77)	8(6.55)	2(1.63)	9(7.37)	122(100)

(Source: Primary data)

5.2.23 Problems faced by the respondents in accessing SNSs

Table-5.23A and 5.23B brings out the problem faced by the students and teachers of colleges in Aizawl while using SNSs. Under this heading 7 criteria have been listed and most of the respondents have listed more than one problem in using SNSs.

After analyzing it was observed from the analysis that majority of the respondents from PUC (80.64%) students and (50%) teachers have problems regarding poor internet facility, 22.58% students and 25% teachers have problems that SNSs is not user friendly, 16.12% students and 50% teachers think that time management is the main problem in the use of SNSs, 9.67% students are facing lack of privacy while using SNSs, 6.45% students are facing problem that they are not allowed to use SNSs in the department while the students 3.22% each have problems regarding lack of technical knowledge and not useful for academic purpose. From HBC, majority of the respondents students (81.81%) and teachers (80%) have the problem regarding poor internet facility, 27.27% students and 10% teachers has the problem regarding that SNSs are not user friendly, 21.21% students and 60% teachers think that time management is the main problem in the usage of SNSs, 18.18% students have problems regarding lack of technical knowledge while 15.15% students and 50% teachers are facing lack of privacy in using SNSs and only 3.03% students think that SNSs are not useful for academic purpose. From GAC, most of the respondents (48.46%) students and (80%) teachers are facing problem regarding poor internet facility, 43.24% students and 30% teachers think that time management is the main problem in the use of SNSs, 16.21% students and 40% teachers are facing lack of privacy in using SNSs, 16.21% students and 20% teachers are facing lack of technical

218

while using SNSs, while 5.40% students and 10% teachers think that SNSs are not useful for academic purpose and the students 5.40% each have problems regarding not allowed in department and not user friendly. Majority of the respondents from GAWC (64%) students and (44.44%) teachers thinks that time management is the main problem in the use of SNSs, 52% students and majority of the respondents (77.77%) teachers have problem regarding poor internet facility, 16% students 22.22% teachers think that SNSs is not useful for academic purpose, 8% students and 11.11% teachers are facing lack of privacy in using SNSs, 8% students have problems that SNSs are not allowed to use in the department, 4% students have facing lack of technical knowledge in using SNSs. From GZRSC majority of the respondents (79.48%) students and (71.42%) teachers have problems regarding poor internet facility, 35.89% students and 28.57% teachers have problems regarding time management in the use of SNSs, 15.38% students are facing lack of privacy in using SNSs, while 7.69% students 28.57% teachers are facing lack of technical knowledge in using SNSs, only 2.56% students are facing problem that SNSs are not allowed to use in the department, 14.28% teachers think that SNSs are not useful for academic purpose. From GJTC majority of the respondents (55.26%) students and (85.71%) teachers have problems regarding poor internet facility, 52.63% students and 42.85% teachers have problems regarding time management in the use of SNSs, 15.78% students and 14.28% teachers are facing lack of privacy in using SNSs, while 15.78% students and 28.57% teachers are facing lack of technical knowledge while using SNSs, and 7.89% students have problems regarding that SNSs are not allowed to use in the department, only 14.28% teachers think that SNSs are not useful for academic purpose. From GTRC majority

of the respondents (51.42%) students and all of the respondents from teachers have problems regarding poor internet facility, 45.71% students and 40% teachers have problems regarding time management in using SNSs, while 42.85% students and 30% teachers are facing lack of privacy and 10% teachers are facing lack of technical knowledge while using SNSs, 11.42% students think that SNSs are not user friendly and only 2.85% students think that SNSs are not useful for academic purpose. From GANC majority of the respondents (56.75%) students and (80%) teachers have problems regarding poor internet facility, 48.64% students have problems regarding time management in using SNSs, 10.81% students are facing lack of privacy while 10.81% students and 20% teachers think that SNSs are not useful for academic purpose, only 5.40% students think that SNSs are not user friendly. From GJC majority of the respondents (77.5%) students and (77.77%) teachers are having problems regarding poor internet facility, 47.5% students and 33.33% teachers are having problems regarding time management in using SNSs, 12.5% students and 33.33% teachers are facing lack of privacy, while 5% students think that SNSs are not useful for academic purpose, and 2.5% students and 33.33% teachers are facing lack of technical knowledge while using SNSs, only 2.5% students have problems that SNSs are not allowed to use in the department. From GMLC majority of the respondents (72.72%) students and (66.66%) teachers have problem regarding poor internet facility, 42.42% teachers and 55.55% teachers are having problems in time management in using SNSs, while 15.15% students and 22.22% teachers are facing lack of privacy and 12.12% students and 22.22% teachers are facing lack of technical knowledge while using SNSs, 12.12% students think that SNSs are not useful for

academic purpose, only 3.03% students have problem regarding that SNSs are not allowed in the department. From IASE majority of the respondents (72.22%) students and (33.33%) teachers have problems regarding poor internet facility, 30.55% students and 22.22% teachers are having problems regarding time management in using SNSs, 13.88% students and 44.44% teachers are facing lack of privacy, 5.55% teachers and 11.11% teachers think that SNSs are not useful for academic purpose, while 2.77% students and 22.22% teachers are facing lack of technical knowledge while using SNSs, only 8.33% students are facing problems regarding that SNSs are not allowed in department. From NIELIT majority of the respondents (82.5%) students and (90%) teachers have problems regarding poor internet facility, 35% students and 10% teachers are facing problem regarding time management in using SNSs, 10% students and 20% teachers are facing lack of privacy while, 7.5% students and 10% teachers think that SNSs are not user friendly, and 7.5% students have problems that SNSs are not allowed in department, 5% students are facing lack of technical knowledge while using SNSs, only 2.5% students think that SNSs are not useful for academic purpose. From RIPANS majority of the respondents (57.5%) students and (90%) teachers have problems regarding poor internet facility, 37.5% students and 20% teachers have problems regarding time management in using SNSs, 15% students and 10% teachers are facing lack of privacy while, 10% students and 10% teachers are facing lack of technical knowledge while using SNSs. From MCON majority of the respondents (53.12%) students and 22.22% teachers are having problem regarding poor internet facility, 62.5% students have problems that SNSs are not allowed to use in department, 37.5% students and 55.55% teachers are having problem regarding time management

in using SNSs, while 18.75% students are facing lack of privacy and 9.37% students and 22.22% teachers are facing lack of technical knowledge while using SNSs.

It was further examined that majority of the respondents from both the students (66.12%) and teachers (72.13%) teachers are having problems regarding poor internet facility, 39.71% students and 36.06% teachers have problems regarding time management in using SNSs, 15.72% students and 21.31% teachers are facing lack of privacy, 8.26% students and 13.93% teachers are facing lack of technical knowledge while using SNSs, and 7.66% students are facing problems that SNSs are not allowed to use in department, 5.44% students and 3.27% teachers think that SNSs are not user friendly, while 4.43% students and 5.73% teachers think that SNSs are not useful for academic purpose. It was clear from the study that majority of the respondents from students and teachers are facing problems regarding poor internet facility.

Table-5.23. A: Problems faced by the students in accessing SNSs

(Respondents given more than one options)

Name of colleges	Lack of privacy (%)	Time consuming (%)	Lack of technical knowledge (%)	Poor internet facility (%)	Not useful for academic purpose (%)	Not allowed in department (%)	Not user friendly (%)
PUC	3(9.67)	5(16.12)	1(3.22)	25(80.64)	1(3.22)	2(6.45)	7(22.58)
HBC	5(15.15)	7(21.21)	6(18.18)	27(81.81)	1(3.03)	-	9(27.27)
GAC	6(16.21)	16(43.24)	6(16.21)	18(48.64)	2(5.40)	2(5.40)	2(5.40)
GAWC	2(8)	16(64)	1(4)	13(52)	4(16)	2(8)	-
GZRSC	6(15.38)	14(35.89)	3(7.69)	31(79.48)	-	1(2.56)	-
GJTC	6(15.78)	20(52.63)	6(15.78)	21(55.26)	-	3(7.89)	-
GTRC	15(42.85)	16(45.71)	-	18(51.42)	1(2.85)	-	4(11.42)
GANC	4(10.81)	18(48.64)	3(8.10)	21(56.75)	4(10.81)	-	2(5.40)
GJC	5(12.5)	19(47.5)	1(2.5)	31(77.5)	2(5)	1(2.5)	-
GMLC	5(15.15)	14(42.42)	4(12.12)	24(72.72)	4(12.12)	1(3.03)	-
IASE	5(13.88)	11(30.55)	1(2.77)	26(72.22)	2(5.55)	3(8.33)	-
NIELIT	4(10)	14(35)	2(5)	33(82.5)	1(2.5)	3(7.5)	3(7.5)
RIPANS	6(15)	15(37.5)	4(10)	23(57.5)	-	-	-
MCON	6(18.75)	12(37.5)	3(9.37)	17(53.12)	-	20(62.5)	-
Total	78(15.72)	197(39.71)	41(8.26)	328(66.12)	22(4.43)	38(7.66)	27(5.44)

(Source: Primary data)

223

Table-5.23 B: Problems faced by the teachers in accessing SNSs

(Respondents given more than one options)

Name of colleges	Lack of privacy (%)	Time consuming (%)	Lack of technical knowledge (%)	Poor internet facility (%)	Not useful for academic purpose (%)	Not allowed in department (%)	Not user friendly (%)
PUC	-	4(50)	-	4(50)	-	-	2(25)
HBC	5(50)	6(60)	-	8(80)	-	-	1(10)
GAC	4(40)	3(30)	2(20)	8(80)	1(10)	-	-
GAWC	1(11.11)	4(44.44)	-	7(77.77)	2(22.22)	-	-
GZRSC	-	2(28.57)	2(28.57)	5(71.42)	1(14.28)	-	-
GJTC	1(14.28)	3(42.85)	2(28.57)	6(85.71)	1(14.28)	-	-
GTRC	3(30)	4(40)	1(10)	10(100)	-	-	-
GANC	-	-	-	4(80)	1(20)	-	-
GJC	3(33.33)	3(33.33)	3(33.33)	7(77.77)	-	-	-
GMLC	2(22.22)	5(55.55)	2(22.22)	6(66.66)	-	-	-
IASE	4(44.44)	2(22.22)	2(22.22)	3(33.33)	1(11.11)	-	-
NIELIT	2(20)	1(10)	-	9(90)	-	-	1(10)
RIPANS	1(10)	2(20)	1(10)	9(90)	-	-	-
MCON	-	5(55.55)	2(22.22)	2(22.22)	-	-	-
Total	26(21.31)	44(36.06)	17(13.93)	88(72.13)	7(5.73)	-	4(3.27)

(Source: Primary data)

224

5.2.24 Respondent's perception about negative impact on SNSs on their personal life

Table-5.24 depicts the opinion about negative impact of SNSs on personal life by the students and teachers of colleges in Aizawl. After analyzing it was observed from the analysis that from the student's category majority of the respondents (58.06%) from PUC have the opinion that SNSs have not created any negative impact on their personal life and 41.93% respondents thinks that SNSs have created negative impact on personal life. Majority of the respondents from GAC (56.75%), GAWC (52%), GZRSC (56.41%), GANC (67.56%), GJC (70%), GMLC (57357%), IASE (63.88%), NIELIT (57.5%), RIPANS (55%), and MCON (71.87%) have the opinion that SNSs have not created any negative impact on their personal life while the respondents from GAC (43.24%), GAWC (48%), GZRSC (43.58%), GANC (32.43%), GJC (30%), GMLC (42.42%), IASE (36.11%), NIELIT (42.5%), RIPANS (45%), and MCON (28.12%) think that SNSs have created negative impact on personal life. More than half of the respondents from HBC (51.51%), GJTC (52.63%) and GTRC (51.42%) have the opinion that SNSs have created negative impact on their personal life while the respondents from HBC (48.48%), GJTC (47.36%) and GTRC (48.57%) thinks that SNSs have not created negative impact on their personal life.

It was also observed from the analysis that from teacher's category all of the respondents from PUC, HBC, GANC and GJC have the opinion that SNSs have not created any negative impact on their personal life. Majority of the respondents from GAC (80%), GAWC (88.88%), GZRSC (85.71%), GJTC (71.42%), GMLC (77.77%),

IASE (55.55%), NIELIT (90%), RIPANS (70%) and MCON (55.55%) have the opinion that SNSs have not created any negative impact on their personal life while the respondents from GAC (20%), GAWC (11.11%), GZRSC (14.28%), GJTC (28.57%), GMLC (22.22%), IASE (44.44%), NIELIT (10%), RIPANS (30%) and MCON (44.44%) think that SNSs have created negative impact on their personal life. From GTRC half of the respondents (50%) each think that SNSs have created negative impact and SNSs have not created negative impact on personal life.

It was further examined from the analysis that majority of the respondents from both the students (58.06%) and teachers (79.50%) have the opinion that SNSs have not created any negative impact on personal life and 41.93% respondents from study and 20.49% respondents from teachers think that SNSs have created negative impact on personal life. It was observed that SNSs have created negative impact on the students more than the teachers.

Table-5.24: Respondents perception about negative impact on SNSs on their personal life

Name of colleges	Students			Teachers		
	Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)
PUC	13(41.93)	18(58.06)	31(100)	-	8(100)	8(100)
HBC	17(51.51)	16(48.48)	33(100)	-	10(100)	10(100)
GAC	16(43.24)	21(56.75)	37(100)	2(20)	8(80)	10(100)
GAWC	12(48)	13(52)	25(100)	1(11.11)	8(88.88)	9(100)
GZRSC	17(43.58)	22(56.41)	39(100)	1(14.28)	6(85.71)	7(100)
GJTC	20(52.63)	18(47.36)	38(100)	2(28.57)	5(71.42)	7(100)
GTRC	18(51.42)	17(48.57)	35(100)	5(50)	5(50)	10(100)
GANC	12(32.43)	25(67.56)	37(100)	-	5(100)	5(100)
GJC	12(30)	28(70)	40(100)	-	9(100)	9(100)
GMLC	14(42.42)	19(57.57)	33(100)	2(22.22)	7(77.77)	9(100)
IASE	13(36.11)	23(63.88)	36(100)	4(44.44)	5(55.55)	9(100)
NIELIT	17(42.5)	23(57.5)	40(100)	1(10)	9(90)	10(100)
RIPANS	18(45)	22(55)	40(100)	3(30)	7(70)	10(100)
MCON	9(28.12)	23(71.87)	32(100)	4(44.44)	5(55.55)	9(100)
Total	208(41.93)	288(58.06)	496(100)	25(20.49)	97(79.50)	122(100)

(Source: Primary data)

5.2.25 How SNSs influencing the lifestyle of respondents

Table-5.25 described the opinion regarding SNSs influencing the lifestyle of students and teachers of colleges in Aizawl. After analyzing it was observed from the analysis that from students category majority of the respondents from PUC (80.64%), HBC (72.72%), GAC (56.75%), GAWC (76%), GZRSC (76.92%), GTRC (80%), GJC (75%), GMLC (72.72%), IASE (69.44%), NIELIT (72.5%), RIPANS (80%) and MCON (68.75%) have the opinion that SNSs have influenced their lifestyle and the respondents from PUC (19.35%), HBC (27.27%), GAC (43.24%), GAWC (24%), GZRSC (23.07%), GTRC (20%), GJC (25%), GMLC (27.27%), IASE (30.55%), NIELIT (27.5%), RIPANS (20%) and MCON (31.25%) have the opinion that SNSs have not influenced their lifestyle. Half of the respondents from GJTC (50%) and GANC (51.53%) have the opinion that SNSs influenced their lifestyle and the respondents from GJTC (50%) and GANC (48.64%) think that SNSs have not influenced their lifestyle.

It was also clear from the analysis that from the teacher's category majority of the respondents from GJTC (57.14%), GMLC (55.55%), RIPANS (60%) and MCON (77.77%) have the opinion that SNSs influenced their lifestyle and the respondents from GJTC (42.85%), GMLC (44.44%), RIPANS (40%), and MCON (22.22%) think that SNSs have not influenced their lifestyle. Majority of the respondents form PUC (75%), HBC (70%), GAC (70%), GAWC (77.77%), GZRSC (71.42%), GTRC (60%), GANC (60%), GJC (77.77%), IASE (53.55%), and NIELIT (70%) have the opinion that SNSs have not influenced their lifestyle and most of the respondents from PUC (25%), HBC (30%), GAC (30%), GAWC (22.22%), GZRSC (28.57%), GTRC (40%),

GANC (40%), GJC (22.22%), IASE (44.44%) and NIELIT (30%) think that SNSs influenced their lifestyle.

It was further examined from the analysis that from the students category majority of the respondent (69.95%) think that SNSs influenced their lifestyle and less than half of the respondents (30.04%) have the opinion that SNSs have not influenced their lifestyle. Also from teachers category majority of the respondents (59.83%) have the opinion that SNSs have not influenced their lifestyle and less than half of the respondents (40.16%) think that SNSs influenced their lifestyle. It was also clear from the analysis that SNSs influenced the student's lifestyle more than the teachers.

Table-5.25: How SNSs influencing the lifestyle of respondents?

Name of colleges	Students			Teachers		
	Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)
PUC	25(80.64)	6(19.35)	31(100)	2(25)	6(75)	8(100)
HBC	24(72.72)	9(27.27)	33(100)	3(30)	7(70)	10(100)
GAC	21(56.75)	16(43.24)	37(100)	3(30)	7(70)	10(100)
GAWC	19(76)	6(24)	25(100)	2(22.22)	7(77.77)	9(100)
GZRSC	30(76.92)	9(23.07)	39(100)	2(28.57)	5(71.42)	7(100)
GJTC	19(50)	19(50)	38(100)	4(57.14)	3(42.85)	7(100)
GTRC	28(80)	7(20)	35(100)	4(40)	6(60)	10(100)
GANC	19(51.35)	18(48.64)	37(100)	2(40)	3(60)	5(100)
GJC	30(75)	10(25)	40(100)	2(22.22)	7(77.77)	9(100)
GMLC	24(72.72)	9(27.27)	33(100)	5(55.55)	4(44.44)	9(100)
IASE	25(69.44)	11(30.55)	36(100)	4(44.44)	5(55.55)	9(100)
NIELIT	29(72.5)	11(27.5)	40(100)	3(30)	7(70)	10(100)
RIPANS	32(80)	8(20)	40(100)	6(60)	4(40)	10(100)
MCON	22(68.75)	10(31.25)	32(100)	7(77.77)	2(22.22)	9(100)
Total	347(69.95)	149(30.04)	496(100)	49(40.16)	73(59.83)	122(100)

(Source: Primary data)

5.2.26 Addiction of using SNSs by the respondents

Table-5.26 shows the addiction of using SNSs by the students and teachers of colleges in Aizawl. After analyzing it was observed from the analysis that from student's category majority of the respondents (84.21%) from GJTC were addicted of using SNSS and only 15.78% respondents were not addicted of using SNSS. Majority of the respondents from PUC (61.29%), HBC (69.69%), GAC ((72.97%), GAWC (72%), GZRSC (66.66%), GTRC (54.28%), GANC (62.16%), GJC (65%), GMLC (63.63%), IASE (58.33%), NIELIT (67.5%), RIPANS (55%) and MCON (75%) were not addicted of using SNSs and less than half of the respondents from PUC (38.70%), HBC (30.30%), GAC (27.02%), GAWC (28%), GZRSC (33.33%), GTRC (45.71%), GANC (37.83%), GJC (35%), GMLC (36.36%), IASE (41.66%), NIELIT (32.5%), RIPANS (45%) and MCON (25%) were addicted of using SNSs.

It was also observed from the analysis that from the teacher's category all of the respondents from PUC, GANC, GJC College and NIELIT were not addicted of using SNSs. Majority of the respondents (57.14%) from GJTC were addicted of using SNSs while 42.85% respondents from HBC (80%), GAC (70%), GAWC (88.88%), GZRSC (85.71%), GTRC (70%), GMLC (66.66%), IASE (77.77%), RIPANS (90%) and MCON (66.66%) were not addicted of using SNSs while less than half of the respondents from HBC (20%), GAC (30%), GAWC (11.11%), GZRSC (14.28%), GTRC (30%), GMLC (33.33%), IASE (22.22%), RIPANS (10%) and MCON (33.33%) were addicted of using SNSs.

It was further examined form the analysis that majority from both the students (60.88%) and teachers (81.14%) were not addicted of using SNSs while less than half

of the respondents from the students (39.11%) and teachers (18.85%) were addicted of using SNSs. It was clear from the analysis that majority of the respondents from both the category were not addicted of using SNSs and the teacher from PUC, GANC, GJC and NIELIT has the highest percentage of not addicted in using SNSs. It was also clear from the analysis that the teachers were not addicted of using SNSs more than the students.

Table-5.26: Addiction of using SNSs by the respondents

Name of colleges	Students			Teachers		
	Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)
PUC	12(38.70)	19(61.29)	31(100)	-	8(100)	8(100)
HBC	10(30.30)	23(69.69)	33(100)	2(20)	8(80)	10(100)
GAC	10(27.02)	27(72.97)	37(100)	3(30)	7(70)	10(100)
GAWC	7(28)	18(72)	25(100)	1(11.11)	8(88.88)	9(100)
GZRSC	13(33.33)	26(66.66)	39(100)	1(14.28)	6(85.71)	7(100)
GJTC	32(84.21)	6(15.78)	38(100)	4(57.14)	3(42.85)	7(100)
GTRC	16(45.71)	19(54.28)	35(100)	3(30)	7(70)	10(100)
GANC	14(37.83)	23(62.16)	37(100)	-	5(100)	5(100)
GJC	14(35)	26(65)	40(100)	-	9(100)	9(100)
GMLC	12(36.36)	21(63.63)	33(100)	3(33.33)	6(66.66)	9(100)
IASE	15(41.66)	21(58.33)	36(100)	2(22.22)	7(77.77)	9(100)
NIELIT	13(32.5)	27(67.5)	40(100)	-	10(100)	10(100)
RIPANS	18(45)	22(55)	40(100)	1(10)	9(90)	10(100)
MCON	8(25)	24(75)	32(100)	3(33.33)	6(66.66)	9(100)
Total	194(39.11)	302(60.88)	496(100)	23(18.85)	99(81.14)	122(100)

(Source: Primary data)

5.2.27 Opinion of respondents about SNSs usage as a linkage for academic communication

Table-5.27 shows the opinion about SNSs usage by the students and teachers as a linkage for academic communication of colleges in Aizawl. After analyzing it was observed from the analysis that from the students category majority of the respondents from PUC (87.09%), HBC (93.93%), GAC (78.37%), GAWC (84%), GZRSC (97.43%), GJTC (57.89%), GTRC (88.57%), GANC (89.18%), GJC (85%), GMLC (84.84%), IASE (86.11%), NIELIT (85%) and RIPANS (87.5%) has the opinion that SNSs is helpful for the linkage between students and teachers for academic communication while some of the respondents from PUC (12.90%), HBC (6.06%), GAC (21.62%), GAWC (16%), GZRSC (2.56%), GJTC (42.10%), GTRC (11.42%), GANC (10.81%), GJC (15%), GMLC (15.15%), IASE (13.88%), NIELIT (15%) and RIPANS (12.5%) does not think that SNSs is helpful for the linkage between students and teachers for academic communication. All of the respondents from MCON have the opinion that SNSs are helpful for the linkage between students and teachers for academic communication.

It was also observed from the analysis that from the teacher's category all of the respondents from PUC, GZRSC, GJTC and IASE think that SNSs is helpful for the linkage between students and teachers for academic communication. Majority of the respondents from HBC (90%), GAC (80%), GAWC (55.55%), GTRC (90%), GANC (60%), GJC (77.77%), GMLC (66.66%), NIELIT (70%), RIPANS (60%) and MCON (77.77%) think that SNSs is helpful for the linkage between students and teachers for

academic communication while some of the respondents from HBC (10%), GAC (20%), GAWC (44.44%), GTRC (10%), GANC (40%), GJC (22.22%), GMLC (33.33%), NIELIT (30%), RIPANS (40%) and MCON (22.22%) does not think that SNSs is helpful for the linkage between students and teachers for academic communication.

It was further examined that majority of the respondents from both the students (58.88%) and teachers (80.32) think that SNSs is helpful for the linkage between students and teachers for academic communication while some of the respondents from both the students (14.11%) and teachers (19.67%) does not think that SNSs is helpful for the linkage between the students and teachers for academic communication. It was also clear from the analysis that from the students category MCON and from teachers PUC, GZRSC, GJTC and IASE has the highest percentage of having the opinion about SNSs helpful for the linkage between students and teachers for academic communication.

Table-5.27: Opinion of respondents about SNSs usage as a linkage for academic communication

Name of colleges	Students			Teachers		
	Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)
PUC	27(87.09)	4(12.90)	31(100)	8(100)	-	8(100)
HBC	31(93.93)	2(6.06)	33(100)	9(90)	1(10)	10(100)
GAC	29(78.37)	8(21.62)	37(100)	8(80)	2(20)	10(100)
GAWC	21(84)	4(16)	25(100)	5(55.55)	4(44.44)	9(100)
GZRSC	38(97.43)	1(2.56)	39(100)	7(100)	-	7(100)
GJTC	22(57.89)	16(42.10)	38(100)	7(100)	-	7(100)
GTRC	31(88.57)	4(11.42)	35(100)	9(90)	1(10)	10(100)
GANC	33(89.18)	4(10.81)	37(100)	3(60)	2(40)	5(100)
GJC	34(85)	6(15)	40(100)	7(77.77)	2(22.22)	9(100)
GMLC	28(84.84)	5(15.15)	33(100)	6(66.66)	3(33.33)	9(100)
IASE	31(86.11)	5(13.88)	36(100)	9(100)	-	9(100)
NIELIT	34(85)	6(15)	40(100)	7(70)	3(30)	10(100)
RIPANS	35(87.5)	5(12.5)	40(100)	6(60)	4(40)	10(100)
MCON	32(100)	-	32(100)	7(77.77)	2(22.22)	9(100)
Total	426(85.88)	70(14.11)	496(100)	98(80.32)	24(19.67)	122(100)

(Source: Primary data)

5.2.28 Respondent's opinion about security of personal information on SNSs

Different kinds of fake account can be created using SNSs. This may lead to insecurity of personal information on SNSs. Table-5.28 described the privacy of personal information secure on SNSs by the students and teachers of colleges in Aizawl. After analyzing it was observed form the analysis that from the students category majority of the respondents from HBC (54.54%), GAC (59.45%), GAWC (64%), GZRSC (84.35%), GJTC (73.68%), GTRC (51.42%), GANC (70.27%), GMLC (51.51%), NIELIT (67.5%) and MCON (59.37%) think that personal information is secure on SNSs while less than half of the respondents form HBC (45.45%), GAC (40.54%), GAWC (36%), GZRSC (25.64%), GJTC (26.31%), GTRC (48.57%), GANC (29.72%), GMLC (48.48%), NIELIT (32.5%) and MCON (40.62%) does not think that personal information is secure on SNSs. Majority of the respondents from PUC (38.7%), GJC (82.5%), IASE (41.66%) and RIPANS (45%) has the opinion that personal information is secure in SNSs.

It was also observed from the analysis that from the teacher's category all of the respondents from IASE has the opinion that personal information is secure on SNSs. Half of the respondents (50%) from PUC think that personal information is secure on SNSs and other 50% respondents does not think that personal information is secure on SNSs. Half of the respondents (50%) from PUC think that personal information is secure on SNSs and other 50% respondents does not think that personal information is secure on SNSs. Majority of the respondents from HBC (80%), GAC (60%), GAWC (77.77%), GZRSC (57.14%), GJTC (71.42%), GANC (80%), GJC (55.55%), NIELIT (70%) and MCON (66.66%) has the opinion that personal information is secure on

SNSs while some of the students from HBC (20%), GAC (40%), GAWC (22.22%), GZRSC (42.85%), GJTC (28.57%), GTRC (40%), GANC (20%), GJC (44.44%), NIELIT (30%) and MCON (33.33%) does not think that personal information is secure on SNSs. Majority of the respondents (55.55%) from GMLC and 60% from RIPANS does not think that personal information is secure on SNSs while 44.44% from GMLC and 40% from RIPANS has the opinion that personal information is secure on SNSs. It was further examined from the analysis that majority of the respondents from both the student (54.83%) and teachers (64.75%) has the opinion that personal information is secure on SNSs while less than half of the respondents from both the students (45.16%) and teachers (35.24%) does not think that personal information is secure on SNSs. The students of GZRSC has the highest percentage of having the opinion about secure of personal information on SNSs and the teachers from IASE has the highest percentage of having the opinion that personal information is secure on SNSs. It was clear from the analysis that majority of the respondents from both the students and teachers have the opinion that personal information secure on SNSs.

Table-5.28: Respondent's opinion about security of personal information on SNSs

Name of colleges	Students			Teachers		
	Yes (%)	No (%)	Total (%)	Yes (%)	No (%)	Total (%)
PUC	12(38.7)	19(61.29)	31(100)	4(50)	4(50)	8(100)
HBC	18(54.54)	15(45.45)	33(100)	8(80)	2(20)	10(100)
GAC	22(59.45)	15(40.54)	37(100)	6(60)	4(40)	10(100)
GAWC	16(64)	9(36)	25(100)	7(77.77)	2(22.22)	9(100)
GZRSC	29(74.35)	10(25.64)	39(100)	4(57.14)	3(42.85)	7(100)
GJTC	28(73.68)	10(26.31)	38(100)	5(71.42)	2(28.57)	7(100)
GTRC	18(51.42)	17(48.57)	35(100)	6(60)	4(40)	10(100)
GANC	26(70.27)	11(29.72)	37(100)	4(80)	1(20)	5(100)
GJC	7(17.5)	33(82.5)	40(100)	5(55.55)	4(44.44)	9(100)
GMLC	17(51.51)	16(48.48)	33(100)	4(44.44)	5(55.55)	9(100)
IASE	15(41.66)	21(58.33)	36(100)	9(100)	-	9(100)
NIELIT	27(67.5)	13(32.5)	40(100)	7(70)	3(30)	10(100)
RIPANS	18(45)	22(55)	40(100)	4(40)	6(60)	10(100)
MCON	19(59.37)	13(40.62)	32(100)	6(66.66)	3(33.33)	9(100)
Total	272(54.83)	224(45.16)	496(100)	79(64.75)	43(35.24)	122(100)

(Source: Primary data)

5.2.29 Respondent perception about reliability of information available on SNSs

The reliability of information available on SNSs may depend upon the user's opinion by the information given to them. Table-5.29 described the opinion regarding the reliability of the information available on SNSs by the students and teachers of colleges in Aizawl. The scholar brought out 3 parameters (Reliable, partially reliable, and not reliable) for evaluating the broad category.

After analyzing it was observed from the analysis that from students category most of the respondents (43.38%) from PUC has the opinion that information available on SNSs is reliable and 45.16% respondents thinks that information available on SNSs is partially reliable while only 6.45% respondents think that information available on SNSs is not reliable. Majority of the respondents (66.66%) from HBC has the opinion that information available on SNSs is partially reliable while 33.33% respondents think that information available on SNSs is reliable. Majority of the respondents (64.86%) from GAC think that information on SNSs is partially reliable and 27.02% respondents think that information on SNSs is reliable while 80.10% respondents think that information on SNSs is not reliable. From GAWC majority of the respondents (56%) think that information on SNSs is reliable and 40% respondents think that information on SNSs is partially reliable while on SNSs, 4% respondents think that information on SNSs is not reliable. Majority of the respondents (82.05%) from GZRSC has the opinion that information on SNSs is partially reliable while 17.94% thinks that information on SNSs is reliable. Less than half of the respondents (39.47%) from GJTC think that information on SNSs is not reliable and 31.57% respondents think that information on SNSs is partially reliable while 28.94% respondents think that

information on SNSs is reliable. More than half of the respondents (51.42%) from GTRC think that information available on SNSs is partially reliable and 45.71% respondents think that information on SNSs is reliable while only 2.85% respondents think that information on SNSs is not reliable. From GANC majority of the respondents (72.97%) think that information on SNSs is partially reliable and 24.32% respondents think that information on SNSs is reliable while 2.70% respondents think that information on SNSs is not reliable. Less than half of the respondents (40%) from GJC think that information on SNSs is reliable and 32.5% respondents think that information on SNSs are not reliable while 27.5% respondents think that information available on SNSs is partially reliable. From GMLC majority of the respondents (75.75%) have the opinion that information available on SNSs is partially reliable while 24.24% respondents think that information on SNSs is reliable. Majority of the respondents (77.77%) from IASE think that information available on SNSs is partially reliable and 16.66% respondents think that information on SNSs is reliable while 5.55% respondents think that information on SNSs is not reliable. From NIELIT majority of the respondents (65%) think that information on SNSs is partially reliable and 25% respondents think that information on SNSs is reliable while 10% respondents think that information on SNSs is not reliable. Majority of the respondents (67.5%) from RIPANS think that information on SNSs is partially reliable and 25% respondents think that information on SNSs is reliable while 7.5% respondents think that information on SNSs is not reliable. From MCON majority of the respondents (68.75%) think that information available on SNSs is partially reliable and 28.12%

respondents think that information on SNSs is reliable while only 3.2% have the opinion that information available on SNSs is not reliable.

It was also observed from the analysis that from teacher's category all of the respondents from GAWC, GZRSC and GANC have the opinion that information available on SNSs is partially reliable. Majority of the respondents (75%) from PUC think that information available on SNSs is partially reliable and 12.5% each think that information on SNSs is reliable and not reliable respectively. Majority of the respondents (60%) from HBC think that information on SNSs is partially reliable while 40% respondents think that information on SNSs is reliable. From GAC majority of the respondents (60%) think that information on SNSs is reliable and 20% each from the category reliable and not reliable by the respondents have been observed. Majority of the respondents (71.42%) from GJTC think that information on SNSs is partially reliable and 14.28% each from the category reliable and not reliable have been observed. Most of all the respondents (90%) from GTRC think that information on SNSs is partially reliable while 10% respondents think that information on SNSs is reliable. From GJC majority of the respondents (77.77%) think that information on SNSs is partially reliable while 11.11% each from the category reliable and not reliable have been observed. Majority of the respondents (77.77%) from IASE think that information on SNSs is partially reliable and 11.11% each from the category reliable and not reliable have been observed. From NIELIT majority of the respondents (80%) think that information on SNSs is partially reliable while 20% respondents think that information on SNSs is reliable. Majority of the respondents (70%) from RIPANS think that information on SNSs is partially reliable and 30% respondents think that

information on SNSs is reliable. From MCON majority of the respondents (66.66%) have the opinion that information available on SNSs is partially reliable while 33.33% respondents think that information on SNSs is reliable.

It was further examined from the analysis and it was found that majority of the respondents from both the students (60.08%) and teachers (79.50%) have the opinion that information available on SNSs is partially reliable and less than half of the respondents from both the students (30.64%) and teachers (15.57%) think that information available on SNSs is reliable. Only 9.27% respondents from the students and 4.91% respondents from the teachers have the opinion that information available on SNSs is not reliable. It was clear from the analysis that majority of the respondents have the opinion that information available on SNSs is reliable and all of the respondents from GAWC, GZRSC, GANC and GMLC from teachers category has the highest percentage on the opinion of having information on SNSs partially reliable.

Table-5.29: Respondents perception about reliability of information available on SNSs

Name of colleges	Students				Teachers			
	Reliable (%)	Partially Reliable (%)	Not Reliable (%)	Total (%)	Reliable (%)	Partially Reliable (%)	Not Reliable (%)	Total (%)
PUC	15(48.38)	14(45.16)	2(6.45)	31(100)	1(12.5)	6(75)	1(12.5)	8(100)
HBC	11(33.33)	22(66.66)	-	33(100)	4(40)	6(60)	-	10(100)
GAC	10(27.02)	24(64.86)	3(8.10)	37(100)	2(20)	6(60)	2(20)	10(100)
GAWC	14(56)	10(40)	1(4)	25(100)	-	9(100)	-	9(100)
GZRSC	7(17.94)	32(82.05)	-	39(100)	-	7(100)	-	7(100)
GJTC	11(28.94)	12(31.57)	15(39.47)	38(100)	1(14.28)	5(71.42)	1(14.28)	7(100)
GTRC	16(45.71)	18(51.42)	1(2.85)	35(100)	1(10)	9(90)	-	10(100)
GANC	9(24.32)	27(72.97)	1(2.70)	37(100)	-	5(100)	-	5(100)
GJC	16(40)	11(27.5)	13(32.5)	40(100)	1(11.11)	7(77.77)	1(11.11)	9(100)
GMLC	8(24.24)	25(75.75)	-	33(100)	-	9(100)	-	9(100)
IASE	6(16.66)	28(77.77)	2(5.55)	36(100)	1(11.11)	7(77.77)	1(11.11)	9(100)
NIELIT	10(25)	26(65)	4(10)	40(100)	2(20)	8(80)	-	10(100)
RIPANS	10(25)	27(67.5)	3(7.5)	40(100)	3(30)	7(70)	-	10(100)
MCON	9(28.12)	22(68.75)	1(3.12)	32(100)	3(33.33)	6(66.66)	-	9(100)
Total	152(30.64)	298(60.08)	46(9.27)	496(100)	19(15.57)	97(79.50)	6(4.91)	122(100)

(Source: Primary data)

5.2.30 Sources of information in using SNSs by the respondents

There are different ways for getting the information regarding the use of SNSs. Table-5.30 depicts the sources of information in using SNSs by the students and teachers of colleges in Aizawl. The researchers brought out 5 parameters (Internet, teachers, from colleagues and friends, newspaper, and self-instruction) for evaluating the broad category of the study.

After analyzing the data it was observed from the analysis that from students category. Less than half of the respondents (35.48%) from PUC get the information about SNSs from colleagues and friends and 32.25% respondents get their information about SNSs from the internet while 29.03% respondents get the information by themselves and only 3.22% respondents get the information about SNSs from newspaper. From HBC 36.36% respondents get information from the internet and 30.30% respondents get information from their colleagues and friends while 27.27% get the information by themselves and only 6.06% respondents get information about SNSs from their teachers. From GAC less than half of the respondents (43.24%) get information about SNSs from internet and 37.83% respondents get information from colleagues and friends while 18.91% respondents get information by self-instruction. From GAWC 48% respondents get information about SNSs from their colleagues and friends and 36% respondents get information from internet while 8% each get information about SNSs from newspaper and self-instruction. From GZRSC 41.02% respondents get information from their colleagues and friends and 28.20% respondents get information about SNSs from internet while 25.64% get the knowledge of using SNSs by themselves and 2.56% each get the knowledge of using SNSs from newspapers and

from their teachers. From GJTC 44.73% respondents get the information about SNSs from colleagues and friends and 36.84% respondents get the knowledge of using SNSs from the internet while 18.42% respondents get the information about SNSs by themselves. Majority of the respondents (65.71%) from GTRC get the knowledge of using SNSs from colleagues and friends and 20% respondents from internet while 11.42% respondents from self-instruction and only 2.85% respondents get the knowledge form their teachers. From GANC less than half of the respondents (45.94%) get the knowledge of using SNSs from colleagues and friends and 32.43% respondents from internet while 13.51% respondents from self-instruction and only 8.10% respondents get the information about SNSs from newspapers. From GJC 45% respondents get the knowledge of using SNSs from internet and 30% respondents by themselves while 25% respondents get the information of using SNSs from their colleagues and friend. From GMLC 39.39% respondents get the knowledge of using SNSs from colleagues and friends and 27.27% respondent by self-instruction while 24.24% respondents get from internet and only 9.09% get the knowledge from their teachers. Majority of the respondents (55.55%) from IASE get the knowledge from colleagues and friends and 33.33% get from internet while 5.55% each get the knowledge of using SNSs from newspaper and self-instruction. From NIELIT more than half of the respondents (52.5%) get the knowledge of using SNSs from colleagues and friends and 45% respondents get from internet while 2.5% respondents get the knowledge from their teachers. From RIPANS 35% respondents get the knowledge of using SNSs by self-instruction and 32.5% respondents get from internet while 27.5% get the knowledge from colleagues and friends and only 3.12% respondents get the

knowledge from newspapers. Majority of the respondents (59.37%) from MCON get the knowledge of using SNSs from colleagues and friends and 25% respondents get the knowledge of using SNSs from internet while 9.37% respondents get the knowledge by self-instruction and only 3.12% each get the knowledge of using SNSs from, their teachers and newspapers.

It was also observed from the analysis that from teacher's category majority of the respondents (62.5%) from PUC get the knowledge of using SNSs from colleagues and friends and 25% respondents get the knowledge from internet while 12.5% respondents get the knowledge by self-instruction. Majority of the respondents (60%) from HBC get the knowledge from colleagues and friends and 20% each get the knowledge from internet and self-instruction. Half of the respondents (50%) from GAC get the knowledge of using SNSs from colleagues and friends and 30% respondents get the knowledge from internet while 20% get the knowledge by self-instruction. From GAWC 44.44% respondents get the knowledge from colleagues and friends and 33.33% respondents get the knowledge by self-instruction while 22.22% respondents get from internet. Majority of the respondents (57.14%) from GZRSC get the knowledge of using SNSs from colleagues and friends while 42.85% respondents get the knowledge from internet. Majority of the respondents (57.14%) from GJTC get the knowledge of using SNSs from internet and 28.57% respondents get the knowledge from colleagues and friends while 14.28% respondents get the knowledge by self-instruction. Majority of the respondents (70%) from GTRC get the knowledge of using SNSs from colleagues and friends and 20% respondents get the knowledge from internet while only 10% respondents get the knowledge from newspapers. Majority of

the respondents (60%) from GANC get the knowledge of using SNSs from internet and 20% each get the knowledge from colleagues and friends and by self-instruction. From GJC majority of the respondents (55.55%) get the knowledge of using SNSs from colleagues and friends and 22.22% respondents get the knowledge from internet while 11.11% each get the knowledge from newspapers and self-instruction. From GMLC 44.44% each get the information of using SNSs from the internet and from colleagues and friends while 11.11% respondents get the knowledge by self-instruction. Half of the respondents (50%) from NIELIT get the information of using SNSs from colleagues and friends and 30% respondents get knowledge from internet while 20% respondents get the knowledge by self-instruction. From RIPANS 40% each get the knowledge of using SNSs from colleagues and friends and by self-instruction and 20% respondents get the knowledge from internet. Majority of the respondents (66.66%) from MCON get the knowledge of using SNSs from colleagues and friends and 22.22% respondents get the knowledge from internet while 11.11% respondents get the knowledge of using SNSs by self-instruction.

It was further examined from the analysis that less than half of the respondents (43.14%) from students get the knowledge of using SNSs from colleagues and friends and majority of the respondents (51.63%) from teachers also get information of using SNSs from colleagues and friends. The respondents from both the students (33.87%) and teachers (29.50%) get the knowledge of using SNSs from the internet. The respondents from both the students (18.75%) and teachers (17.2%) get the knowledge of using SNSs by self-instruction while 2.41% from the students and 1.63% from the teachers get the knowledge from newspapers and only from the student's category with

1.81% respondents get the knowledge of using SNSs from the teachers. It was clear from the analysis that most of the respondents from both the students and teachers get the knowledge of using SNSs from their colleagues and friends.

Table-5.30: Sources of information in using SNSs by the respondents

Name of colleges	Students						Teachers					
	Internet (%)	Teachers (%)	From Colleagues &Friends (%)	Newspaper (%)	Self-Instruction (%)	Total (%)	Internet (%)	Teachers (%)	From Colleagues &Friends (%)	Newspaper (%)	Self-Instruction (%)	Total (%)
PUC	10(32.25)	-	11(35.48)	1(3.22)	9(29.03)	31(100)	2(25)	-	5(62.5)	-	1(12.5)	8(100)
HBC	12(36.36)	2(6.06)	10(30.30)	-	9(27.27)	33(100)	2(20)	-	6(60)	-	2(20)	10(100)
GAC	16(43.24)	-	14(37.83)	-	7(18.91)	37(100)	3(30)	-	5(50)	-	2(20)	10(100)
GAWC	9(36)	-	12(48)	2(8)	2(8)	25(100)	2(22.22)	-	4(44.44)	-	3(33.33)	9(100)
GZRSC	11(28.20)	1(2.56)	16(41.02)	1(2.56)	10(25.64)	39(100)	3(42.85)	-	4(57.14)	-	-	7(100)
GJTC	14(36.84)	-	17(44.73)	-	7(18.42)	38(100)	4(57.14)	-	2(28.57)	-	1(14.28)	7(100)
GTRC	7(20)	1(2.85)	23(65.71)	-	4(11.42)	35(100)	2(20)	-	7(70)	1(10)	-	10(100)
GANC	12(32.43)	-	17(45.94)	3(8.10)	5(13.51)	37(100)	3(60)	-	1(20)	-	1(20)	5(100)
GJC	18(45)	-	10(25)	-	12(30)	40(100)	2(22.22)	-	5(55.55)	1(11.11)	1(11.11)	9(100)
GMLC	8(24.24)	3(9.09)	13(39.39)	-	9(27.27)	33(100)	4(44.44)	-	4(44.44)	-	1(11.11)	9(100)
IASE	12(33.33)	-	20(55.55)	2(5.55)	2(5.55)	36(100)	2(22.22)	-	5(55.55)	-	2(22.22)	9(100)
NIELIT	18(45)	1(2.5)	21(52.5)	-	-	40(100)	3(30)	-	5(50)	-	2(20)	10(100)
RIPANS	13(32.5)	-	11(27.5)	2(5)	14(35)	40(100)	2(20)	-	4(40)	-	4(40)	10(100)
MCON	8(25)	1(3.12)	19(59.37)	1(3.12)	3(9.37)	32(100)	2(22.22)	-	6(66.66)	-	1(11.11)	9(100)
Total	168(33.87)	9(1.81)	214(43.14)	12(2.41)	93(18.75)	496(100)	36(29.50)	-	63(51.63)	2(1.63)	21(17.2)	122(100)

(Source: Primary data)

5.2.31 Flexibility with the use of SNSs by the respondents

Table-5.31 indicates about the analysis of flexibility with the use of SNSs by the students and teachers of colleges in Aizawl. The researcher brought out 5 parameters (Easy, very easy, average, difficult, and very difficult) for evaluating the broad category of the study.

After analyzing it was observed from the analysis that from the students category most of the respondents (41.93%) from PUC feels average in using SNSs, 32.25% respondents find easy in using SNSs and 9.67% each find very easy and difficult in using SNSs while 6.45% respondents have find it very difficult in using SNSs. Majority of the respondents (57.57%) feels average in using SNSs and 27.27% respondents find easy in using SNSs while 9.09% respondents have difficulties in using SNSs and only 6.06% respondents find very easy in using SNSs. From GAC 43.24% respondents have average level in using SNSs and 37.83% respondents find easy while 10.81% respondents have difficulties in using SNSs, 5.40% respondents find very easy and only 2.70% respondents find very difficult in using SNSs. Majority of the respondents (52%) from GAWC have average level in using SNSs, and 32% respondents find difficulties while 8% each find easy and very easy in using SNSs. From GZRSC 41.02% respondents find easy in using SNSs, 38.46% respondents have average level in using SNSs and 10.25% respondents find very easy in using SNSs while 7.69% respondents find very difficult in using SNSs. From GJTC 34.21% respondents find easy and 28.94% respondents have average level in using SNSs while 15.78% respondents find difficulties in using SNSs and 13.15% respondents find very easy in using SNSs, only 7.89% respondents find very difficult in using SNSs. From

GTRC 40% respondents have average level and 31.42% respondents have average level and 31.42% respondents find easy and 11.42% respondents find very difficult in using SNSs, while 8.57% each find very easy and difficult in using SNSs. From GANC 35.13% respondents find easy in using SNSs and 24.32% respondents have average level in using SNSs while 21.62% respondent find very difficult and 13.51% respondents find difficult in using SNSs. From GJC 42.5% respondents have average level in using SNSs, 35% respondents find easy in using SNSs and 17.5% respondents have difficulties while only 5% respondents find very easy in using SNSs. From GMLC 42.42% respondents have average level in using SNSs, 18.18% respondents find easy and 15.15% each find difficult and very difficult in using SNSs while 9.09% respondents find very easy in using SNSs. From IASE 27.77% respondents have average level in using SNSs, 22.22% each find easy and very difficult in using SNSs and 16.66% respondents find difficult while 11.11% respondents find very easy in using SNSs. From NIELIT less than half of the respondents (47.5%) have average level in using SNSs, and 12.5% each find easy, very easy and difficult in using SNSs while 15% respondents find very difficult in using SNSs. From RIPANS 37.5% respondents have average level in using SNSs and 30% respondents find difficult and 17.5% respondents find easy in using SNSs while 15% respondents find very easy in using SNSs. From MCON 43.75% respondents have average level in using SNSs, 28.12% respondents find easy and 12.5% respondents find difficult in using SNSs while 9.37% respondents find very easy in using SNSs and only 6.25% respondents find very difficult in using SNSs.

It was also observed from the analysis that from teachers category 37.5% respondents from PUC have average level in using SNSs and 25% each find easy and difficult in using SNSs while 12.5% respondents find very easy in using SNSs. Half of the respondents (50%) from HBC find easy in using SNSs and 20% each have average and find difficult in using SNSs. Half of the respondents (50%) from GAC have average level in using SNSs and 40% respondents find easy in using SNSs while 10% respondents find very easy in using SNSs. From GAWC 33.33% each find easy, average and difficult in using SNSs. Majority of the respondents (85.71%) from GJTC have average level in using SNSs and 14.28% find very easy in using SNSs. Majority of the respondents (70%) from GTRC have average level in using SNSs and 30% respondents find easy in using SNSs. Majority of the respondents (60%) find easy in using SNSs and 40% respondents have average level in using SNSs. From GJC 44.44% respondents have average level and 22.22% each find easy and very easy in using SNSs while 11.11% respondents find difficult in using SNSs. Majority of the respondents (55.55%) from GMLC have average level and 33.33% find easy while 11.11% respondents find very difficult in using SNSs. Majority of the respondents (66.66%) from IASE have average level and 22.22% respondents find very easy in using SNSs. From NIELIT 40% respondents have average level and 20% each find very easy and difficult in using SNSs while 10% each find easy and very difficult in using SNSs. Majority of the respondents (70%) from RIPANS have average level and 10% each find easy, very easy and very difficult in using SNSs. Majority of the respondents (55.55%) from MCON have average level in using SNSs and 33.33% respondents find very easy while 11.11% respondents find easy in using SNSs.

It was further examined from the analysis that most of the students (40.12%) have average level in using SNSs and half of the respondents (50%) from teachers have average level in using SNSs. 27.62% from students and 26.22% from teachers find easy in using SNSs and 9.27% students and 10.65% teachers find very easy in using SNSs. 14.91% from students and 9.83% from teachers find difficult in using SNSs and 8.06% respondents from students and 3.27% respondents from teachers find very difficult in using SNSs. It was clear from the analysis that most of the respondents from both the students and teachers have average level in using SNSs. The students have more difficulties in using SNSs than the teachers.

Table-5.31: Flexibility with the use of SNSs by the respondents

Name of colleges	Students						Teachers					
	Easy (%)	Very easy (%)	Average (%)	Difficult (%)	Very difficult (%)	Total (%)	Easy (%)	Very easy (%)	Average (%)	Difficult (%)	Very difficult (%)	Total (%)
PUC	10(32.25)	3(9.67)	13(41.93)	3(9.67)	2(6.45)	31(100)	2(25)	1(12.5)	3(37.5)	2(25)	-	8(100)
HBC	9(27.27)	2(6.06)	19(57.57)	3(9.09)	-	33(100)	5(50)	1(10)	2(20)	2(20)	-	10(100)
GAC	14(37.83)	2(5.40)	16(43.24)	4(10.81)	1(2.70)	37(100)	4(40)	1(10)	5(50)	-	-	10(100)
GAWC	2(8)	2(8)	13(52)	8(32)	-	25(100)	3(33.33)	-	3(33.33)	3(33.33)	-	9(100)
GZRSC	16(41.02)	4(10.25)	15(38.46)	3(7.69)	1(2.56)	39(100)	2(28.57)	-	2(28.57)	2(28.57)	1(14.28)	7(100)
GJTC	13(34.21)	5(13.15)	11(28.94)	6(15.78)	3(7.89)	38(100)		1(14.28)	6(85.71)	-	-	7(100)
GTRC	11(31.42)	3(8.57)	14(40)	3(8.57)	4(11.42)	35(100)	3(30)	-	7(70)	-	-	10(100)
GANC	13(35.13)	2(5.40)	9(24.32)	5(13.51)	8(21.62)	37(100)	3(60)	-	2(40)	-	-	5(100)
GJC	14(35)	2(5)	17(42.5)	7(17.5)	-	40(100)	2(22.22)	2(22.22)	4(44.44)	1(11.11)	-	9(100)
GMLC	6(18.18)	3(9.09)	14(42.42)	5(15.15)	5(15.15)	33(100)	3(33.33)	-	5(55.55)	-	1(11.11)	9(100)
IASE	8(22.22)	4(11.11)	10(27.77)	6(16.66)	8(22.22)	36(100)	2(22.22)	1(11.11)	6(66.66)	-	-	9(100)
NIELIT	5(12.5)	5(12.5)	19(47.5)	5(12.5)	6(15)	40(100)	1(10)	2(20)	4(40)	2(20)	1(10)	10(100)
RIPANS	7(17.5)	6(15)	15(37.5)	12(30)	-	40(100)	1(10)	1(10)	7(70)	-	1(10)	10(100)
MCON	9(28.12)	3(9.37)	14(43.75)	4(12.5)	2(6.25)	32(100)	1(11.11)	3(33.33)	5(55.55)	-	-	9(100)
Total	137(27.62)	46(9.27)	199(40.12)	74(14.91)	40(8.06)	496(100)	32(26.22)	13(10.65)	61(50)	12(9.83)	4(3.27)	122(100)

(Source: Primary data)

5.2.32 Perception about the positive use of SNSs by the respondents

Table-5.32 described the opinion about the perception about positive use of SNSs by the students and teachers of colleges in Aizawl. The researcher brought out 4 parameters (Helpful for easy communication, Easy to access information, Easy to get in touch with friends, and useful for academic communications) for evaluating the broad category under this heading.

After analyzing it was observed from the analysis that from the students category 41.93% respondents from PUC have the opinion that SNSs is helpful for easy communication and 32.25% respondents think that SNSs is easy to access information while 16.12% respondents think that SNSs is easy to get in touch with friends, only 9.67% respondents think that SNSs is useful for academic communication. Most of the respondents from HBC (42.42%), GAC (45.94%), GAWC (44%), GZRSC (35.89%), GJTC (31.57%), GTRC (25.71%), GANC (32.43%), GJC (32.5%), GMLC (30.30%), IASE (33.33%), NIELIT (25%), RIPANS (35%) and MCON (40.62%) have the opinion that SNSs is helpful for easy communication. The respondents from HBC (24.24%), GAC (21.62%), GAWC (4%), GZRSC (28.20%), GJTC (50%), GTRC (51.42%), GANC (29.72%), GJC (25%), GMLC (24.24%), IASE (27.77%), NIELIT (40%), RIPANS (30%) and MCON (12.5%) think that SNSs is useful for academic communications and the respondents from HBC (21.21%), GAC (24.32%), GAWC (28%), GZRSC (20.51%), GJTC (10.52%), GTRC (17.14%), GANC (18.91%), GJC (20%), GMLC (33.33%), IASE (16.66%), NIELIT (17.5%), RIPANS (22.5%) and MCON (25%) have the opinion that SNSs is easy to access information while the respondents from HBC (12.12%), GAC (8.10%), GAWC (24%), GZRSC (15.38%),

GJTC (7.89%), GTRC (7.71%), GANC (18.91%), GJC (22.5%), GMLC (12.12%), IASE (22.22%), NIELIT (17.5%), RIPANS (12.5%) and MCON (21.87%) have the opinion that SNSs is easy to get in touch with friends.

It was observed from the analysis that from teachers category most of the respondents from PUC (25%), HBC (30%), GAC (30%), GAWC (22.22%), GZRSC (42.85%), GJTC (28.57%), GTRC (40%), GANC (40%), GJC (33.33%), GMLC (44.44%), IASE (33.33%), NIELIT(40%), RIPANS (50%) and MCON (33.33%) have the opinion that SNSs is easy to access information. The respondents from PUC (37.5%), HBC (40%), GAC (50%), GAWC (33.33%), GZRSC (28.57%), GJTC (14.28%), GTRC (20%), GANC (20%), GJC (22.22%), GMLC (22.22%), IASE (33.33%), NIELIT (40%), RIPANS (30%) and MCON (22.22%) have the opinion that SNSs is helpful for easy communication while the respondents from PUC (25%), HBC (20%), GAC (20%), GAWC (33.33%), GZRSC (14.28%), GJTC (42.85%), GTRC (30%), GANC (20%), GJC (22.22%), GMLC (22.22%), IASE (11.11%), NIELIT(20%), RIPANS (20%) and MCON (33.33%) have the opinion that SNSs is useful for academic communication and only some of the respondents from PUC (12.5%), HBC (10%), GAWC (11.11%), GZRSC (14.28%), GJTC (14.28%), GTRC (10%), GANC (20%), GJC (22.22%), GMLC (11.11%), IASE (11.11%), NIELIT (22.22%), and MCON (11.11%) think that SNSs is easy to get in touch with friend.

It was further examined that most of the students (35.08%) respondents have the opinion about SNSs helpful for easy communication and 30.32% respondents from teachers think that SNSs is helpful for easy communication 21.57% respondents from students and 35.24% respondents from teachers think that SNSs is easy to access

information and 15.32% respondents from students and 10.65% respondents from teachers have the opinion that SNSs is easy to get in touch with friends. 28.02% respondents from students and 23.77% respondents from teachers think that SNSs is useful for academic communications. It was clear from the analysis that from the student's category SNSs is helpful for easy communication has the highest percentage from the respondents followed by useful for academic communication. From teachers category easy to access information has the highest percentage from the respondents followed by helpful for easy communication.

Table-5.32: Perception about the positive use of SNSs by the respondents

Name of colleges	Students					Teachers				
	Helpful for easy communication (%)	Easy to access information (%)	Easy to get in touch with friends (%)	Useful for academic communications (%)	Total (%)	Helpful for easy communication (%)	Easy to access information (%)	Easy to get in touch with friends (%)	Useful for academic communications (%)	Total (%)
PUC	13(41.93)	10(32.25)	5(16.12)	3(9.67)	31(100)	3(37.5)	2(25)	1(12.5)	2(25)	8(100)
HBC	14(42.42)	7(21.21)	4(12.12)	8(24.24)	33(100)	4(40)	3(30)	1(10)	2(20)	10(100)
GAC	17(45.94)	9(24.32)	3(8.10)	8(21.62)	37(100)	5(50)	3(30)	-	2(20)	10(100)
GAWC	11(44)	7(28)	6(24)	1(4)	25(100)	3(33.33)	2(22.22)	1(11.11)	3(33.33)	9(100)
GZRSC	14(35.89)	8(20.51)	6(15.38)	11(28.20)	39(100)	2(28.57)	3(42.85)	1(14.28)	1(14.28)	7(100)
GJTC	12(31.57)	4(10.52)	3(7.89)	19(50)	38(100)	1(14.28)	2(28.57)	1(14.28)	3(42.85)	7(100)
GTRC	9(25.71)	6(17.14)	2(5.71)	18(51.42)	35(100)	2(20)	4(40)	1(10)	3(30)	10(100)
GANC	12(32.43)	7(18.91)	7(18.91)	11(29.72)	37(100)	1(20)	2(40)	1(20)	1(20)	5(100)
GJC	13(32.5)	8(20)	9(22.5)	10(25)	40(100)	2(22.22)	3(33.33)	2(22.22)	2(22.22)	9(100)
GMLC	10(30.30)	11(33.33)	4(12.12)	8(24.24)	33(100)	2(22.22)	4(44.44)	1(11.11)	2(22.22)	9(100)
IASE	12(33.33)	6(16.66)	8(22.22)	10(27.77)	36(100)	3(33.33)	3(33.33)	2(22.22)	1(11.11)	9(100)
NIELIT	10(25)	7(17.5)	7(17.5)	16(40)	40(100)	4(40)	4(40)	-	2(20)	10(100)
RIPANS	14(35)	9(22.5)	5(12.5)	12(30)	40(100)	3(30)	5(50)	-	2(20)	10(100)
MCON	13(40.62)	8(25)	7(21.87)	4(12.5)	32(100)	2(22.22)	3(33.33)	1(11.11)	3(33.33)	9(100)
Total	174(35.08)	107(21.57)	76(15.32)	139(28.02)	496(100)	37(30.32)	43(35.24)	13(10.65)	29(23.77)	122(100)_

(Source: Primary data)

5.2.33 Features expected to be available on SNSs by the respondents

Table-5.33 depicts the features expected to be available on SNSs by the students and teachers of colleges in Aizawl. The researcher brought out 5 parameters (Authenticity, Privacy, Reliability of information, offline mode, and others) for evaluating the broad category under the heading.

After analyzing it was observed from the analysis that from the students category most of the respondents (43.38%) from PUC expected authenticity on SNSs and 32.25% respondents expected privacy, while 12.90% respondents expected video calling and 3.22% each expected offline mode and from others category have been observed. From HBC 21.21% respondents expected offline mode, and 18.18% respondents expected video calling while 15.15% each expected authenticity and privacy respectively. From GAC 35.13% respondents expected privacy and 32.43% respondents expected authenticity while 27.02% respondents expected video calling and only 5.40% expected offline mode. Most of the respondents (44%) from GAWC expected video calling on SNSs and 36% respondents expected authenticity while 20% responded expected privacy on SNSs. Majority of the respondents (53.84%) from GZRSC expected privacy and 30.76% respondents expected authenticity while 10.25% respondents expected video calling and only 2.56% each from the category offline mode and others have been observed. From GJTC 36.84% respondents expected privacy and 31.57% respondents expected video calling while 21.05% respondents expected authenticity and 7.89% respondents expected offline mode, only 2.63% respondents from others category has been observed. From GTRC less than half of the respondents (45.71%) expected privacy and 22.85% respondents expected authenticity

while 20% respondents expected video calling and only 11.42% respondents expected offline mode on SNSs. More than half of the respondents (51.35%) from GANC expected privacy on SNSs and 27.02% respondents expected authenticity while 13.51% respondents expected video calling and only 8.10% responded expected offline mode on SNSs. Majority of the respondents (55%) from GJC expected authenticity to be available on SNSs and 30% respondents expected privacy while 10% respondents expected video calling and only 2.5% each from the category offline mode and others have been observed. From GMLC 39.39% respondents expected privacy, 36.36% respondents expected authenticity and 18.18% respondents expected video calling while 6.06% respondents expected offline mode on SNSs. Majority of the respondents (55.55%) from IASE expected privacy to be available on SNSs, 22.22% respondents expected authenticity and 19.44% respondents expected video calling while 2.77% respondents expected offline mode on SNSs. Half of the respondents (50%) from NIELIT expected authenticity, 22.5% respondents expected video calling and 20% respondents expected privacy while 5% respondents expected offline mode, 2.5% respondents from the category other have also been observed. Majority of the respondents (70%) from RIPANS expected authenticity and 22.5% respondents expected privacy while 5% respondents expected video calling and only 2.5% respondents expected offline mode on SNSs. Majority of the respondents (65.62%) expected privacy, 25% respondents expected authenticity and 6.25% respondents expected video calling while 3.12% respondents expected offline mode to be available on SNSs.

It was also observed from the analysis that from teacher's category majority of the respondents (62.5%) from PUC expected privacy on SNSs and 25% respondents expected video calling while 12.5% respondents expected authenticity. Half of the respondents (50%) from HBC expected authenticity and 30% respondents expected privacy while 20% respondents expected video called to be available on SNSs. From GAC 4% respondents expected privacy on SNSs and 20% each expected authenticity, video calling and offline mode on SNSs. Majority of the respondents (66.66%) from GAWC expected authenticity on SNSs and 22.22% respondents expected privacy while 11.11% respondents expected video calling on SNSs. Majority of the respondents (71.42%) from GZRSC expected privacy on SNSs and 14.28% each expected authenticity and offline mode on SNSs. From GJTC 42.85% respondents expected privacy, and 28.57% respondents expected authenticity while 14.28% each expected video calling and offline mode on SNSs. From GTRC 40% respondents expected privacy and 20% each authenticity and from other category have been observed. From GANC 40% each expected privacy and offline mode on SNSs while 20% respondents expected authenticity to be available on SNSs. Majority of the respondents (55.55%) from GJC expected privacy and 22.22% respondents expected authenticity on SNSs while 11.11% each expected video calling and offline mode. From GMLC 44.44% respondents expected privacy and 22.22% respondents expected authenticity while 11% each expected video calling, offline mode on SNSs and from others category have been observed. From IASE 33.33% each expected authenticity and privacy on SNSs and 22.22% respondents expected video calling while 11.11% respondents expected offline mode on SNSs. From NIELIT 30% each expected

authenticity and privacy on SNSs while 20% each expected video calling and offline mode on SNSs. Majority of the respondents (60%) from RIPANS expected privacy on SNSs and 20% respondents expected authenticity while 10% respondents expected video calling and SNSs should also be accessible through offline mode. From MCON 44.44% respondents expected privacy and 22.22% each expected authenticity and offline mode on SNSs while 11.11% respondents expected video calling to be available on SNSs.

It was further examined from the analysis that most of the respondents from students (39.51%) and teachers (43.44%) expected privacy on SNSs. 35.68% respondents from students and 27.04% respondents from teachers expected authenticity. 17.94% respondents from students and 14.75% respondents from teacher expected video calling while 5.84% respondents from students and 13.11% respondents from teachers expected offline mode on SNSs and 1% respondents from students and 1.63% respondents from teachers from the category "others" have been observed and "others" include academic usage like study materials and easy accessible of online journals. It was clear from the study that most of the respondents from both the students and teachers expected privacy to be available on SNSs followed by authenticity, video calling and offline mode on SNSs.

Table-5.33: Features expected to be available on SNSs by the respondents

Name of colleges	Students						Teachers					
	Authenticity (%)	Privacy (%)	Reliability of information (%)	Offline Mode (%)	Others (%)	Total (%)	Authenticity (%)	Privacy (%)	Reliability of information (%)	Offline Mode (%)	Others (%)	Total (%)
PUC	15(48.38)	10(32.25)	4(12.90)	1(3.22)	1(3.22)	31(100)	1(12.5)	5(62.5)	2(25)	-	-	8(100)
HBC	5(15.15)	15(15.15)	6(18.18)	7(21.21)	-	33(100)	5(50)	3(30)	2(20)	-	-	10(100)
GAC	12(32.43)	13(35.13)	10(27.02)	2(5.40)	-	37(100)	2(20)	4(40)	2(20)	2(20)	-	10(100)
GAWC	9(36)	5(20)	11(44)	-	-	25(100)	6(66.66)	2(22.22)	1(11.11)	-	-	9(100)
GZRSC	12(30.76)	21(53.84)	4(10.25)	1(2.56)	1(2.56)	39(100)	1(14.28)	5(71.42)	-	1(14.28)	-	7(100)
GJTC	8(21.05)	14(36.84)	12(31.57)	3(7.89)	1(2.63)	38(100)	2(28.57)	3(42.85)	1(14.28)	1(14.28)	-	7(100)
GTRC	8(22.85)	16(45.71)	7(20)	4(11.42)	-	35(100)	1(10)	4(40)	2(20)	2(20)	1(10)	10(100)
GANC	10(27.02)	19(51.35)	5(13.51)	3(8.10)	-	37(100)	1(20)	2(40)	-	2(40)	-	5(100)
GJC	22(55)	12(30)	4(10)	1(2.5)	1(2.5)	40(100)	2(22.22)	5(55.55)	1(11.11)	1(11.11)	-	9(100)
GMLC	12(36.36)	13(39.39)	6(18.18)	2(6.06)	-	33(100)	2(22.22)	4(44.44)	1(11.11)	1(11.11)	1(11.11)	9(100)
IASE	8(22.22)	20(55.55)	7(19.44)	1(2.77)	-	36(100)	3(33.33)	3(33.33)	2(22.22)	1(11.11)	-	9(100)
NIELIT	20(50)	8(20)	9(22.5)	2(5)	1(2.5)	40(100)	3(30)	3(30)	2(20)	2(20)	-	10(100)
RIPANS	28(70)	9(22.5)	2(5)	1(2.5)	-	40(100)	2(20)	6(60)	1(10)	1(10)	-	10(100)
MCON	8(25)	21(65.62)	2(6.25)	1(3.12)	-	32(100)	2(22.22)	4(44.44)	1(11.11)	2(22.22)	-	9(100)
Total	177(35.68)	196(39.51)	89(17.94)	29(5.84)	5(1)	496(100)	33(27.04%)	53(43.44)	18(14.75)	16(13.11)	2(1.63)	122(100)

(Source: Primary data)

5.2.34 Features disliked on SNSs by the respondents

In using SNSs different kinds of unwanted information and sharing of unreliable information has come up while using SNSs. Table-5.34 described about the features most hated on SNSs by the students and teachers of colleges in Aizawl. The researcher brought out 5 parameters (advertisement, spam information, fake news, unwanted messages, and others) for evaluating the broad category of the study.

After analyzing it was observed from the analysis that from students category most of the respondents (45.16%) from PUC hated spam information on SNSs, 29.03% respondents hated advertisement and 22.58% respondents hated fake news while 3.22% respondents hated unwanted messages on SNSs. From HBC 33.33% respondents hated unwanted messages on SNSs, 27.27% respondents disliked fake news and 21.21% respondents do not like advertisement while 1515% respondents hated spam information on SNSs and only 3.03% respondents from the category "others" have been observed. From GAC 35.13% respondents does not liked unwanted message and 29.72% respondents disliked spam information on SNSs, 21.62% respondents hated advertisement and 10.81% respondents does not liked fake news while 2.70% respondents from the category "others" have been observed. Most of the respondents (36%) from GAWC does not liked fake news, 28% respondents hated advertisement and 20% respondents disliked unwanted messages while 16% respondents hated spam information on SNSs. Majority of the respondents (56.41%) from GZRSC hated spam information on SNSs, 20.51% respondents does not like fake news and 15.38% respondent's hated advertisement on SNSs while 7.69% respondents disliked unwanted messages. From GJTC 39.47% respondents does not like spam

information 28.94% respondents hated fake news on SNSs and 18.42% respondents hated advertisement while 13.15% respondents disliked unwanted messages. Majority of the respondents (54.28%) from GTRC hated spam information on SNSs, 17.14% respondents does not liked fake news and 14.28% respondent's hated advertisement while 11.42% respondents disliked unwanted messages and 2.85% respondents from the category "others" have observed. Majority of the respondents (54.05%) from GANC does not liked spam information on SNSs, 24.32% respondents disliked unwanted messages and 10.81% respondents hated advertisement while 8.10% respondents disliked fake news on SNSs, only 2.70% respondents from the category "others" have been observed. From GJC 35% respondents does not liked spam information on SNSs, 30% respondent's hated advertisement and 25% respondents disliked fake news while 10% respondents hated unwanted messages. From GMLC 39.39% respondents does not liked fake news, and 33.33% respondents disliked spam information while 27.27% respondents hated advertisement on SNSs. Majority of the respondents (52.77%) from IASE does not like fake news, 33.33% respondents disliked spam information on SNSs and 11.11% respondents hated advertisement on SNSs while 2.77% respondents does not liked unwanted messages. Majority of the respondents (57.5%) from NIELIT does not liked spam information on SNSs and 25% respondents disliked fake news while 17.5% respondents hated advertisement on SNSs. Majority of the respondents (55%) from RIPANS does not liked spam information and 30% respondents disliked fake news while 15% respondents hated advertisement on SNSs. From MCON 34.37% each does not like spam information

and unwanted messages on SNSs and 21.87% respondents dislike fake news while 9.37% respondents hated advertisement on SNSs.

It was also observed from the analysis that from teachers category most of the respondents (37.5%) from PUC does not like spam information on SNSs and 25% each hated advertisement and fake news while 12.5% disliked unwanted messages on SNSs. From HBC 40% each hated advertisement and spam information on SNSs while 10% each does not liked fake news and from the category "others" have been observed. Half of the respondents (50%) from GAC disliked spam information and 20% each hated advertisement and fake news while 10% respondents hated unwanted messages. Most of the respondents (44.44%) from GAWC disliked spam information and 33.33% respondent's hated advertisement while 22.22% respondents does not like fake news on SNSs. Majority of the respondents (57.14%) from GZRSC disliked spam information and 14.28% each hated advertisement, fake news and unwanted messages on SNSs. From GJTC 42.85% respondents does not liked spam information and 28.57% respondents disliked fake news while 14.28% each hated advertisement and from the category "others" have been observed. Half of the respondents (50%) from GTRC disliked spam information and 30% respondent's hated advertisement while 10% each does not like fake news and unwanted messages on SNSs. Majority of the respondents (60%) from GANC disliked spam information and 20% each hated advertisement and unwanted messages on SNSs. From GJC 33.33% each hated advertisement and spam information on SNSs and 22.22% respondents does not liked fake news while 11.11% respondents hated unwanted messages on SNSs. From GMLC 33.33% respondent's hated advertisement and fake news on SNSs and 22.22%

respondents disliked span information while 11.11% respondents hated unwanted messages on SNSs. Majority of the respondents (55.55%) from IASE hated advertisement and 33.33% respondents disliked spam information while 11.11% respondents does not liked fake news on SNSs. Majority of the respondents from NIELIT (60%) hated advertisement and 30% respondents disliked spam information while 10% respondents hated fake news on SNSs. Majority of the respondents (60%) from RIPANS does not liked spam information and 40% respondent's hated advertisement on SNSs. Majority of the respondents (55.55%) from MCON does not liked spam information and 33.33% respondent's hated advertisement while 11.11% respondents hated unwanted messages on SNSs.

It was further examined from the analysis that most of the respondents from both the students (40.92%) respondents and teachers (43.44%) respondents does not like spam information 25.80% respondents from students and 14.75% respondents from teachers disliked fake news. 18.95% respondents from students and 33.60% respondents from teachers hated advertisement. 13.50% respondents from students and 6.55% respondents from teachers hated unwanted messages on SNSs. 1% respondents from students and 1.63% respondents from teachers disliked other features like wrong information, unwanted pictures, fraud messages, unnecessary comments and unreliable facts and information. It was clear from the analysis that most of the respondents from both the students and teachers mostly hated spam information on SNSs.

Table-5.34: Features disliked on SNSs by the respondents

Name of colleges	Students						Teachers					
	Advertisement (%)	Spam Information (%)	Fake News (%)	Unwanted Messages (%)	Others (%)	Total (%)	Advertisement (%)	Spam Information (%)	Fake News (%)	Unwanted Messages (%)	Others (%)	Total (%)
PUC	9(29.03)	14(45.16)	7(22.58)	1(3.22)	-	31(100)	2(25)	3(37.5)	2(25)	1(12.5)	-	8(100)
HBC	7(21.21)	5(15.15)	9(27.27)	11(33.33)	1(3.03)	33(100)	4(40)	4(40)	1(10)	-	1(10)	10(100)
GAC	8(21.62)	11(29.72)	4(10.81)	13(35.13)	1(2.70)	37(100)	2(20)	5(50)	2(20)	1(10)	-	10(100)
GAWC	7(28)	4(16)	9(36)	5(20)	-	25(100)	3(33.33)	4(44.44)	2(22.22)	-	-	9(100)
GZRSC	6(15.38)	22(56.41)	8(20.51)	3(7.69)	-	39(100)	1(14.28)	4(57.14)	1(14.28)	1(14.28)	-	7(100)
GJTC	7(18.42)	15(39.47)	11(28.94)	5(13.15)	-	38(100)	1(14.28)	3(42.85)	2(28.57)	-	1(14.28)	7(100)
GTRC	5(14.28)	19(54.28)	6(17.14)	4(11.42)	1(2.85)	35(100)	3(30)	5(50)	1(10)	1(10)	-	10(100)
GANC	4(10.81)	20(54.05)	3(8.10)	9(24.32)	1(2.70)	37(100)	1(20)	3(60)	-	1(20)	-	5(100)
GJC	12(30)	14(35)	10(25)	4(10)	-	40(100)	3(33.33)	3(33.33)	2(22.22)	1(11.11)	-	9(100)
GMLC	9(27.27)	11(33.33)	13(39.39)	-	-	33(100)	3(33.33)	2(22.22)	3(33.33)	1(11.11)	-	9(100)
IASE	4(11.11)	12(33.33)	19(52.77)	1(2.77)	-	36(100)	5(55.55)	3(33.33)	1(11.11)	-	-	9(100)
NIELIT	7(17.5)	23(57.5)	10(25)	-	-	40(100)	6(60)	3(30)	1(10)	-	-	10(100)
RIPANS	6(15)	22(55)	12(30)	-	-	40(100)	4(40)	6(60)	-	-	-	10(100)
MCON	3(9.37)	11(34.37)	7(21.87)	11(34.37)	-	32(100)	3(33.33)	5(55.55)	-	1(11.11)	-	9(100)
Total	94(18.95)	203(40.92)	128(25.80)	67(13.50)	4(1)	496(100)	41(33.60)	53(43.44)	18(14.75)	8(6.55)	2(1.63)	122(100)

(Source: Primary data)

5.3 Hypotheses Testing:

Statistical method chi-square statistics and spearman's correlation have been used. The collected information has been analyzed with the help of SPSS.

H1: Age has an inverse relation with the use of Social Networking Sites.

Table-5.3.1: The Relationship Between Age and Uses of Social Networking Sites (Hypothesis No. 1)

Percent

Frequency of Uses in a day	Age Group				Total
	below 25	25-35	35-45	above 45	
< 1 hr	66.13	27.42	6.45	0.00	100
1-2 hrs	67.18	19.85	9.16	3.82	100
2-4 hrs	71.85	18.52	5.19	4.44	100
4-6 hrs	87.30	6.35	3.17	3.17	100
> 6 hrs	59.52	16.67	9.52	14.29	100
Always	71.79	10.26	15.38	2.56	100
can't say	80.14	10.96	5.48	3.42	100
Total	**72.98**	**16.02**	**6.96**	**4.05**	**100**
Chi-Square Statistics	40.07	p-value	0.002		
Spearman's Correlation	-0.086	p-value	0.033		
Source: Computed					

The calculated chi-square statistic (40.07) is significant at 5 % level which means there is relationship between age and frequency of SNSs uses. Further, as the calculated spearman's correlation is negative and significant at 5% level, it can be concluded that there is inverse relationship between age and uses of SNSs. Thus, Hypothesis No.1 is accepted.

H2: SNSs used for entertainment purpose rather than academic communication.

In order to find out the students and teachers in using SNSs for entertainment purpose rather than academic communication, respondents were asked to give their opinion whether they are using SNSs for academic or non-academic purpose. Table -5.3.2 provides the detail information about the respondents used of SNSs for entertainment or academic purposes.

Table-5.3.2: Purposes of using Social Networking Sites (Ref. Hypothesis 2)

Major Purpose	Sub-Purposes	% of Respondents
Academic Purposes	Finding Information	17.40
	Sharing Information	12.70
	Participation in discussion	5.80
	Total	**35.90**
Non-Academic Purposes	Making New Friends	10.50
	Sharing Photos and Videos	11.30
	Keeping Up to date	10.20
	Chat with friends	12.20
	For entertainment	10.90
	For time pass	9.00
	Total	**64.10**

(Source: Computed)

The analysis of the information revealed that majority of the respondents (64.10%) claim that Social Networking Sites are used for entertainment purpose rather than academic communication. Thus, Hypothesis No.2 is accepted.

H3: Teachers and students are satisfied with use of SNSs.

In order to find out the teachers and students satisfaction level of using Social Networking Sites the respondents were asked to give their opinion whether they are highly satisfied, satisfied or not satisfied. Table-5.3.3 provides the detail information about the respondent's satisfaction with the use of Social Networking Sites.

Table-5.3.3: Satisfaction of Using Social Networking Sites (Hypothesis 3)

Percent

Levels of Satisfaction		Students	Teachers	Combined
Neutral		28.63	7.38	24.43
Not Satisfied	Not Satisfied	2.42	3.28	2.59
	Less Satisfied	5.85	6.56	5.99
	Total	**8.27**	**9.84**	**8.58**
Satisfied	Satisfied	52.62	73.77	56.80
	Highly Satisfied	10.48	9.02	10.19
	Total	**63.10**	**82.79**	**66.99**

(Source: Computed)

The analysis of the information revealed that majority of the students (63.10%) and teachers (82.79%) claim that they were satisfied with the use of Social Networking Sites. Thus, Hypothesis No. 3 is accepted.

5.4.Findings of the Study:

The study was started with intention to find out the Use of Social Networking Sites by the students and teachers of colleges in Aizawl. To achieve the objectives of the study, data was collected through questionnaire as a tool and after analysis scholar observed the following major findings. Based on the analysis of the study, findings are divided into two groups:

5.4.1) Findings based on the objectives   5.4.2) General Findings

5.4.1. Findings According to the Objectives of the Study:

1. Find out the usage of Social Networking sites by teachers and students of colleges under study:

a) The usage of SNSs by the students of colleges in Aizawl is that majority of the students 81.45% used SNSs for finding information, and 61.69% used SNSs to chat with their friends and making new friends. Majority of the teachers 87.70% used SNSs for finding information and for sharing information to their friends, family, and colleagues and also to their students.

b) The majority of the respondents from students 45.16% and teachers with 38.52% have good computer knowledge and skills who are the active user of SNSs and majority from both the students 84.87% and teachers 93.44% are the regular user of internet. The students and teachers of Pachhunga University has the highest percentage of using internet regularly. It was observed that the teachers used internet regularly more than the students.

273

c) It was found that majority of the respondents from both the students 81.25% and teachers 88.52% are the daily user of internet who are benefitted of using SNSs and Pachhunga University has the highest rate of using internet daily.

d) The majority of the student's 63.70% and 89.34% teachers were aware about SNSs. The students of Government Aizawl North College has the highest percentage of awareness about SNSs and all of the teachers from HBC, GAC, GAWC, GZRSC, GANC and MCON were aware with the use of SNSs.

2. Analyze the purpose, frequency and duration of use of SNSs by teachers and students under study:

a) 81.45% students of colleges in Aizawl have the purpose on using SNSs to find information whereas 87.70% teachers of colleges in Aizawl spent on using SNSs to find information.

c) Majority of the students 55.04% and teachers 72.95% were using SNSs more than 5 years. The duration of using SNSs by the teachers are more than compared to the students.

d) 66.12% students of colleges in Aizawl spent on using SNSs several times in a day and 65.57% teachers of colleges in Aizawl spent several times in a day on using SNSs. The students of NIELIT have the highest percentage of using SNSs several times in a day and all the teachers of GAC has the highest percentage of using SNSs several times in a day.

e) Most of the students cannot say their time spent on using SNSs a day and 21.97% spent on using SNSs 2 to 4 hours in a day for accessing SNSs whereas most of the

teachers 28.68% spent 1 to 2 hours a day for accessing SNSs for their information needs.

3. Find out most popular SNSs and satisfaction level of using SNSs by the teachers and students:

a) Most of the students 98.18% and all the teachers 100% have account on Whatsapp and is the most common accessed SNSs followed by Facebook.

b) Whatsapp is the most commonly accessed SNSs by the students followed by Facebook and Youtube whereas Google+ is the most commonly accessed SNSs by the teachers followed by Whatsapp and Youtube for their information communication.

c) 52.62% students of colleges in Aizawl were satisfied in using SNSs and 73.77% teachers were also satisfied in using SNSs and most of the students were neutral in ratings the satisfaction level of using SNSs.

d) It was found that majority of the respondents from students 60.08% and teachers 79.50% have the opinion that information available on SNSs are partially reliable and they can used it for their informative needs.

4. Examine the effect of Social networking Sites (SNSs) in academic information and communication among the teachers and students:

a) With regard to the reliability of SNSs for helping students and teachers in receiving information about subject, 95.16% students and 90.16% teachers have the opinion that SNSs are reliable for helping the students and teachers in receiving information about their subject.

b) Majority of the students 63.10% of colleges in Aizawl used SNSs for preparing project, assignment and presentation whereas majority of the teachers 71.31% used SNSs to get latest information regarding educational usage.

c) Most of all the respondents 85.88% students and 80.32% teachers are having the opinion that SNSs are helpful for linkage between the students and teachers for their academic communications.

d) It was found that majority of the respondents from students 60.08% and teachers 79.50% have the opinion that information available on SNSs are partially reliable and they can used it for their informative needs.

e) The respondents also have the positive used of SNSs that 35.08% students think that SNSs is helpful for easy communication whereas 35.24% teachers believed that SNSs is easy to access information and most of the respondents also think that SNSs are useful for academic communications.

5. Find out and analyze the problems being faced by the teachers and students of colleges in Aizawl city while using SNSs for academic communication:

a) With regard to the problems which are being faced by the students and teachers of colleges in Aizawl while accessing SNSs. It indicates that majority of the students 66.12% and teachers 72.13% have problems regarding poor internet facility followed by lack of time while using SNSs.

b) With the fast changing technology the respondents would like to see more on SNSs. 39.51% students and 43.44% teachers most likely to see more privacy of personal

information on SNSs and most of the respondents also like to see authenticity on SNSs and others features like easy accessible of online journals are included.

c) With regard to the features hated on SNSs by the respondents. It indicates that majority of the respondents 40.92% students and 43.44% teachers mostly hated spam information on SNSs. Other features like unwanted pictures, fraud messages, and unreliable information have also been observed from the study.

5.4.2 General Findings:

The following are the major findings of the study:

- 700 questionnaire was distributed among the students and teachers of colleges in Aizawl and 88.57% was received from the students and 87.14% was received from the teachers. In total 88.28% responses were received from the 14 degree colleges in Aizawl.

- It was observed that from the 14 colleges National Institute of Information and Electronic Technology and RIPANS has the highest response rate with 100% and Government Aizawl West College has the lowest response rate with 68%.

- It was found that most of the respondents from both the students 51.81% and teachers 58.19% were female. The students of NIELIT has the highest percentage of male respondents with 75% and MCON has the highest percentage of female respondents with 100%. The teachers of Government T. Romana College have the highest percentage of male respondents with 80% and MCON has the highest percentage of Female respondents with 100%.

- It was found that majority 90.92% of the students are in the age group below 25 years and most of the teachers are in the age group 25-35 with 44.26% and 35-45 with 35.24%.

- With regard to the preferred ways for accessing internet 94.55% students and 77.86% teachers preferred mobile phones for accessing internet. All the students of Government Aizawl North College and Government Johnson College preferred mobile phone and has the highest percentage and all the teachers of Government Aizawl North College preferred mobile phones for accessing internet.

- Most of the students of colleges in Aizawl 50.20% were satisfied with the speed of internet and the teachers of colleges in Aizawl 63.93% were not satisfied with the speed of internet.

- Mobile phone is the most favored access tool by the students and teachers of colleges in Aizawl whereas most of the teachers also preferred Laptop for accessing SNSs.

- Majority of the students 46.57% and teachers 56.55% does not have any preferred timing, they can used SNSs randomly anytime according to their preferences and needs. Also most of the respondents preferred to use SNSs at night.

- With regard to the preferred place for accessing SNSs majority of the students 57.25% and teachers 57.37% preferred their home for accessing SNSs and most of the respondents from both the students and teachers also does not have any preferred place they can us SNSs anywhere according to their needs.

- With regard to the opinion about the negative impact of SNSs on personal life. It indicates that majority of both the students 58.06% and teachers 79.50% have the opinion that SNS have not created any negative impact on their personal life. All of the teachers from PUC, HBC, GANC and GJC have the opinion that SNSs does not create negative impact on their personal life.

- 69.95% students have the opinion that SNSs influenced their lifestyle in their everyday life whereas majority of the teachers 59.83% have the opinion that SNSs does not influenced their lifestyle on their day to day life.

- Majority of the respondents from both the students 60.88% and teachers 81.14% have the opinion that they are not addicted of using SNSs, they used SNSs according to their preferences and needs.

- Most of the respondents have the opinion about secure of personal information on SNSs. It was observed that majority 54.83% students and 64.75% teachers think that personal information are secure on SNSs.

- With regard to the sources of information they have on using SNSs. It indicates that most of the students 43.14% have got the sources of using SNSs from their colleagues and friends, and majority of the respondents 51.63% from teachers get the knowledge of using SNSs from colleagues and friends.

- In regard with the flexibility of using SNSs, majority of the students 40.12% and half of the teachers 50% have average level in using SNSs. The students have more difficulties than the teachers in using SNSs.

References:

Kothari, C. R. (2010). Research Methodology: Method and Techniques. New Delhi, New Age Publishers.

Chapter 6: Conclusion and Suggestions

Chapter Plan

6.1 Conclusion:

The development and advancement of technological innovations in the digital era has changed the way people share information and communicate with each other. The development of Information and Communication Technology in the digital environment have changed where people from different parts of the world share information, retrieved and access information. Social network is built on the idea of how people should know and interact with each other. SNSs helps in easy exchange of information, opportunities and ideas for the user. The advancement of mobile technology, SNSs are publicly accessible everywhere on the workplace, academic institution where the users give information about their ideas. SNSs provides a tools by which people can communicate, share information and create new relationships. With the popularity of Social Networking Websites, social interaction is affected in multiple ways as we adopt to our increasingly technological world. The way users interact and communicate each other has changed and continues to change. These users now socialize through the internet and it takes away from the person socialization that has been around forever. Social Networking Sites have affected our social interaction by changing the way we interact face-to-face, how we received information, and dynamics of our social groups and friendships (Asur and Huberman, 2010 cited by Acheaw& Larson, 2015). SNSs provides a virtual community for people to share their daily activities with friends and family, or to share their interest in a particular topic, or to increase their circle of acquaintances. SNSs allows rapid updating, analyzing and sharing the continuously increasing information, reflecting on daily life, establishing and maintaining spontaneous social contact and relationships, supporting informal

learning practices with interaction and communication and facilitating delivery of education are the leading ones. Thus, these reasons emerged with the purpose of sharing photos, personal information, videos, profiles and related content (Ajjan& Hartshorne, 2008).

Based on the study revealed that with the adoption of new technologies Social Networking Sites has become one of its highest level of communication and sharing of information among the students and teachers of colleges in Aizawl. The role of the teachers and students is very crucial in the institutions. Majority of the students and teachers were good in computer knowledge and skills and majority of the respondents were aware of SNSs and use this sites for finding information and sharing information. However, a good number of students and teachers also use this sites for academic purpose like preparing project, assignments and also for course queries. We should also know that Social Networking Sites can be used as interactive platform for academic communication. But from the study we also observed that some respondents does not know the importance of SNSs for their academic purpose. The most frequently visited and most popular SNSs used by the students and teachers of colleges in Aizawl are Facebook, What Sapp, YouTube and Google+. Most of the respondents use SNSs for communication, participating in discussion, sharing information and experience, sharing photos and videos and sharing their ideas and knowledge, also for getting latest information regarding educational usage. However, most of the respondents were not satisfied with the speed of internet, so there is a need to improve the speed of internet and connectivity. It should also be noted that the respondents

faced many problems regarding time management in using SNSs, lack of technical knowledge and lack of privacy are the main problems faced while using SNSs.

Social Networking Sites has now become one of the most important platforms for the students and teachers in the teaching and learning atmosphere to share and communicate with the real time information for personal as well as also for academic purposes to enlarge and share information regarding their professional work. The study concludes that the students and teachers of colleges in Aizawl were aware of SNSs and most of them were using SNSs for different purposes where SNSs are used for academic communications like sharing information regarding educational usage. It is also noted that there are also some respondents from both the students and teachers who are using SNSs for academic communication. Social Networking Sites are very helpful and useful tools for disseminating the academic information among the groups. While the teachers and students of colleges in Aizawl are familiar with most of the SNSs, though Whatsapp, Facebook, Youtube and Google+ are the most commonly used SNSs. The present study point out that the balance connection must be preserved with SNSs and academic works. They should also use certain Social Networking Sites such as, academia.edu, Research Gate, LinkedIn, Zotero and so on should be used commonly for their academic usage. Training programmed should also be arranged for the students and teachers of colleges in Aizawl to teach about the applications and threats related with SNSs and academic works.

6.2 Suggestions:

Based on the analysis, the scholar obtained many suggestions from the students and teachers to improve upon the best use of Social Networking Sites among the students and teachers of colleges in Aizawl. Furthermore, the scholar also sited below some of the valuable suggestions and educative measures for the expansion in the use of Social Networking Sites among the users.

- Every college institutions should proceeds a noticeable role for creating awareness among the students and teachers about the use of SNSs as an important communication tools and awake them how they can make valuable and right to use applicable resources for their academic purposes.

- There should be an educational group on Social Networking Sites where the students and teachers can share their academic information and work together.

- The awareness programs should be made about computer knowledge and skills among the students and teachers and should aware about the principles to use Social Networking Sites for educational usage.

- The internet services should be upgraded in both the speed and connectivity. The institutions should be made accessible the internet facilities for retrieving the existing resources through Wi-Fi connectivity within the college campus.

- For upholding the use of Social Networking Sites, introducing of popular and important Social network links should be carried out and managed on college websites.

- For enabling knowledge building and distribution, the institutions should make available guidelines for joining discussion forums and information concerning group interaction.

- Expertise should be presented on every colleges and institutions for supporting the users in encouraging the effective and maximum use of Social Networking Sites for scholastic purpose.

- The study has carried out that the importance of SNSs in higher education has not been yet discovered and established in the educational system. For upholding the use of SNSs for educational tools, introducing of educational focused on social networking links on college websites should be carried out and achieved.

- The institution should make available direction for open discussion and information in supporting educational and social interaction, and enabling knowledge building and distribution through SNSs.

- Promoting certain educational sites like Academia.edu, Research Gate, LinkedIn, Zotero, Classroom 2.0 etc. should be introduced and well publicize on the college websites for supporting the usage of SNSs on their educational benefits.

- For the effective and improved usage of SNSs, services including good internet speed should be made accessible in the colleges and the site must be updated newest information relating to various college events and activities, so that the users will be attracted and the regularity of visiting these sites will increased.

- The use of social networking tools should be familiarized as a part of the teaching and learning technique and will increase the connection between the students and teachers in discussing their course queries and their communication will encourage remarkable potential to develop the students' knowledge base on such learning procedure.

- Lack of technical knowledge are the main problem faced by the students and teachers of colleges in Aizawl. Therefore, proper training and awareness while spending on SNSs must be expressed for the improved outcome of communication and distributing their ideas and thoughts through SNSs for increasing the usage of educational requirements to the students and teachers.

6.3 Scope for Further Research:

The present research defined about the use of Social Networking Sites among the students and teachers, the need and usage of SNSs. The result of the present study also discovered the remaining future research information which still remains unexplored. Upcoming research can emphasis on different micro-cultures within India particularly the north-east states. Even though the environments are changing very fast, different studies can also be directed concerning what and why they are using SNSs and also the requirement and importance of using these networking sites for educational persistence.

A number of gaps in personality perceptions of SNSs have been recognized, a comparable research for the upcoming future would be mandatory to appreciate whether such gap have been rewarded or not. So, upcoming research will be necessary to evaluate these modifications in the observation among the users. I expected that the

effort defined here and involved in this collection will help to construct a foundation for upcoming research of these and other important questions surrounding SNSs.

In what way does the students and teachers access different Social Networking Sites for their academic purpose and how does contributing through online social networks communicate to the students and teachers in constructing a community of teaching and learning in a broad category.

The user's inspiration to indulge in social networking procedures may well change in years which can arise with the modifications in the facilities offered by Social Networking Sites and improvement in information technologies. User's inspiration behind the procedure of such facilities can be achieved in the future.

References:

Asur, S &Huberman, B.A. (2010). Predicting the future with social media. Social Computing Lab: HP Labs, Palo Alto, California, 1-8.

Acheaw, M.O. & Larson, A.G. (2015). Use of social media and its impact on academic performance of tertiary institution students: A study of students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, 6(6), 94-101.

Ajjan, H. & Hartshorne, R. (2008). Investigating faculty decision to adopt web 2.0 technologies: Theory and Empirical tests. *The Internet and Higher Education*, 11(2), 71-80.

APPENDICES

Appendix-I

Lists of Colleges in Mizoram with No. of Teachers and Students

Sl. No	Name of the College	No. of Faculty	No. of Students
1	Pachhunga University College	100	2389
2	Govt. Aizawl College	55	1069
3	Govt. Aizawl North College	27	1299
4	Govt. Champhai College	55	661
5	Govt. Kamalanagar College	32	306
6	Govt. Khawzawl College	22	80
7	Govt. Saiha College	13	426
8	Govt. Zawlnuam College	14	53
9	Govt. Aizawl West College	36	866
10	Govt. Hrangbana College	71	1758
11	Govt. T. Romana College	38	1072
12	Govt. Hnahthial College	26	107
13	Institute of Advanced Study in Education	38	908
14	Govt. J. Buana College	31	538
15	Govt. J. Thankima College	24	609
16	Govt. Johnson College	28	855
17	Govt. Kolasib College	55	440
18	Govt. Lawngtlai College	36	394
19	Govt. Lunglei College	60	774
20	Govt. Mamit College	16	112
21	Govt. Mizoram Law College	12	160
22	Regional Institute of Paramedical and Nursing Science	43	712
23	Govt. Saitual College	27	232
24	Govt. Serchhip College	46	401
25	Govt. Zirtiri Residential Science College	59	604
26	NIELIT Centre, Aizawl	34	387
27	Mizoram College of Nursing	18	117
	Total	**952**	**17,329**

USE OF SOCIAL NETWORKING SITES BY TEACHERS AND STUDENTS OF COLLEGES IN AIZAWL: AN EVALUATIVE STUDY

Sir/Madam,

I am pursuing Ph.D. in the Department of Library & Information Science, Mizoram University under the supervision of Prof. R.K. Ngurtinkhuma. I insure you that the information given by you will be used for research purpose only.

(Please answer the question or tick mark in the box provided against each question)

Esther Lalnunpuii, Ph.D. Scholar,

Department of Library and Information Science

Mizoram University, Aizawl

Email: esther90chawngthu@gmail.com

1. Name of Institution: ………………………………….

2. Designation   : ……………………………………

3. Name of the Department: ………………………………………….

4. Gender: ☐ Male   ☐ Female

5. Age group of the respondent:

☐ Below 25years   ☐ between 25-35years

☐ Between 35-45yaers   ☐ Above 45

- How do you rate your computer knowledge and skills:

  ☐ Excellent   ☐ Good

  ☐ Satisfactory   ☐ Poor

- Are you a regular user of Internet?   Yes ☐   No ☐

- What is your frequency of using internet?

  ☐ Daily   ☐ Alternate day

  ☐ 2-3 time in a week   ☐ weekly

- From where do you access internet?

  ☐ Department   ☐ Computer Centers   ☐ Library

  ☐ Personnel data card   ☐ Mobile phone

- Are you satisfied with the speed of internet?

  Yes ☐   No ☐

- Are you aware about Social Networking Sites?

  Yes ☐   No ☐

If yes, from where do you aware? ....

- Are you using Social Networking Sites?

  ☐ Yes   ☐ No

  How long are you using SNS?

  ☐ One year   ☐ 2 to 3 years

  ☐ 3 to 4 years   ☐ More than 5 years

- What are the devices you used for accessing SNS?

  ☐ Mobile   ☐ Laptop

  ☐ PC   ☐ Tablet

- What are the types of social networking site you have account(s)?

Social Networking Sites	Please tick( )
Face book	
Twitter	
Linkedin	
Google +	
MySpace	
Youtube	
Blogger.com	
Instagram	
Research Gate	
Academia.edu.	
Whatsapp	
Any other specify:	

- What is your frequency of using Social Networking Sites?

  ☐ Always online   ☐ several time in a day

  ☐ once in a day   ☐ Twice in a week

  ☐ Weekly   ☐ Occasionally

- How much times do you spent on using Social Networking Sites in a day?

  ☐ Less than one hour   ☐ 1 to 2 hours

  ☐ 2 to 4 hours   ☐ 4 to 6 hour

  ☐ More than 6 hour   ☐ always online ☐ cannot say

- Which SNSs you retrieve more frequently?

SNSs	Please give preference in 1, 2, 3….
Face book	
Twitter	
Myspace	
Blogger.com	
Research Gate	
Whatsapp	
LinkedIn	
Google+	
Youtube	
Instagram	
Academia.edu	
Any other:	

- What is your preferred time of using SNSs?

   ☐ Morning ☐ afternoon ☐ evening ☐ Night
   ☐ randomly any time

- What is your preferred place for accessing SNSs?

   ☐ Home ☐ College ☐ Computer Center
   ☐ anywhere

- What is your purpose to using SNSs *(please give your preference)*

Purpose	✓ Please tick
Making new friends	
Finding information	
Sharing information	
Sharing photos & videos	

Keeping up to date	
Chat with friends	
Participate in discussion	
For Entertainment	
For time pass	
Any other specify:	

- Do you think that Social Networking Sites is helpful in receiving information about your subject?

  ☐ **Yes**   ☐ **No**

- What is the reason involving to academic usage of SNSs?

  ☐ In course queries

  ☐ To get latest information regarding educational usage

  ☐ To prepare projects, assignment

- What is your satisfaction level of using social Networking Sites?

  ☐ Highly satisfied   ☐ Satisfied   ☐ Less
  ☐ Satisfied   ☐ Not Satisfied   ☐ Neutral

- What are the main problems you face while using SNSs:

Problems	✓ Please tick
Lack of privacy	
Time consuming	
Lack of technical knowledge	
Poor internet facility	
Not useful for academic purpose	
Not allowed in Department	
Not user friendly	
Others (please specify)	

- Do you think that Social Networking Site have created negative impact on your

   Personal life?　　☐ **Yes**　　☐ **No**

- Do you think Social Networking Sites influence your lifestyle?

   ☐ **Yes**　　☐**No**

- Are you addicted of using Social Networking Sites?

   ☐ **Yes**　　☐ **No**

- Do you think that Social Networking Sites is useful as a linkage for academic communication?

   ☐ **Yes**　　☐**No**

- Do you think your personal information is secure on Social Networking Sites?

   ☐ **Yes**　　☐**No**

- Do you think that the information available on Social Networking Sites is reliable?

   ☐Reliable　☐ Partially reliable　☐Not reliable

- What are the features do you most disliked on SNSs?

   ☐ Advertisement　☐ Spam information

   ☐ Fake News　☐ Unwanted Messages

   Any other, Specify…………………………………

- From where do you get the knowledge of using SNSs?

   ☐From Internet　☐ from Colleagues and Friends

   ☐From Teachers　☐Self-Instruction

   ☐ From Newspaper/Magazines

- What is your opinion regarding the flexibility of using SNSs?

  ☐ Easy   ☐ Very Easy

  ☐ Average   ☐ Difficult

  ☐ Very Difficult

- What is your opinion about the positive use of SNSs?

  ☐ Helpful for easy communication

  ☐ Easy to access information

  ☐ Easy to get in touch with friends

  ☐ Useful for academic communication

- What are the features you most likely to see on SNSs?

  ☐ Authenticity   ☐ Privacy

  ☐ Video Calling   ☐ Offline Mode

  Any other, Specify…………………………..

- Your suggestions and comments if any?

  ………………………………………………………………………

  ………………………………………………………………………

  ………………………………………………………………………

  ………………………………………………………………………

Signature of respondents

Thanking you

BIBLIOGRAPHY

(Bibliography is generated as per APA Style Manual, 6th edition)

Adetimirin, Airen. (2016). Use of social media for information dissemination by undergraduates in University of IBADAN, Nigeria. *Computer Communication and Collaboration*, 4(3), 12-20.

Amin, Zahid et.al. (2016). Impact of social media of students' academic performance. *International Journal of Business and Management invention*, 5(4), 22-29.

Ansari, Aslam&Hasan, Mehfoozul. (2015). Use of Social Networking Sites in Library and Information Centers. *Research Gate*. Retrieved from https://www.researchgate.net/publication/296241236.

Al-Tarawneh, A. Heyam. (2014). The Influence of Social Networks on Students Performance. *Journal of Emerging Trends in Computing and Information Sciences*, 5(3), 200-205. Retrieved from http://www.cisjournal.org

Asur, S & Huberman, B.A. (2010). Predicting the future with social media. Social Computing Lab: HP Labs, Palo Alto, California, 1-8.

Acheaw, M.O. & Larson, A.G. (2015). Use of social media and its impact on academic performance of tertiary institution students: A study of students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, 6(6), 94-101.

Ajjan, H. & Hartshorne, R. (2008). Investigating faculty decision to adopt web 2.0 technologies: Theory and Empirical tests. *The Internet and Higher Education*, 11(2), 71-80.

Aggarwal, Deepshikha. (2009). Role of e-learning in a Developing Country like India. Proceedings of the 3rd National Conference; Computing for Nation Development, Bharati Vidyapeeth's Institute of Computer Applications and Management, New Delhi, 26-27.

Arkorful, Valentina & Abaidoo, Nelly. (2014). The Role of e-learning, the Advantages and Disadvantages of its Adoption in Higher Education. International Journal of Education and Research. 2(4). 100-104.

Adetimirin, Airen & John, Goodhope. (2016). Use of Social Media for Information Dissemination by Undergraduates in University of IBADAN, Nigeria. Computer Communication & Collaboration, 4(3), 12-20.

Abu-Shanab, Emad & Al-Tarawneh, Heyam. (2015). The Influence of Social Networks on High School Students Performance. International Journal of Web-Based Learning and Teaching Technologies. 10(2), 49-59.

Adebayo, O.A. (2015). Awareness and usage of Social Networking Sites by students of Library and Information Science: The case of Federal Polytechnic, Offa, Nigeria. *Information and Knowledge Management*, 5(12), 116-121.

Asemah, E.S.; Okpanachi, R.A. & Edegoh, L.O.N. (2013). Influence of social media on the academic performance of the undergraduates students of Kogi State University, Anyigba, Nigeria. *Research on Humanities and Social Sciences*, 3(12), 90-97.

Ahn, June. (2011). The effects of social network sites on adolescents social and academic development: Current theories and Controversies. *Journal of the American Society for Information Science and Technology*, 62(8), 1435-1445.

Ayiah, Mansa, Efua and Kumah, Hanewaa, Cynthia (2011). Social Networking: A tool to use for effective service delivery to clients by African Libraries. *IFLA*.1-4.

Ahmed, Munir& Din, Saifud (2017). The Impact of Social Media on Teacher's Performance: A Case of Higher Education Institutions of Pakistan. *European Online Journal of Natural and Social Sciences*. 6(2), 206-221.

Bhakta, Kaushik. (2017). Using Social Networking Sites and its impact on college students. *International Journal for Innovative Research in Multidisciplinary Field*, 3(1), 12-18.

Bose, Anindita. (2016). Social Media and Education Sector: Enriching Relationship. Global Media Journal. 7(1), 1-7.

Bozkurt, Aras; Karadeniz, Abdulkadir & Kocdar, Serpil. (). Social Networking Sites as Communication Interaction and Learning Environments: Perceptions and Preferences of Distance Education Students. Journal of Learning for Development, 4(3), 348-365.

Boateng & Amankwaa. (2016). The Impact of Social Media on Students Academic Life in Higher Education. Global Journal of Human-Social Science: Linguistic & Education, 16(4), 1-8.

Boyd & Ellison. (2007). Social Networking Sites: Definition, History and Scholarship. *Journal of Computer- Mediated Communications*, 13(1), 210-230.

Celestine, A.U & Nonyelum, O.F. (2018). Impact of social media on students' academic performance. *International Journal of Scientific and Engineering Research*, 9(3), 1454-1462.

Dickson, A. & Holley, R.P. (2010). Social Networking in Academic Libraries. The Possibilities and the Concerns. *New Library World*, 111(11/12), 468-479. Retrieved fromhttps://www.emeraldinsight.com

Ellahi, Abida. (2018). Social networking sites as formal learning environments in business education. *Educational Technology and Society*, 21(4), 64-75.

Eikenberry, A.M. (2012). Social networking, learning and civic engagement: New relationships between Professors and students, public administrator and Citizens. *Journal of Public Affairs Education*, 18(3), 449-466.

299

Ekechukwu, Peter Chizoba. (2017). The effect of Social Networking Sites on Academic Performance of Students of Abia State Polytechnic, Aba. American Journal of Art and Design. 2(4), 100-104.

Edosomwan, Simeon [et al] (2011). The history of social media and its impact on business. *The Journal of Applied Management and Entrepreneurship*. 16(3), 1-13.

Gok, Tolga. (2016). The effect of Social Networking Sites on students studying and habits. *International Journal of Research in Education and Science*, 2(1), 85-93.

Gulbahar, Yasemin. (2014). Current state of usage of social media for education: Case of Turkey. *Journal of Social Media Studies*, 1(1), 53-69.

Goel, Divya. & Singh, Mitushi. (2016). Impact of students attitudes towards social media use in education on their academic performance. *AIMA Journal of Management and Research*, 10(2/4), 1-14.

Goyal, Sumit. (2012). E- Learning: Future of Education. Journal of Education and Learning, 6(2), 239-242.

G.L,Kondagurle& N.B, Thakare (2018). Use of Social Media Networking in Academic Libraries and Services in Modern Age. *Proceedings of International Conference on Advances in Computer Technology and Management. IJRPET*. 124-129.

Gunjal, B Arpana, &Dhamdhere, Sangeeta N. (2013). Application of Information and Computer Technology in Libraries. *International Journal of Computing, Communications and Networking*, 2(1), 6-11.

Hussain, Manzoon & Loan, Ahmad Fayaz. (2017). The use of social networking sites by the post graduate students. *International Journal of Digital Library Services*, 7(1), 72-84.

Harrath, Youssef & Alobaidy, Hadeel. (2016). Impact of Social Networking Sites on Student Academic Performance: The Case of University of Bahrain. Journal of Cases on Information Technology. 18(2), 35-36.

Hanif, N. Mohmed (2009). Need for Web 2.0 Technology for the Libraries. *In.* 7th International CALIBER. Pondicherry University, Ponducherry. 25th-27th February, 330-336.

Helou, M.A.; Abrahim, Z.Z 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.

Harrath, Youssef. & Alobaidy, Hadeel. (2016). Impact of Social Networking Sites on students' academic performance: The case of University of Bahrain. *Journal of Cases on Information Technology*, 18(2), 35-37.

Ijeoma, Akubugwo. & Burke, Maria. (2013). Influence of social media on social behavior of post graduate students: A case study of Salford University, United Kingdom. *IOSR Journal of Research and Method in Education*, 3(6), 39-43.

Junco, R. Heibergert&Loken, E. (2011). The Effect of Twitter on College Student Engagement on grades. *Journal of Computer Assisted Learning.* 27, 119-132.

Kumari, Archana & Verma, Jyotsna. (2015). Impact of Social Networking Sites on Social Interaction-A study of college students. *International Journal of Humanities and Social Sciences*, 4(2), 56-61.

Kumar, Ravi Chegoni (2015). Social Networks Impact on Academic Libraries in Technology Era. *International Journal of Library and Information Studies,* 5(3), 101-108.

Khan, Imran (2013). Library, Librarian and Library Services in Web 2.0 Environment. *International Journal of Digital Library Services*, 3(4), 14-36.

Kothari, C. R. (2010). Research Methodology: Method and Techniques. New Delhi, New Age Publishers.

K, Haneefa, Mohammad and E, Sumitha. (2011). Perception and use of Social Networking Sites by the students of alicut University. *DESIDOC Journal of Library and Information Technology,* 31(4), 295-301.

Lachapelle, Paul (2011). The use of Social Networking in Community Development. *Community Development Society*. 17, 1-8.

Mushtag, A.J. (2018). The effect of social media on the undergraduate's students' academic performances. *Library Philosophy and Practice*.

Munshi, Shamin Aktar; Mostafa, Golam & Alam, Mahbubul. (2018). Uses of Social Networking Sites among Postgraduate Students at University of Rajshahi, Bangladesh: A Study. DESIDOC Journal of Library & Information Technology, 38(1), 34-40.

Murugesan, San(2007). Understanding Web 2.0, 34-41. Retrieved from https://www.researchgate.net/publication/3426898.

McGinty, John (2009). Digital Libraries Need Digital Organization: Identifying, Defining and Creating New Academic Library Management Structures. *In.* ACRL Fourteenth National Conference. 12th-15th March, 298-303.

Mensah, Okeyeadie Sandra & Nizam, Ismail. (2016). The impact of social media on students' academic performance: A case of Malaysia Tertiary Institution. *International Journal of Education, Learning and Training*, 1(1), 14-21.

M.S, Mohan Kumar.; S, Ananda Kumar & M, Suraj. (2017). The effect of Social Networking Sites on the academic performance of College students with special reference to GFGC, Soraba. *International Journal of Creative Research Thought*, 49, 331-341.

Mohammad, Heba & Tamimi, Hatem. (2017). Students perception of using social networking websites for educational purposes: Comparison between two Arab Universities. *International Journal of Managing Information Technology*, 9(2), 13-26.

Mishra, R.K. (2016). Digital Libraries: Definitions, Issues and Challenges. *Innovare Journal of Education*, 4(3), 1-3.

Munshi, Aktar Shamim.;Mostafa, Golam & Alam, Mahbubul. (2018). Uses of social networking sites among postgraduate students at University of Rajshahi, Bangladesh: A study. *DESIDOC Journal of Library and Information Technology*, 38(1), 34-40.

Mehmood, Saba.; and Taswir, Tarang. (2013). The effects of Social Networking Sites on the academic performance of students in College of Applied Sciences, Nizwa, Oman. *International Journal of Arts and Commerce*, 2(1), 111-125.

M, Geetha.; K.S, Savitha and Padmamma, S. (2016). Awareness and use of Social Networking Sites by engineering students at New Horizon College of Engineering. *Research Journal of Library Sciences*, 4(7), 1-4.

Nkeiru, Emezie& Maria, NgoziNwaohiri (2016). Social Network as the Enabler for Library Services: Challenges of Nigerian Academic Libraries. *Qualitative and Quantitative Methods in Libraries*, 5, 107-115.

Nazir, Tawfeeq. (2014). Use of Social Networking Sites by the Secondary and Higher Secondary School Students of Srinagar, Kashmir. International Journal of Digital Library Services. 4(3), 231-242.

Othman, Wan Roslina; Apandi, Ziti Fariha & Ngah, Nurul Haslina. (2016). The Uses of Social Media on Students Communication and Self Concepts among TATIUC Students. Indian Journal of Science and Technology, 9(17), 1-8.

Olaleke, J.O.; Iroju, O.G. & Olajide, .M.S. (2015). An assessment of the use of online Social Networking Sites for enhancing computing students' academic activities. *Journal of Scientific Research and Reports*, 5(6), 489-499.

Olatokun, Wole & Iievbere, Godson. (2014). Probing University students adoption and utilization of Social Networking Websites in Nigeria. *Annals of Library and Information Studies*, 61(1), 15-23.

Othman, W.R.W.; Apandi, Z.F.M. & Ngah, N.H. (2017). Impact of social media usage on students' academic performance in Terengganu, Malaysia. *Journal of Applied Environmental and Biological Sciences*, 7(5), 140-144.

Oberiri, Apuke Destiny. (2016). The influence of social media on academic performance of undergraduate students of Taraba State University, Jalingo, Nigeria. *Research on Humanities and Social Sciences*, 6(19), 63-72.

Puri, Anjali. (2017). Motivations for use of Social Networking Sites in relation to environment awareness among college students. *Imperial Journal of Interdisciplinary Research*, 3(1), 1289-1292.

Pande, Deepali; Wadhai, V.M. & Thakare, V.M. (2016). E-Learning System and Higher Education. International Journal of Computer Science and Mobile Computing. 5(2), 274-280.

Pallis, George.;Zeinalipour-Yazti, Dementrios and Dikaiakos, Marios. D. (2011). Online Social Networks: Status and Trends. *Springer-Verlag Berlin Heidelberg*.213-234.

Parveen, Noushia (2011). Use of Social Networking Site (Facebook) in Making Awareness among the Library and Information Science Professionals of University Libraries of UP: A Case Study. *International Journal of Digital Library Services*. 1(1), 9-17.

Park, Ji-Hong. (2010). Differences among University students and faculties in social networking site perception and use. *The Electronic Library*, 28(3), 417-431.

Rimskii, V. (2011). The Influence of the Internet on Active Social Involvement and the Formation and Development of Identities. *Russian Social Science Review*. 52(1), 79-101.

Ritholz, B. History of Social Media. Retrieved on Nov. 2018http://www.ritholz.com/blog/2010/12/history-of-social-media/

Rajesh, Sreeja & Michael, Jithin, (2015). Effectiveness of Social Media in Education. International Journal of Innovative Research in Advanced Engineering. 10(2), 29-31.

Singh, Karan; Panda, Upsita & Maharana, Bulu. (2015). Impact of Social Networking on Higher Education. International Journal of Research in Library Science, 1(2), 12-17.

Subramani, R. (2015). The Academic Usage of Social Networking Sites by the University Students of Tamil Nadu. Online Journal of Communication and Media technologies. 5(3), 162-175.

S, Manjunatha. (2013). the usage of social networking sites among the college students in India. *International Research Journal of Social Sciences*, 2(5), 15-21.

Stanciu, Andrei.; ihai, Florin & Aleca, Ofelia. (2012). Social networking as an alternative environment for education. *Accounting and Management Information System*, 11(1), 56-75.

Sharma, Suraj & Godiyal, Sunita. (2016). A study on the Social Networking Sites usage by undergraduate students. *Online International Interdisciplinary Research Journal*, 6(3), 157-163.

Subramani, R. (2015). The academic usage of Social Networking Sites by the University students of Tamil Nadu. *Online Journal of Communication and Media Technologies*, 5(3), 162-175.

Sun, Ji& Yuan, Bao-Zhong (2012). Development and Characteristics of Digital Library as a Library Branch. *In.* International Conference on Future Computer Supported Education. Elsevier, 12-17. Retrieved from www.elsevier.com/locate/procedia.

Singh, Harjinder (2016). Applications of Social Networking Sites in Marketing & Promotion of Library Services. *Indian Journal of Research*. 5(12), 360-362.

Sahu, K. Mahendra (2016). Best Practices of Social Media in Academic Libraries: A Case Study of Selected Engineering College Libraries of Odisha. *DESIDOC Journal of Library and Information Technology,* 36(5), 302-308.

S, Amutha and S, John Kennedy. (2015). Utilization of Social Networking Sites in Arts and Science Colleges. *International Journal of Information Research and Review*, 2(11), 1407-1409.

Social Networks Overview: Current trends and Research Challenges (2010). *European Commission*.

Singh, Harjinder (2016). Application of Social Networking Sites in Marketing and Promotion of Library Services. *Indian Journal of Research*. 5(12), 360-362.

Seadle, Michael &Greifeneder, Elke (2007). Defining a Digital Library. *Emerald Insight*, 25(2), 169-173.

Singh, Umrav& Naidu, G.H.S. (2015). Web 2.0 Applications in Library. Retrieved from https://www.researchgate.net/publication/277325219

Sahu, K. Mahendra (2013). Information Disseminating Through Using Social Networking Sites Among Library Professional in the Engineering Colleges of ODISHA: A Survey. *International Journal of Digital Library Services*. 3(1), 45-95.

Steinfield, C.[et al] (2012). Online Social Network Sites and the Concept of Social Capital. *Frontiers in New Media Research.*New York: Routledge, 115-131.

Talaue, M. Gilbert. et al. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*, 8(4/5), 27-35.

Tham, Jason and 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.

Tariq, Wagas. Et.al. (2012). The impact of social media and social network on Education and students of Pakistan. *International Journal of Computer Science*, 9(4), 407-411.

Trivedi. (2010). Digital Libraries: Functionality, Usability and Accessibility. *Library Philosophy and Practice*, 1-6.

Umoh, BasseyEmem (2017). Information and Services Provision by Academic Libraries in Nigeria. *International Journal of Academic Library and Information Science*, 5(5), 153-159. Retrieved fromhttp://www.academicresearchjournals.org/IJALIS/Index.htm

Vidyakala, K & Nithyakala, K. (2017). An analysis on purpose and usage of social networking sites among college students in Coimbatore. *International Journal of Research in Finance and Marketing*, 7(3), 34-41.

Vyas, M.J & Trivedi, M.J. (2014). Role of Social Networking Tool in Dissemination of Information at SMT. Hansa Mehta Library. e-Library Science Research Journal, 2(9), 1-9.

Verma, M.K. (2015). Social Networking Sites: An Emerging Tools for Librarians to Provide Effective Library Services in Digital Era. In G.Z. Shinde, M. Angadi, S. Jange and P.S. Kattimani (Eds). Emerging Technologies and Future of Libraries: Issues and Challenges, (pp.95-109). *New Delhi: Daya*, 2015. (402) p.

Waqas, Ali. et.al. (2016). The impact of Social Networking Sites usage on the academic performance of University students of Lahore, Pakistan. *International Journal of Social Sciences and Management*, 3(4), 267-276.

Willinger,W.[et al] (2009). Research on Online Social Networks: Time to Face the Real Challenges.*Proceedings of the 2nd Workshop on Hot Topics in Measurement and Modelling of Computer*. 331, 213-234.

Wiid, J.A.; Cant, M.C. & Nell, C.E. (2014). Perception and uses of social media networking system by South African students. *International Business and Economics Research Journal*, 13(4), 715-726.

Yang, Heng-Li. (2003). Effects of social network on students' performance: A web based forum study in Taiwan. *JALN*, 7(3), 93-107.

Yamakanith, Purinat and Gurusamy, P. (2014). A study on the influence of Social Networking Sites on the interpersonal relationship of College students in Chennai and Coimbatore cities of India. *International Journal of World Research*, 1(11), 48-56.

Yamakanith, Purinat&Gurusamy, P. (2014). A Study on the Influence of Social Networking Sites on the Interpersonal Relationships of College Students in Chennai and Coimbatore Cities of India. *International Journal of world Research*. 1(11), 48-56.

https://image.shutterstock.com/z/stock-photo-social-network-online

https://organiksoft.com/social-media/

https://image.slideserve.com/698739/history-of-social-network-sites-l.jpg

http://eprints.oum.edu.my/253/1/Ruzitapercent2520amly.pdf
https://libraries.uta.edu/sites/default/files/styles/blog_teaser
sociallyspeakinginc.com/blog/

https://pucollege.edu.in

https://ghbc.edu.in/

https://www.gac.ac.in/

https://ganc.mizoram.gov.in/

https://gawc.edu.in/

https://gjtc.mizoram.gov.in/

https://trcollege.edu.in/

https://gjc.ac.in/

https://mlc.mizoram.gov.in/

https://mcon.mizoram.gov.in/

https://www.collegedekho.com/colleges/iase-mizoram

https://dme.assam.gov.in/frontimpotentdata/ripans

https://gzrsc.edu.in/

http://nielit.gov.in/aizawl/

BRIEF BIO-DATA OF THE CANDIDATE

Ms. Esther Lalnunpuii

Department of Library and Information Science

School of Economics, Management and Information Science

Mizoram University, Aizawl – 796004, India

Phone: +91 7005303174

Email: esther90chawngthu@gmail.com

EDUCATIONAL QUALIFICATIONS

Master of Philosophy, 2015	:Mizoram University, Mizoram
Master in Library and Information Science, 2014	:Mizoram University, Mizoram
B.A, 2012	:Government Hrangbana College, Mizoram
HSSLC, 2008	:Mizoram Board of School Education, Mizoram
HSLC, 2006	:Mizoram Board of School Education, Mizoram

(Esther Lalnunpuii)

LISTS OF PUBLICATIONS

Journal Publications

1. Use of Social Networking Sites by Faculty Members and Students of NIT, Mizoram: A Case Study. *International Journal of Library and Information Studies*, 6(4), 225-236.

2. Perception and Attitudes of Teachers and Students towards Social Networking Sites: Case Study of NIT, Mizoram. *International Research: Journal of Library & Information Science,* 7(2), 337-350.

3. Use and User's Satisfaction with On-Line Public Access Catalogue (OPAC) Services of Mizoram University Library: A Survey. *ISST Journal of Advances in Librarianship, 9(1), 68-73*.

4. Impact of Social Networking Sites (SNSs) on College Students: A Case Study of Regional Institute of Paramedical and Nursing Sciences (RIPANS), Aizawl. *Library Philosophy and Practice (e-journal).* 2635.

5. Automation of College Libraries in Aizawl, Mizoram: An Analytical Study. *Contemporary Social Scientist*, 10(2), 16-22.

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE   : ESTHER LALNUNPUII
DEGREE   : Ph.D.
DEPARTMENT   : LIBRARY AND INFORMATION SCIENCE
TITLE OF THE THESIS   : USE OF SOCIAL NETWORKING SITES BY TEACHERS AND STUDENTS OF COLLEGES IN AIZAWL: AN EVALUATIVE STUDY
DATE OF ADMISSION   : 08.08.2016

APPROVAL OF THE RESEARCH PROPOSAL

1. BOS   : 4.10.2016
2. SCHOOL BOARD   : 31.10.2016

   REGISTRATION NO & DATE   : MZU/Ph.D./950 of 31.10.2016

   EXTENSION (IF ANY)   : NIL

(HEAD)
DEPARTMENT OF LIBRARY AND
INFORMATION SCIENCE
MIZORAM UNIVERSITY, AIZAWL

ABSTRACT

USE OF SOCIAL NETWORKING SITES BY TEACHERS AND STUDENTS OF COLLEGES IN AIZAWL: AN EVALUATIVE STUDY

ESTHER LALNUNPUII

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE MIZORAM UNIVERSITY, AIZAWL

1. Introduction

The increasing contribution of the internet and revolution of information technology over the past few decades have significantly increased the way people communicate and share information. During the last two decades, it has predominantly observed remarkable changes in information technology. The increasing use of internet has led to the development and need of SNSs in the present environment. The usage of Social Networking Sites has been so well-known that they have gathered the attention of researchers worldwide. According to Ahn, "The evolution of the web has led to the growth 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 offer for online partnership, contribution, social networking, communication and user generated content distribution. Social Networking Sites are profile based websites that allows users to uphold social relationship by viewing, visiting and sharing their lists of Social connections with other members". Social networking has greatly changed the way people share information and communicate with each other. SNSs also provides an online platform for students of different backgrounds and nationalities. The popularity of SNSs have gained enormously worldwide and they caught the attention of the students, academicians and the users to a large extent. Manjunatha, (2013) also described SNSs as, "a collection of individuals linked together by a set of relations. Online SNSs "Virtually" linked individuals, who may or may not know each other".

According to Boyd and Allison (2007), "SNSs is a web based services allows individuals to build a social and professional profile within a bounded system, articulate a list of other users with whom they share a connection, and view and Traverse their lists of connections and those made by others within a system". SNSs

also allows individual to have private account, view, and share, connect from one place to another. The application of web 2.0 allows the user to create collaborating and productive information and share on the internet. It also provides a platform for the users to relate and share their ideas, view opinions and exposing their knowledge. SNSs enable to get students to get in touch with friends and families. SNSs also facilitate libraries in providing information services to their users, view and exchange information, working online mode, marketing library services, online reference services and getting feedback from the users on a particular services or document (Verma, 2015). The advantage in using SNSs in communication and sharing information of the user have a great potential for education development especially in higher education for the teaching and learning process. According to Yamakanith and Gurusamy (2014), "Social Networking Sites are made up of other individuals, they might also include profile of events, companies, even political parties. People use SNSs for countless activities and SNSs have rapidly gained popularity. Globally the active membership on SNSs reached 320 billion in 2010". Thus, we can know that online SNSs are rich sources of knowledge, entertainment and communication.

2. Significance and Scope of the Study

The impact on the use of internet on education is the most important factor for both educators and practitioners. Social Networking Sites are now becoming more popular in educational atmosphere in exploring new tools and techniques for teaching and learning. Use of SNSs in academic field is now very common and its uses increase 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 academician are using SNSs as communication media to share their information.

The scope of the present study is limited to measure the use of social networking sites by teachers and students of 14 colleges/institutes in Aizawl city, affiliated to Mizoram University as given below. There are many Government Colleges in Mizoram which were affiliated to Mizoram University in different District and Villages. The reason I choose the Colleges situated in Aizawl City is because mostly majority of the students from different parts of Mizoram come together to join their Bachelor Degree in Aizawl Colleges, so I decided to cover the Government Colleges in Aizawl which were affiliated to Mizoram University that which I feel relevant for the research. The total population for the present study will be 700 respondents (10 faculties and 40 students from each college).

Table: List of Higher Education Institutions Affiliated to MZU in Aizawl

Sl. No	Name of Colleges	Year of Estd.	Status	Courses offered	No.of Students	No.of Teachers
1	Pachhunga University College (PUC), Aizawl	1958	Constituent College of Mizoram University	B.A, B.Sc., B.Com	2389	100
2	Govt. Aizawl College, (GAC),Aizawl	1975	Government	BA, B.Com	1069	55
3	Aizawl North College, (ANC), Aizawl	1980	Government	BA	1299	27
4	GovtHrangbana College (GHC), Aizawl	1980	Government B++	BA, BCom	1758	71
5	Govt. Zirtiri Residential Science College (GZRSC), Aizawl	1980	Government	BSc, BCA	604	59
6	Aizawl West College, (AWC), Aizawl	1990	Government	BA	866	36

7	J.Thankima College, (JTC), Aizawl	1992	Government	BA	609	24
8	Johnson College, (JC), Aizawl	1992	Government	BA	855	28
9	T.Romana College (TRC), Aizawl	1992	Government	BA	1072	38
10	Mizoram Law College(MLC), Aizawl	1983	Deficit	LL.B	160	12
11	Regional Institute of Paramedical and Nursing Science (RIPANS) , Aizawl	1996	Government	B.Sc.(Nursing), B.Pharm, B.Sc. etc	712	43
12	National Institute of Electronics and Information Technology (NIELIT)	2000	Government	BCA, MCA	387	34
13	Mizoram College of Nursing (MCON), Aizawl	2005	Government	B.Sc(Nursing)	117	18
14	Institute of Advanced Study in Education (IASE)	1975	Government	B.Ed, M.Ed	908	38
				Total	12,805	583

(Source: Annual Report, Mizoram University, 2017-2018)

3. Statement of the Problem

Social media and social networking are "Web 2.0" tools and platforms that enable user-generated content through writing and uploading to a webpage. Social media technologies that can be used for learning and teaching include discussion forums, blogs, wikis etc. Social media provides a perfect opportunity for students to participate in critical thinking and digital literacy skills development. In today digital and fast changing environment SNSs plays a predominant role in information communication among the faculties and students. The educational networking has the potential to improve student learning environment by early acknowledgement of

student needs and informative calculation, 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 enable a strong sense of community among students and inspire the personal connections that can lead to the creation of new knowledge and shared intelligence.

The social networking sites play a predominant role in information communication. The faculties and students of the colleges under the study make the best use of social networking sites (SNSs) to share their personal and professional experience, teaching and learning information and literature to enhance their teaching and learning capabilities. However it required basic ICT skills to access these SNSs. The problems lie with the fact that literacy and awareness about usefulness of SNSs to access the relevant information for faculties and students. However the study has to find out the effective use of SNSs and suggest some standards, mechanism and best way for maximum utilization of these tools.

4. Objectives of Study

The objectives of the present study are to:

1. Find out the usage of Social Networking sites by teachers and students of colleges under study.

2. Analyze the purpose, frequency and duration of use of SNSs by teachers and students under study

3. Find out most popular SNSs and satisfaction level of using SNSs by the teachers and students

4. Examine the effect of Social networking Sites (SNSs) in academic information and communication among the teachers and students.

5. Find out and analyze the problems being faced by the teachers and students of colleges in Aizawl city while using SNSs for academic communication.

5. Hypotheses

The study is subjected to the following assumptions:

H1: Age has an inverse relation with the use of SNSs

The calculated chi-square statistic (40.07) is significant at 5 % level which means there is relationship between age and frequency of SNSs uses. Further, as the calculated spearman's correlation is negative and significant at 5% level, it can be concluded that there is inverse relationship between age and uses of SNSs. Thus, Hypothesis No.1 is accepted.

H2: SNSs used for entertainment purpose rather than academic communication.

The analysis of the information revealed that majority of the respondents (64.10%) claim that Social Networking Sites are used for entertainment purpose rather than academic communication. Thus, Hypothesis No.2 is accepted.

H3: Teachers and students are satisfied with use of SNSs

The analysis of the information revealed that majority of the students (63.10%) and teachers (82.79%) claim that they were satisfied with the use of Social Networking Sites. Thus, Hypothesis No. 3 is accepted.

6. Research Methodology

The present study adopted survey method for assessing the use of Social Networking Sites by the students and teachers of colleges in Aizawl. At present there are 1860 teachers and 10,204 students in fourteen (14) colleges under the study, having a total of 700 is the total population size for the present study. Therefore, survey method of research are being found suitable for undertaking the present study. For collecting

primary data from the respondents, a structured questionnaire was framed with adequate questions relating to the study based. A structured questionnaire contains 36 questions related to use of Social Networking Sites and distributed to 140 teachers (10 from each colleges) and 560 (40 from each colleges) for obtaining the required information with regards to assess the use of SNSs by the students and teachers under the study. Out of 700 questionnaire distributed 82 respondents (64 students) and (18 Teachers) from the 14 Colleges were not given back their questionnaire. Out of which a total number of 596 students and 122 teachers responded questionnaire were received to assess the use of SNSs.

The population was selected on the basis of random sampling design techniques. The data was collected from the students and teachers of 14 colleges in Aizawl which were affiliated to Mizoram University. At present there are total 1860 teachers and 10,204 students in the 14 colleges as of 2017-2018(MZU annual report). From 11.71% respondents (11.42% students and 12.85% teachers) the distributed questionnaire was not received back. Out of which 88.28% of the total respondents among the students and teachers (which constitute 496 students and 122 teachers and total 618 respondents) was the total sample size for this study. The data collected from the respondents have been analyzed and presented in chapter 5. SPSS were used for testing hypothesis.

7. Findings of the Study

The study was started with intention to find out the Use of Social Networking Sites by the students and teachers of colleges in Aizawl. To achieve the objectives of the study, data was collected through questionnaire as a tool and after analysis scholar observed the following major findings. Based on the analysis of the study, findings are divided into two groups:

7.1 Findings based on the objectives

7.2 General Findings

7.1 Findings According to the Objectives of the Study:

1. Find out the usage of Social Networking sites by teachers and students of colleges under study:

a) The usage of SNSs by the students of colleges in Aizawl is that majority of the students 81.45% used SNSs for finding information, and 61.69% used SNSs to chat with their friends and making new friends. Majority of the teachers 87.70% used SNSs for finding information and for sharing information to their friends, family, and colleagues and also to their students.

b) The majority of the respondents from students 45.16% and teachers with 38.52% have good computer knowledge and skills who are the active user of SNSs and majority from both the students 84.87% and teachers 93.44% are the regular user of internet. The students and teachers of Pachhunga University has the highest percentage of using internet regularly. It was observed that the teachers used internet regularly more than the students.

c) It was found that majority of the respondents from both the students 81.25% and teachers 88.52% are the daily user of internet who are benefitted of using SNSs and Pachhunga University has the highest rate of using internet daily.

d) The majority of the student's 63.70% and 89.34% teachers were aware about SNSs. The students of Government Aizawl North College has the highest percentage of awareness about SNSs and all of the teachers from HBC, GAC, GAWC, GZRSC, GANC and MCON were aware with the use of SNSs.

2. Analyze the purpose, frequency and duration of use of SNSs by teachers and students under study:

a) 81.45% students of colleges in Aizawl have the purpose on using SNSs to find information whereas 87.70% teachers of colleges in Aizawl spent on using SNSs to find information.

c) Majority of the students 55.04% and teachers 72.95% were using SNSs more than 5 years. The duration of using SNSs by the teachers are more than compared to the students.

d) 66.12% students of colleges in Aizawl spent on using SNSs several times in a day and 65.57% teachers of colleges in Aizawl spent several times in a day on using SNSs. The students of NIELIT has the highest percentage of using SNSs several times in a day and all the teachers of GAC has the highest percentage of using SNSs several times in a day.

e) Most of the students cannot say their time spent on using SNSs a day and 21.97% spent on using SNSs 2 to 4 hours in a day for accessing SNSs whereas most of the teachers 28.68% spent 1 to 2 hours a day for accessing SNSs for their information needs.

3. Find out most popular SNSs and satisfaction level of using SNSs by the teachers and students:

a) Most of the students 98.18% and all the teachers 100% have account on Whatsapp and is the most common accessed SNSs followed by Facebook.

b) Whatsapp is the most commonly accessed SNSs by the students followed by Facebook and Youtube whereas Google+ is the most commonly accessed SNSs by

the teachers followed by Whatsapp and Youtube for their information communication.

c) 52.62% students of colleges in Aizawl were satisfied in using SNSs and 73.77% teachers were also satisfied in using SNSs and most of the students were neutral in ratings the satisfaction level of using SNSs.

d) It was found that majority of the respondents from students 60.08% and teachers 79.50% have the opinion that information available on SNSs are partially reliable and they can used it for their informative needs.

4. Examine the effect of Social networking Sites (SNSs) in academic information and communication among the teachers and students:

a) With regard to the reliability of SNSs for helping students and teachers in receiving information about subject, 95.16% students and 90.16% teachers have the opinion that SNSs are reliable for helping the students and teachers in receiving information about their subject.

b) Majority of the students 63.10% of colleges in Aizawl used SNSs for preparing project, assignment and presentation whereas majority of the teachers 71.31% used SNSs to get latest information regarding educational usage.

c) Most of all the respondents 85.88% students and 80.32% teachers are having the opinion that SNSs are helpful for linkage between the students and teachers for their academic communications.

d) It was found that majority of the respondents from students 60.08% and teachers 79.50% have the opinion that information available on SNSs are partially reliable and they can used it for their informative needs.

e) The respondents also have the positive used of SNSs that 35.08% students think that SNSs is helpful for easy communication whereas 35.24% teachers believed that SNSs is easy to access information and most of the respondents also think that SNSs are useful for academic communications.

5. Find out and analyze the problems being faced by the teachers and students of colleges in Aizawl city while using SNSs for academic communication:

a) With regard to the problems which are being faced by the students and teachers of colleges in Aizawl while accessing SNSs. It indicates that majority of the students 66.12% and teachers 72.13% have problems regarding poor internet facility followed by lack of time while using SNSs.

b) With the fast changing technology the respondents would like to see more on SNSs. 39.51% students and 43.44% teachers most likely to see more privacy of personal information on SNSs and most of the respondents also like to see authenticity on SNSs and others features like easy accessible of online journals are included.

c) With regard to the features hated on SNSs by the respondents. It indicates that majority of the respondents 40.92% students and 43.44% teachers mostly hated spam information on SNSs. Other features like unwanted pictures, fraud messages, and unreliable information have also been observed from the study.

7.2 General Findings:

The following are the major findings of the study:

- 700 questionnaire was distributed among the students and teachers of colleges in Aizawl and 88.57% was received from the students and 87.14%

was received from the teachers. In total 88.28% responses were received from the 14 degree colleges in Aizawl.

- It was observed that from the 14 colleges National Institute of Information and Electronic Technology and RIPANS has the highest response rate with 100% and Government Aizawl West College has the lowest response rate with 68%.

- It was found that most of the respondents from both the students 51.81% and teachers 58.19% were female. The students of NIELIT has the highest percentage of male respondents with 75% and MCON has the highest percentage of female respondents with 100%. The teachers of Government T. Romana College has the highest percentage of male respondents with 80% and MCON has the highest percentage of Female respondents with 100%.

- It was found that majority 90.92% of the students are in the age group below 25 years and most of the teachers are in the age group 25-35 with 44.26% and 35-45 with 35.24%.

- With regard to the preferred ways for accessing internet 94.55% students and 77.86% teachers preferred mobile phones for accessing internet. All the students of Government Aizawl North College and Government Johnson College preferred mobile phone and has the highest percentage and all the teachers of Government Aizawl North College preferred mobile phones for accessing internet.

- Most of the students of colleges in Aizawl 50.20% were satisfied with the speed of internet and the teachers of colleges in Aizawl 63.93% were not satisfied with the speed of internet.

- Mobile phone is the most favored access tool by the students and teachers of colleges in Aizawl whereas most of the teachers also preferred Laptop for accessing SNSs.

- Majority of the students 46.57% and teachers 56.55% does not have any preferred timing, they can used SNSs randomly anytime according to their preferences and needs. Also most of the respondents preferred to use SNSs at night.

- With regard to the preferred place for accessing SNSs majority of the students 57.25% and teachers 57.37% preferred their home for accessing SNSs and most of the respondents from both the students and teachers also does not have any preferred place they can us SNSs anywhere according to their needs.

- With regard to the opinion about the negative impact of SNSs on personal life. It indicates that majority of both the students 58.06% and teachers 79.50% have the opinion that SNS have not created any negative impact on their personal life. All of the teachers from PUC, HBC, GANC and GJC have the opinion that SNSs does not create negative impact on their personal life.

- 69.95% students have the opinion that SNSs influenced their lifestyle in their everyday life whereas majority of the teachers 59.83% have the opinion that SNSs does not influenced their lifestyle on their day to day life.

- Majority of the respondents from both the students 60.88% and teachers 81.14% have the opinion that they are not addicted of using SNSs, they used SNSs according to their preferences and needs.

- Most of the respondents have the opinion about secure of personal information on SNSs. It was observed that majority 54.83% students and 64.75% teachers think that personal information are secure on SNSs.

- With regard to the sources of information they have on using SNSs. It indicates that most of the students 43.14% have got the sources of using SNSs from their colleagues and friends, and majority of the respondents 51.63% from teachers get the knowledge of using SNSs from colleagues and friends.

- In regard with the flexibility of using SNSs, majority of the students 40.12% and half of the teachers 50% have average level in using SNSs. The students have more difficulties than the teachers in using SNSs.

8. Organization of the Study

The present study has been divided into the following chapters

Chapter 1: Introduction

Introduces the overview of the entire research work and discusses the scenario of colleges in Aizawl, significant, scope of the study, literature review and research design of the study.

Chapter 2: Social Networking Sites: An Overview

Briefly describes about the overview of Social Networking Sites, concepts, definition, history, growth of SNSs and trends and development of Social Networking Sites.

Chapter 3: SNSs as a tool for Library Services

Highlights about Social Networking Sites as a tool for library services, the need and importance of academic library system, concepts of digital library, web 2.0 and its

applications in library services, use of SNSs in academic libraries, types of Social networking services and use of SNSs and its applications in the academic library environment.

Chapter 4: Use of Social Networking Sites in Academic Communication

Briefly elaborates use of Social Networking Sites in academic communications, role of e-learning for information dissemination, impact of SNSs for the academic communications, SNSs in higher education, use of social media for information dissemination and concept of information communication.

Chapter 5: Data Analysis and Findings

Highlights the collected data and its descriptions in the form of tables as well as findings of the study.

Chapter 6: Conclusion and Suggestions

Present a summary of the entire study and suggestions for improving the use of Social Networking Sites by the students and teachers of the colleges.

The appendices and bibliography are given at the end. Publication manual of the American Psychological Association (6th ed.) is used for recording the references.