

**A STUDY OF ONLINE SOCIAL NETWORKING  
SITES IN ACADEMIA  
(WITH SPECIAL REFERENCE TO SELECTED  
MANAGEMENT INSTITUTES IN PUNE CITY)**

A Thesis

**SUBMITTED TO THE  
TILAK MAHARASHTRA VIDYAPEETH PUNE  
FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY  
In Management  
Under the Board Of Studies**

BY

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UNDER THE GUIDANCE OF

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DEPARTMENT OF MANAGEMENT

Year 2018.

**Annexure IV**  
**CERTIFICATE OF THE SUPERVISOR**

It is certified that work entitled **A Study of Online Social Networking Sites in Academia (with special reference to selected management institutes in Pune city)** is an original research work done by **Mrs. Zarina Shaikh**, Under my supervision for the degree of Doctor of Philosophy in Management to be awarded by Tilak Maharashtra Vidyapeeth, Pune. To best of my knowledge this thesis

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# **CHAPTER - I**

## **INTRODUCTION**



# **Chapter I**

## **INTRODUCTION**

### **1. INTRODUCTION OF EDUCATION**

Education is a phrase that embraces the process to be taught, obtain information, aptitude, knack, ideology, personality traits etc. Teaching is conveyed through a number of ways like discussions, supervision, research etc. the objective being to transmit information, proficiency, perspective and behavior. It aids the beneficiary by motivating them to imagine and do things independently.

#### **1.1 DEFINITION AND MEANING OF EDUCATION**

Education: As per Gandhi, Education as it turns out to be an all-round portrayal out of the best and development of a child, mind, spirit and the body.

According to Tagore Education as it is the path which leads to solution of all the problems.

The detailed process and innovations involved in art of teaching is understood through education. Education for people and the nation becomes the basis which acts as a spirit for their social and lucrative progress.

#### **1.2 SIGNIFICANCE OF EDUCATION**

Education is the moral fiber of everybody. An individual who has secured education is able to distinguish among correct and incorrect. It is a commanding instrument that is priceless to him /her. The information achieved from education cannot be deprived or stolen. Education aids to drive out the very old superstitions and exercises that are most known in the society. Education straightaway is a mean for an individual to craft a quality, give power of intelligence and augment information. This becomes an overall development for an individual and can fight challenges in life. In the course of education a person can improve his fitness, style of living, earnings and much more. One also attains good moral and gets an awareness to refrain from corruption,

terrorism etc. Today people around the world has right to use to education by using World Wide Web.

### **1.3 INDIAN EDUCATION INDUSTRY**

India, in the global educational industry owns a significant place, having more than 257 million students from 748 universities, from 35000 colleges, yet there is a lot of prospective for future development. Globally, India holds the maximum higher education system. For e-learning, India currently holds the topmost second position after United States. The market share for distance education in India, during the period of 2016-2020 is believed to grow at a Compound Annual Growth Rate (CAGR) of around 11 per cent. By 2020, the expansion of distance education is likely to enhance as our government is putting efforts to increase the current gross enrolment ratio up to 30 percent.

The country's growth is dependent on the potential to steadily educate the society and set up skilled manpower. Hence, the higher educational institutes should come upfront since they become accountable for economic competitiveness. Professional educational institutions aim to attract, maintain good ties with the students and hence try to implement ingenious and proficient methods. Since the expectations of the students keep on increasing, it becomes mandatory to boost the quality of education by adopting resource planning, making strategies, reengineering and restructuring them. At present the vital aspect for educational course is to use the functions and procedures given by information technology in management. Many of the higher educational institutions aim for improving academic and organizational performance by using services given by information technology.

Education system observes a revolution for foreign education and distance education with the rise in contributors like government colleges, private colleges, self financing colleges in state Universities. The government of India has also assisted foreign Universities to launch their campuses in our country. With this there is a rise in the number of courses and admissions resulting to the composite management of educational institutions. As with the ever changing nature of the corporate world, the colleges have to play a dynamic role in constantly updating their syllabus. More

innovative and interactive teaching methods must be adopted to meet the growing demands.

## **1.4 AN OVERVIEW OF INDIAN EDUCATION SYSTEM**

### **1.4 (a) History of Indian Education System**

The ancient Indian education followed Gurukul system, which is based on a Hindu learning. This was executed at the residence of the teacher. The subjects taught ranged from Scriptures, Sanskrit, philosophy and Mathematics. Later in the Colonial tenure, British started schools with subjects taught were Science, Mathematics etc. These were on the concept of western culture. At this time the system was incorporated with classroom learning. Post British rule, the central and state government framed the principles for higher and technical education and in 1964 found the education commission. Currently due the technological advancement, the classrooms are having more technology oriented approach in our education system such as Smartclass from Educomp for schools which is more interactive. For colleges, UGC started CBCS (Choice Based Credit System) in 2015 to promote interdisciplinary approach to teaching which provides more options to students. This alteration started an evaluation and grading build on a 10 point scale.

### **1.4 (b) Most Recent Progression in the Indian Education System**

In our country it has been observed that education which means sessions or lectures conducted in a classroom for quite a long duration where usually the teacher/trainer has their focus on the entire class with less amount of attention on each and every student. At present our teaching and learning system has got a boost up with the advancement of technology with modern techniques available, teachers try to adopt innovative technologies so that the sessions become more interactive. This concept of teaching is known to be a smart class wherein importance is given to digital library. Such a strategy smoothes the process for the teacher/trainer to conduct a session and find out how the

students have benefited from the same. This system is executed in a plain and easy way- i.e. after the completion of a topic, teachers put up a set of likely questions on a large screen where students respond to these by using a personal device which is meant for their answering. The student is then assessed / evaluated by the teacher and gives them marks by use of smart assessment system. From this feedback of the reports, a clear picture is formed to find out which topics have to be taught again. Another technique is performed through Edu India which is a YouTube Channel which concentrates on our national set of courses. There are more illustrations in this field available.

#### **1.4 (c) Current inclinations in professional education in India**

Since the economic change in 1991, private entrepreneurs started technological and management education with the increase in the demand of professionals.

Here are the following category of institutes in higher education:

- Reputed institutes like IITs and IIMs to establish professional managers, founded by the Ministry of Human Resource Development (MHRD).
- National institutes of technologies (NITS) and Indian institutes of information technologies (IITs).
- Affiliated colleges from National university education system which are regulated by University Grant Commission (UGC).
- Private universities and autonomous colleges which are approved by AICTE.
- Distance education universities like Indira Gandhi Open University (IGNOU)
- Unaffiliated institutes: which are neither affiliated to nor approved by AICTE.
- Deemed university like Bharati Vidyapeeth.

#### **1.4 (d) Future of Education in India**

India has plenty of IITs, IIMs and also some of its best medical and law colleges. Indian students add a lot of innovations but the focus has been on

delivering good engineers and doctors. As compared to this situation, comparatively less focus is given on producing artists, scientist and entrepreneurs, who give a lot to the progress of the economy.

It is said that by the end of 2020, the Indian education segment will have maximum populace of tertiary age after which are graduate and which would increase from the current value US\$ 100 billion to US\$ 180 billion. Similarly, the market share for the school segment which is 52 percent is valued at US\$ 52 billion whereas 15 percent for higher education, for course book, associated services and e-learning it is 28 per cent. Higher education system in our country has undergone speedy expansion. Our nation's current higher education system is the biggest in the world registering more than 70 million students while in previous two decades, the number was more than 40 million.

## **1.5 MANAGEMENT EDUCATION**

### **1.5 (a) What is Management Education, and its Importance?**

The system where the managers or executives are groomed to enhance their skills or capabilities so as to implement these for an optimum utilization of time, resources etc for the progression of the organization.

Management education caters to the information received by colleges so as to train the students to enter the corporate as managers, leaders, etc. by providing different courses like business administration, computer management, computer application, business management etc.

In our country, professional education has seen a spectacular growth for number of students as well number of institutions. The entire credit goes to switch over from agro based economy to knowledge based economy and high growth rate based service oriented. As per the survey performed in 2012, it was revealed that Engineering and Management education add to the growth of the economy. In India, there is a separate governing body for control of management and technical education. These are All India Council for Technical Education (AICTE) and its supplementary the Board of

Management Studies (BOS). All India Council for Technical Education (AICTE) gives accreditation on the basis of faculty positions, infrastructure and other facilities. The other accreditations are NAAC, NBA and NIRF. Of these NAAC (NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL) which assesses and gives accreditations to institutions of higher education in our country, University Grants Commission (UGC) of India founded this autonomous body. NAAC focuses on building quality assurance, an essential part of the operation of higher education institution. The other is NBA (NATIONAL BOARD OF ACCREDITATION), India was earlier founded by AICTE under section 10(u) of AICTE act, in 1994, for interrupted assessment of technical institutions & programs based on specific standard as recommended by AICTE council. Currently NBA has come into reality as an autonomous body since 7th January 2010, with the purpose of Assurance of Quality and Relevance of Education, mainly of the courses in professional and technical disciplines, i.e., Engineering and Technology, Management, Architecture, Pharmacy and Hospitality, through the mechanism of accreditation of programs offered by technical institutions. A ranking method for universities and institutions is NIRF (National Institutional Ranking Framework) was approved by the MHRD and initiated by Honourable Minister of Human Resource Development on 29th September 2015 in our country. The ranking is based on certain parameters broadly cover Teaching, Learning and Resources, Research and Professional Practices, Graduation Outcomes, Outreach and Inclusivity, and Perception.

In India, Professional education is experiencing a major transformation with the new concept of Globalization, cross cultural ventures, partnerships and strategic association. In context of the requirements of skills and proficiency by the corporate, management education has to perform its task independently. Management colleges are providing specializations in various streams like Human resource, marketing, finance, international business, tourism, operations management, information technology, retail management etc. Previous decades, have ascribed the use of IT based services for management of higher education system. Services like UGC INFONET, ERNET and INFIBNET have been set up by University Grants Commission for accomplishing fineness in proficient education. Using of IT based services inference on education process in management, usefulness, pedagogy, quality

and innovation. Most colleges in India are allied to universities and are providing undergraduate courses. Some colleges also take on post-graduate teaching and research. The affiliating universities are anticipated to manage the standards of the affiliated colleges, conduct examinations and award degrees to successful students.

The All India Survey of Higher Education, has shown that during the academic year 2015-16, the gross enrolment ratio for higher education is 24.5% Management education is a vital means that assist enhancement of leadership qualities and turns out radiant prospect managers. Management courses with specialization in diverse areas manage students to face the constantly progressing corporate world and hence communicate effectively. It highlights not just in crafting good managers but also on improving and enhancing existing skills while delivering on managerial ability to students. It is primarily referring to the building up the student to develop the proficiency and ability either as a manager or as an entrepreneur. This potential does not basically always come from acquiring degree or diploma in Management, but also by means of inculcating the determination & skill to contribute for self dependence and self necessities in building of nation.

#### **1.5 (b) Altering situations in Management Education in India**

A lot of management institutes across the globe are adopting a case study driven approach and the management educators have an experience of a blend of corporate, educating, research and consultancy. Such management education makes certain precious takeaway by the students. These students will be able to relate the theoretical perception with practical knowledge. These students would definitely be profitable since when they enter the industry, they will use their management skills and proficiency obtained. In India, management education is mostly faculty-centric, not student-centric as it is not tailored as per the objectives of the students. It doesn't take into account students according to the business desires bringing about a tremendous gap between industry and academia. It is said that it is possible to educate managers to improve the principles of management with the people but the same cannot be done to an individual who is not a manager.

#### **1.5 (c) Requisites in Management Education: Tools and Techniques to Ensure Quality Management Education**

The industry has certain hope and the educational institutions are unable to match as there is no effective industry-academic edge. Here are some techniques to realize to ensure quality management education to students.

- Management education should be framed as student-oriented, not faculty-oriented.
- There should be more interaction with industry to find out the new prototypes and then form management modules accordingly.
- Students should be trained with functional knowledge. Support them to network with industry people regularly so as to get adjusted and adapt themselves as per the industry expectations.
- It should be ensured that the management faculty has diverse experience including teaching, industry, research, training and consultancy.
- Adopt a strategy that the educators are a team of two for teaching students; one should be from research; and another from industry. It would help students to solve theory with practice quickly.
- Student should be influenced and motivated with innovation and creativity in education.
- Instigate such courses which will create a lot of demand in near future. It helps students' assurance of employability and employment.

#### **1.5 (d) Methods of Education In Management Education**

Education acquired through teaching methods which is also called as pedagogy. Management education should incorporate such pedagogy, that the students should achieve the best, so that they become the leading managers.

Since management students should have a clear picture about the relation between the corporate, the surroundings and the society, management education is considered to be very important. They should develop the skills necessary to imagine, act independently, and take guidance from experts whenever any problem arises. A corporate world is having more of uncertainties, pace, threats and complexity working. Management students have to be educated to deal with this type of working conditions and to think differently. This could be done through traditional teaching



(lecture method) or innovative means through social networking, case study, mind mapping, games, outdoor activity (field work), research work etc.

## 1.6 ADVANCEMENTS IN TECHNOLOGY

The World Wide Web materialized in 1980 and 1990 by Tim and Robert. The way in for WWW was through internet and contained documents which are hypertext interlinked which were called web pages. Web 1.0 during 1989- 2004 started and had static pages. Then in late 2004 Web 2.0 was introduced. It describes World Wide Web sites that highlight the features of user-generated content and interoperability. The following are the characteristics of web:

Table 1.1 Characteristics of Web

| <b>Characteristics of Web</b>               | <b>Explanation</b>   |
|---|--|
| Folksonomy (tags).                          | A folksonomy is a method in which people put public keyword to objects present on the internet, which would help them in searching the object again. For instance social bookmarking website del.icio.us, it is a website where users can put keywords on the objects present on internet. |
| Affluent user experience: (dynamic content) | With the introduction of Web 2.0, the modules which are internet based become affluent just like the modules of desktop. Examples are You tube, Webmail, Google mail and docs etc.   |
| User involvement: in Web 2.0                | The users of the internet are not only the one who utilize the information but they are the one who spawn and broadcast them. For example to create a video and then upload this video on Youtube, adding your own content to Wikipedia etc.   |
| Long extension                              | In web 2.0 when the demand is raised, the products or services which create an impact are offered as services and  |

|                        |  |
|------------------------|--|
|                        | revenue is produced as monthly charge and pay per utilization.   |
| Software as a service: | It is a software authorization and deliverance form where software is accredited on payment basis. After the software is installed centrally, this can be accessed by the clients using browsers called as thin clients. For example Google docs and Microsoft office 365. |

## 1.7 TERMINOLOGIES AND CONCEPTS USED IN RESEARCH

### 1.7.1 Social Network

Social network is a system of social communications and individual connections.

A devoted site or a special application which authorize users to converse with each other by posting data, remarks, messages, pictures etc.

Social networking is the act of extending the quantity of one's business or prospective social contacts by building links through people, regularly through online networking target, for example Facebook, Twitter, LinkedIn and Google+ etc..

**1.7.2 Social Media:** Social Media is assemblages of online modules that are build on the principles and technical basics of Web 2.0, which permits to create and replace user generated matter. Online social networking sites permits multimodal user created matter to share. social networking sites are applications that allow people to join by making their own sketch, giving invitation to friends, colleagues, sending mails and instant messaging. The profile could have snaps, audio, blogs or videos.

### 1.7.3 *Definition of Social Networking Site:*

Social networking websites are an accumulation of WebPages which are created by using a form and has been developed by the user. After entering

information in the form, it is displayed on the page which is generated. This page can now be further customized by adding images; video and those objects opted by the user..

Social networking sites can work as wonders for businesses too. The special features present on these sites helps to determine whether they are for personal or business usage, which demonstrates other businesses which pages to check. There are also search engines, so any keywords optimized on a business page will come up with a search of that particular keyword.

Boyd & Ellison have stated that, social networking sites are services which are online that authorize the individual to create his profile/sketch which have public or semi public access within a framework, then from their network they could search for a user, have a look and find other users from their association.

How social network sites are special is that not only they grant individuals to meet new users, but also they make easy users to mention and make their social networks evident. This would probably lead to connections between people that would not be otherwise possible. Most of the social networking sites users are not essentially seem to be “networking” or seem to meet new people; instead, they are the ones who are communicating with people who are already a part of their wide-ranging social network.

## **1.8 CAPABILITIES AND CHARACTERISTICS OF SOCIAL NETWORKING SITES**

A social networking sites allows users to rise above the hindrances created factors like distance, instance and cultural variations. It helps the people to share and communicate with each other about any useful information, experiences; interest etc. users create profile with different access permission. Users can add multimedia content and upload snaps. social networking sites permits to search for people with similar interests, for this use blog search. Groups are made by users who have similar areas of interest. Users can have discussion online, internet mapping service irrespective of their geographic location. Position based service are offered like Gowala, Foursquare etc.

Open social and OpenID are technologies that permit to operate across various social networks. The differentiating properties of social networking sites from others are:

- Persistence: The session of interaction exists for a long duration.
- Search ability: tools which aid users to find people of similar interest.
- Replica: expression can be reused
- Invisible audience: it is not feasible to find those who come across expression in networks.

## 1.9 SOCIAL NETWORKING IN INDIA: EVOLUTION & EDUCATIONAL INFLUENCE

### 1.9 (a) Evolution of Social Networking:

Social media are sites where users interact freely; they can have personal and professional talk with pictures, video and audio.

Social media sites are web sites where an individual or a group is formed where the members are interrelated in some aspect and share information in the form of text, photo, videos and audio. Social media sites are in many modes together with tagging and news ,wikis, blogs and micro blogs, forums and message boards, image and video sharing, virtual worlds and social book marking, , writing communities, data, content, podcast portals, and collective intelligence, digital storytelling and scrap booking.

Currently there are a number of renowned sites such as Facebook, LinkedIn, Wetpaint, Wikidot, Second Life, Del.icio.us, MySpace, Twitter, You Tube, Flickr, WordPress, Blogger, Typepad, LiveJournal, Wikipedia, Lulu, Digg, Reddit and many others.

Table 1.2 Evolution of Social Networking

| Year | Evolution   |
|------|---|
| 1969 | The first chief commercial ISP in United States is CompuServe. It had a dialup connection. During the age of CompuServe accessing news and file sharing was done.                           |
| 1971 | The first email was send.   |
| 1978 | In Chicago, bulletin board system (BBS) was discovered to inform friends about meetings and through transmission, sharing of useful information was done. A small virtual group was formed. |

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|-------------|--|
| <b>1979</b> | Usenet was an early bulletin board that associated University of North Carolina and the University of Duke.  |
| <b>1984</b> | The online service provider, Prodigy was started which later in 1990 became the second one after CompuServe. Afterwards, Prodigy was leading dial-up connections to the hosting services for Web publishers and the WWW. Consequently, it was again resold and became a part of AT&T.  |
| <b>1985</b> | The America Online (AOL) service started.  |
| <b>1989</b> | Work for World wide web started by Time Berners at CERN (European Organization for Nuclear Research), in Switzerland.  |
| <b>1992</b> | Tripod started as a group of people online for college students and young generation.  |
| <b>1993</b> | CERN contributed the WWW technology to the world.<br>Students at NCSA (National Center for Supercomputing Applications at the University of Illinois) showed Mosaic, the first graphical browser, and Web pages came into existence. Further more than 200 Web servers started online.   |
| <b>1994</b> | Geocities was started by Beverly Hills Internet (BHI) where users built their own websites. In 1994, Yahoo, initiated as a major Internet search engine optimizer. Geocities provided for Japan, only as a web hosting service. Some group of people - like Classmates.com - took a special approach by users linking to others through email addresses. Internet was referred to as the Information Superhighway since there were around 1500 web servers hosted.<br>EarthLink initiated as an online service provider. |
| <b>1997</b> | In this year, the Web holds one million sites.<br>Blogging starts.<br>SixDegrees.com allows building users profiles and listing friends.<br>AOL Instant Messenger allows users to chat.<br>An online course management system, Blackboard is initiated for learners and educators.   |
| <b>1998</b> | Google starts as a chief Internet search engine and index.   |
| <b>1999</b> | FriendsReunited, was the first online social network was developed in  |

|             |   |
|-------------|---|
|             | Great Britain to unite preceding school friends.  |
| <b>2000</b> | In the era of business and trade, the dot com bubble burst and the road ahead appeared miserable as the millennium curved.  |
| <b>2001</b> | The world's largest wiki and the online encyclopedia, Wikipedia, was in progress.<br>Apple started promoting iPods.   |
| <b>2002</b> | The users in US started using Friendster, a social networking website, which soon had 3 million members within three months. AOL had around 34 million users.   |
| <b>2003</b> | MySpace a replica of Friendster was started.<br>LinkedIn was built for professionals, as an industry-oriented social networking site.<br>Internet had above 3 billion Web pages.<br>Apple launched the online music service iTunes  |
| <b>2004</b> | Facebook, similar to Friendster was initiated for students at Harvard College/ University.<br>MySpace exceeded Friendster in the number of page views.<br>Podcasting was started on the Internet.<br>An image hosting website, Flickr started.<br>Digg was established where people could share stories across the Internet.  |
| <b>2005</b> | Bebo (Blog Early, Blog Often), was created as another social networking sites.<br>News Corporation, a global media organization established by Rupert Murdoch, acquired MySpace.<br>Facebook introduced an edition for high school students.<br>Friends Reunited, with 15 million users, was purchased by the British television company ITV.<br>YouTube started storing and retrieving videos.<br>There were around 8 billion Web pages. |
| <b>2006</b> | In U.S. MySpace was the most famous social networking sites. But, Facebook leaded with unique monthly visitors in 2008. Twitter was the then micro blogging site and social networking sites with messages  |

|             |   |
|-------------|---|
|             | <p>(tweets) of 140-characters.</p> <p>Facebook membership to users was extended to any individual over age of 13.</p> <p>Google had recorded above 25 billion web pages, 400 million queries daily, 1.3 billion images, and above a billion Usenet messages.</p>  |
| <b>2007</b> | <p>Facebook initiated Facebook Platform with applications developed by third party.</p> <p>Facebook started its Beacon advertising system to present a specific commercial, which was complained by MoveOn.org and others regarding privacy matter and hence was shut in 2009. Apple released iPhone.</p>   |
| <b>2008</b> | <p>Facebook outshined MySpace on the basis of number of monthly unique visitors. In the meantime, Facebook made attempt to fruitlessly to buy Twitter.</p> <p>Bebo was acquired by AOL. Afterwards AOL was sold again.</p>  |
| <b>2009</b> | <p>Facebook in this duration was at the top and sooner the traffic was double than that of MySpace. The mishap of a plane crash which occurred in Hudson river was informed through a tweet.</p> <p>Bing was then a part of Google and Yahoo was the major search engines on the Internet.</p> <p>Brightsolid Limited acquired FriendsReunited</p> <p>Google reported distinct one trillion unique URLs.</p>  |
| <b>2010</b> | <p>Facebook's speedy expansion had more than 400 million users, whereas MySpace users decreased to 57 million users. To contend with Twitter and Facebook, Google started Buzz, with Gmail.</p> <p>Apple started with the iPad tablet.</p> <p>AOL sold the Bebo site to Criterion Capital Partners.</p> <p>The Democratic National Committee made known for a social networks manager administered Facebook, Twitter and MySpace account of President Barack Obama.</p> <p>It was anticipated that Internet had almost 30 percent of the world population with 1.97 billion users operating it.</p> <p>The Internet was to leading the national and local newspapers.</p> |

|             |   |
|-------------|---|
| <b>2011</b> | <p>Social media were reachable from any part on the globe with above 550 million users on Facebook, 65 million tweets sent through Twitter daily, and 2 billion videos were viewed daily on YouTube. LinkedIn has 90 million professional members.</p> <p>A concern raised then was privacy, because of personal information sharing.</p> <p>Apple leads the way the Ping social network for music and included iTunes. Both Bebo and MySpace were restructured and updated to contend with the far more successful social networks Twitter and Facebook.</p>   |
| <b>2012</b> | <p>There are around 2 billion users of social media. 213 million Americans go online via computers whereas 52 million users operate by using smart phone and 55 million do the operations through tablets. There were Internet-enabled TVs and e-readers, handheld music players and game consoles.</p> <p>Advertisers are curious for <i>likes</i> to augment brand name visibility.</p> <p>Facebook reported up to a billion users.</p> <p>YouTube had monthly above 800 million users with more than 1 trillion views per year. Apple shut the Ping social network and enhanced iTunes.</p>  |
| <b>2013</b> | <p>YouTube reached one billion monthly users with 4 billion views per day, and started paid channels to provide content creators with a way of earning money.</p> <p>Facebook user total moved up to 1.11 billion.</p> <p>Twitter had 500 million registered members.</p> <p>Apple's clientele have downloaded over 50 billion apps and it improved iTunes, even as iPads were changing social games.</p> <p>Yahoo acquired Tumblr blogging site with 170 million users and 100 million blogs.</p> <p>Flickr had 87 million users and stored 8 billion photos, while for Instagram it had 100 million storing 4 billion photos.</p> <p>Users registered with LinkedIn is about 225 million, while with MySpace is 25 million and users for Pinterest were 48.7 million.</p> |



|  |  |
|--|--|
|  | <p>WordPress hosted 74 million blogs.</p> <p>Dropbox had more than 100 million users with 1 billion files uploaded every day.</p> <p>Google+ had 340 million users.</p> <p>Reddit had 69.9 million monthly users, with 4.8 billion monthly page views.</p> <p>Hackers ascended from, The People's Liberation Army of China and the Syrian Electronic Army. Privacy, a crucial concern remained over sharing publicly personal information.</p> |
|--|--|

## 1.10 CATEGORY OF SOCIAL NETWORKING STIES

Social networking sites are divided into two types, general type social networking sites and special type social networking sites. The general type has common features of social networking sites for instance MySpace, Facebook, Twitter etc. Special category social networking sites is social networking sites which is built for a group of people with special objective. For example LinkedIn is for working professionals and business blackplanet for Americans (black community), AsianAvenue for Asian American. The social networking sites Academia.edu is developed for academicians and researchers. Livemocha was a social networking sites for online language learning. ResearchGate is a very useful social networking site for scientists and researchers to share their research papers, ask and answer questions, and find collaborators. NING is providing a platform for creating user designed social networking sites, this could also be used for education field. Digizen, a social networking sites for parents, teachers and students for seeking guidance and advice.

The category of social networking sites are:

Table 1.3 Category of SNS

| Category of social networking sites | Explanation  |
|-------------------------------------|--|
| <b>1. Social Connections</b>        | <p>Dwelling in contact with loved ones is one of the best advantages of social networking. Here are some sites for developing social connections on the internet</p> <ul style="list-style-type: none"> <li>• <b>Facebook:</b> the most famous web-based social</li> </ul> |

|                                     |  |
|-------------------------------------|--|
|                                     | <p>networking service, it gives an approach to people to construct associations and offer data with individuals and associations they interface with on the web.</p> <ul style="list-style-type: none"> <li>• <b>Twitter:</b> Share your considerations and stay responsive of others.</li> <li>• <b>Google +:</b> This site is intended to enable people to construct circles of contacts that they can interface with and that is incorporated with other Google items</li> <li>• <b>MySpace:</b> Though it first started as a general online networking webpage, MySpace has advanced to concentrate on social diversion, giving a scene to social associations identified with films, music recreations and that's only the tip of the iceberg.</li> </ul> |
| <p><b>2. Sharing Multimedia</b></p> | <p>social networking sites makes it simple to distribute video and taking snaps content on the web.</p> <ul style="list-style-type: none"> <li>• <b>YouTube:</b> Social media stage that enables clients to distribute and view video content.</li> <li>• <b>Flickr:</b> This website gives an intense choice to overseeing advanced photos on the web, and also to distribute them online with others.</li> </ul>   |
| <p><b>3. Professional</b></p>       | <p>Proficient social networking sites are intended to give chances to profession related development. Some of these sorts of systems give a general gathering to experts to interface, while others are centered on particular occupations or interests.</p> <ul style="list-style-type: none"> <li>• <b>LinkedIn:</b> Members have a chance to construct connections by making associations and joining significant gatherings.</li> </ul>  |

|                              |  |
|------------------------------|--|
|                              | <ul style="list-style-type: none"> <li>• <b>Classroom 2.0:</b> Social system particularly intended to enable instructors to interface, offer and assist each other with calling particular issues.</li> </ul>  |
| <p><b>4. Informative</b></p> | <p>Educational group are comprised of individuals looking for answers to regular issues. For instance, when you are contemplating beginning a residence change venture or need to figure out how to become environmentally viable at home, you may play out a web seek and find never-ending web journals, sites, and gatherings loaded with folks who are searching for a similar sort of data.</p> <ul style="list-style-type: none"> <li>• <b>Super Green Me:</b> Online people group where people keen on receiving green living exercise can associate</li> <li>• <b>Do-It-Yourself Community:</b> Social media asset to permit do-it-without anyone's help fans to associate with each other</li> </ul>  |
| <p><b>5. Educational</b></p> | <p>Instructive systems where numerous students go keeping in mind the end goal to team up with different students on educational activities, to direct research for school, or to cooperate with educators and instructors by means of online journals and classroom gatherings. Instructive informal communities are winding up greatly prominent inside the instructive framework today. A few cases of such instructive informal organizations are recorded beneath.</p> <ul style="list-style-type: none"> <li>• <b>The Student Room:</b> student group which is UK-based including a directed message board and helpful resources identified with school</li> <li>• <b>The Math Forum:</b> A vast instructive system intended to interface students with an enthusiasm</li> </ul> |

|                                     |   |
|-------------------------------------|---|
|                                     | <p>for math, this site gives communication chances to students by age factor.</p> <ul style="list-style-type: none"> <li>• <b>ePALS School Blog:</b> This universal informal organization for K-12 students is intended to construct global associations with advance world peace.</li> </ul>   |
| <p><b>6. Leisure activities</b></p> | <p>A standout amongst the most well known reasons many individuals utilize the Internet is to lead examine on their most loved undertakings or themes of intrigue identified with individual leisure activities. At the point when individuals discover a site in view of their most loved pastime, they find an entire group of individuals from around the globe who share a similar enthusiasm for those interests. This is the thing that lies at the core of what influences informal organizations to work, and this is the reason interpersonal organizations that are centered around leisure activities are the absolute most prevalent</p> <ul style="list-style-type: none"> <li>• <b>Oh My Bloom:</b> Social media site particularly to garden lovers. It highlights gatherings, discussions, web journals, video substance and the sky is the limit from there.</li> <li>• <b>My Place at Scrapbook.com:</b> Designed particularly to scrapbooking lovers, people can make profiles, share data, post updates and that's only the tip of the iceberg.</li> </ul> |
| <p><b>7. Intellectual</b></p>       | <p>Learned professional who need to contribute to their study and survey comes about accomplished by associates may observe scholastic particular social networking sites to be very significant. A couple of the most famous online groups for scholastics are:</p>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• <b>Academia.edu:</b> Users of this scholarly social networking sites are able to refer and upload their contribution</li> <li>• <b>Connotea Collaborative Research:</b> Online asset for researchers, analysts and clinical specialists to discover, sort out and share helpful data.</li> </ul> |
|--|---|

### 1.11 SOME EXAMPLES OF SOCIAL NETWORKING WEBSITES

The most popular social networking site is **Facebook**. It was created in February, 2004, and is a college-oriented style of social networking website with around 2 billion users. Facebook has the largest number of recorded members of any college-oriented website. It also offers a substitute for a page to be shown and selected as a page for a business.

The other most popular social networking website is **MySpace**. It was initiated in August of 2003, and since then it has grown to have over 800 million users. MySpace started as a space for normal people to merely meet up and make friends, but has full-fledged where many companies and celebrities. have MySpace pages.

Another very popular social networking website is **LinkedIn**. This website is very famous amongst the assortment of social networking websites because it is for professionals possessed by Microsoft. It has nearly 500 million recorded users. This website also had above 400 economic regions, all with the objective of linking other trade together to know more about each other. LinkedIn is different from Facebook or MySpace because there is no social plan to the website. It is all about making business contacts.

**Twitter:** it functions more than just instant messaging called tweets and online news. It is about discovering interesting people across the globe. It can build a group of similar interests and sharing some knowledge. It is a social networking service where users post and interact. It is founded in March 2006 at San Francisco, California

**Bharatstudent.com** is one of the best networking site and portal for students. This site offers different types of services like social networking, cafe bharat, genex zone and good support for students with study zone. On this site there are several videos which help to enhance their knowledge. The features are GenX Zone, consist of Game Zone, Live Radio, Star Player, Recharge Mobiles and Cricket. Cafe Bharat is place where you can check for the latest film news, gossips, photo galleries, wallpapers, trailers and event videos. Study Zone consists of two separate sections viz: study India and study abroad. It is founded in March 2007.

**Yahoo pulse** : Similar to Yahoo 360, users could share updates, photos, post blogs with colleagues, classmates, family and friends. Yahoo Pulse also had feature to link to third-party social network sites.

**Classroom 2.0** : is a free, community-supported network. To meet the demands of the mobile generation in a cost effective manner in educational institutions, Collaborative technology solutions could be viewed as key assets also addressing the requirements of the faculty. A strong and measurable network allows sharing of e-libraries and virtual classrooms, enhances the reach of education across all barriers-- geographic, social and economic- and creates new opportunities for global interaction.

**Ning: is** a social network that permits users to create their own personalized social networks. Ning was co-founded by Marc Andreessen and Gina Bianchini and launched in October 2005 , it is currently the largest SaaS platform. It has community management, publishing tools features and social media integration.

**Google+** service offers functionality and many features similar to those of Facebook. Features in Google+ include "Posts" for posting status updates, "Circles" for sharing information with different groups of people (like Facebook Groups), "Sparks" for offering videos and articles users might like, and "Hangouts" and "Huddles" for video chatting with a friend or group of friends.

**Academia.edu** : Founded in September 2008, it is an academic social network for researchers around the world to connect and share research, which currently has more than 30 million members. It is a platform for sharing research papers

**edWeb.net** It's a free professional learning network that hosts online communities and engaging edWebinars for educators – anytime, anywhere Learn, share, and mentor with colleagues in your school and district, or meet up in edWebinar chats and in our professional learning communities with educators all around the world. The edWeb community has grown to 500,000 teachers, librarians, and administrators who are passionate and generous in sharing the most innovative and effective ideas that can improve their own practice, but more importantly, student learning and preparation for college, career and life.

**ePALS** connects 4.5 million students and teachers in 191 countries for teacher-designed cross-cultural and interactive projects. Classrooms use monitored email, language translation, discussion boards, maps and more to work and learn together. Find a partner classroom and collaborate on school projects, practice foreign language skills and establish international friendships. ePals is a platform designed to promote meaningful teaching and learning, showing teachers and students how to use technology strategically to promote the fundamental learning principles essential for academic achievement. This involves creating a safe and secure content-rich environment that challenges students and educators to research smartly, collaborate with other learners of all ages, think critically, problem-solve, and communicate their learning using various web 2.0 tools. It is this way that technology serves deep learning and is not simply an add-on in the classroom.

**Twiducate** is site to allow teachers and students to continue their learning outside the classroom. It is a social networking tool that is safe for students and lets teachers monitor what is taking place. The Twiducate Platform is a free resource for educators founded by Brian Aspinall in 2009 and was later taken over by Ray Blakney in 2011. This is an attempt to fill a need for a more educationally focused, safe venue for teachers, schools, and home learners in a social networking environment. Only teachers and students may view classroom posts, thus creating a private network for you and your students and a safer online learning environment.

**Shiksha.com** is an online education classifieds business of Info Edge India. This is a marketplace which connects the education seekers with the education providers. Information on educational institutes, programs, scholarships and admission notifications for undergraduate programs, vocational courses providing professional

degrees or certificates and higher education in India and abroad is available on the website.

**LiveEdu** is a project learning platform where content creators teach learners how to build real products. The Education Ecosystem (LiveEdu) is a decentralized learning ecosystem for online education and professional development that teaches people how to build complete products in future technological fields. The ecosystem focuses on the intermediate to expert educational levels in eight (8) main topics: Artificial Intelligence, Cybersecurity, Game Development, Data Science, Cryptocurrencies, Programming, Design, and Augmented and Virtual Reality. Content is available either as a live stream, archived or uploaded video. Over 1,000,000 persons have already used LiveEdu to watch how and learn from peers how to build real projects. It also operates as an app blockchain company which uses ERC20 smart contracts.

**EDUCAUSE** is a higher education technology association and the largest community of IT leaders and professionals committed to advancing higher education. EDUCAUSE Center for Analysis and Research ECAR helps colleges and universities improve service delivery through data, analysis, and actionable recommendations. Topics include analytics, student and faculty IT needs, the IT workforce, and strategic technologies.

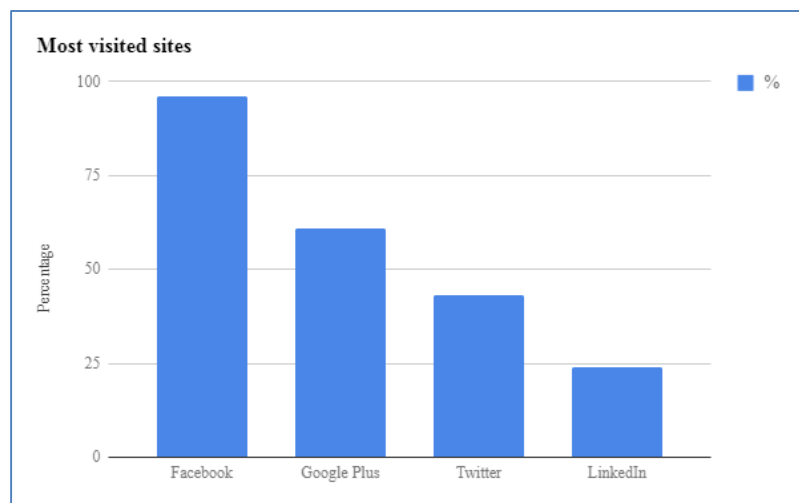
**Pinterest** is a web and mobile application company that operates a software system designed to discover information on the World Wide Web, mainly using images and on a shorter scale, GIFs and videos. The site was founded by Ben Silbermann, Paul Sciarra and Evan Sharp. Pinterest has reached 200 million monthly active users as of September 2017. Pinterest is a social network that allows users to visually share, and discover new interests by posting (known as 'pinning' on Pinterest) images or videos to their own or others' boards (i.e. a collection of 'pins,' usually with a common theme) and browsing what other users have pinned.

**YouTube** is a website designed for sharing video. Millions of users around the world have created accounts on the site that allow them to upload videos that anyone can watch. Every minute of every day, more than 35 hours of video is uploaded to YouTube. It is a free video sharing website that makes it easy to watch online videos. You can even create and upload your own videos to share with others.



Originally created in 2005, YouTube is now one of the most popular sites on the Web, with visitors watching around **6 billion hours** of video every month.

In our country, the number of social media users are about 143 million in 2015. The urban population has seen a growth of 35 per cent leading to 118 million users up to April 2015. Facebook is the leading social networking sites with 96 per cent of users using it, which is followed by second position Google Plus (61 per cent), then comes third Twitter (43 per cent) and lastly LinkedIn (24 per cent). The highest section of users is college students (34 per cent), whereas school kids comprise 12 per cent.



Source: The Hindu dated 20 June 2015

Graph 1.0

The above graph shows percentage of users visiting some social networking sites

**CampusKarma** is our country's first campus social networking sites. This site was launched in the year 2012 by Rohit Gupta. This site had features of users joining groups, events where users can have updates of different events. It also has a file repository to upload files and notes and blogs.

## 1.12 PROFESSIONAL DEGREES AND INTERNET USAGE: INFLUENCE

### 1.12 (a) Confrontation that appear using social networking in education

- Privacy

These days, there are social-networking sites that are easily accessible for any person who needs to take an interest. Nevertheless, researchers have considered connection among security concerns and online activities. Despite the fact that a lot of data people put on social networking sites is open, users are more concerned about privacy. To what degree the data is private? Which users have uploaded this data? Who all users can have an access to this data? And what is the reason for approaching it? These are some apprehension regarding privacy of data while using social networking sites.

- **Real alliance**

In the course of social networking, a human being has a considerable measure of companions however the quality and reliability of these kinships is not generally genuine. Then again, information on these social networking sites destinations which has been posted for a person is not generally 100% legit and dependable, and they don't verify individual points of interest (age, area, and so forth.) of their individuals.

- **Taking up time**

The utilization of social networking sites in the education can cause absence of energy towards learning and can be exhausting sitting before the computer for quite a while, particularly if the logical material illustrated is having no sound and visual impacts that will get the consideration of student towards learning.

- **Miscommunication**

E-Learning does not give the student with similar chances of clarification and enlightenment that take place in individual connection. Students confront some unpredictability through social networking in passing on their perspectives and thoughts in composing, the same number of students have an inclination to express their thoughts orally which is the approach they have utilized for a long time through their inspection.

### **1.12 (b) Prospects to use of social networking in education**

In the course of education, social networking sites goals give student the occasion to connect with various students, educators, and graduated class, directors both inside and outside the present establishment. Intellectuals recognize social networking sites tools for their capacity to attract engage and

associate with students in critical open execution, content exchange, and facilitated exertion. Following are a portion of the open entryways in the use of social networking sites in education:

- **Adjustable**

Supple learning increases optional on someplace, how, what, when users gain knowledge of. It reinforces varied styles of picking up, including e-learning. Adaptability is a standout amongst the most striking essentials of electronic learning in social networking sites. Blends of methods that merge teaching by an individual and teaching online, teaching by online method is favored.

It appends to the distinctive impression of the students, assembly, for instance, visit rooms that are reachable in social networking sites give opportunity to deal on subjects, which support the chances to develop standpoint and recommendations and their understanding with the perspectives of the student, and aides in the arrangement of a strong base for students in their insight.

The education theories confirm that human correspondence is an essential component in the learning procedure. It ought to be noticed that social networking sites gives contribution through such virtual classrooms, talk rooms and gatherings by video.

- **Convenience and accessibility**

The social networking is plain and fast in provisions of retrieving, assessment, renovating, and revising learning material requests anytime and anywhere. In addition, it allows for choice to select learning material from huge quantity of courses provided online which the learner requires and it also makes easier sharing of that course material. The social networking helps to reduce strain and increase contentment among students. It permits each students to study at their own swiftness. Moreover, it becomes trouble-free any moment to join bulletin board discussion, or even remotely in the chat room attending classmates and instructors. It can provide in thorough understanding and increase retention on the subject, because of the elements which are available under e-learning, e.g. quizzes, interaction, multimedia etc and the capability to repeat training and over in order to understand.

The friends that an individual can make are just one of the many benefits to social networking. Another one of those benefits involve range because the internet gives individuals from all around the world right of entry to social networking sites. This implies that no wonder what location you are you can start friendship thereby learning new cultures and languages.

There are increasing endangers associated with social networking including data theft and viruses. The most familiar risk though often incorporates online predators or individuals who claim to be some other entity that they are not. Even though a risk does exist with networking online, it also exists in the reality also.

While speaking about the subject social networking in the organizations, there is no one-size-fits-all approach. The advantages of social networking differ based on features, platform type etc.

Following are certain advantages and disadvantages of social networking sites.

**Probable advantages (Positive effect):**

- ❖ People are able to deliver the enhanced knowledge to the others since social networking sites is an aid for open communication.
- ❖ It helps the students in figure of expression as they can ask queries, place their notions, and share associations.
- ❖ Provides an opportunity for an individual to extend contacts apart from having the existing one.
- ❖ Provides a chance to search in various fields for the scope of employment from different grades.
- ❖ By showing their resumes, the students can make efforts to showcase their skills to the possible employers.
- ❖ Energizing the classroom work of students to a global platform.
- ❖ Helps in promoting social honor of institutes by sharing updates of information.
- ❖ Enables e-learning which makes sessions interactive and has a continuous learning feedback

- ❖ Notifying students through groups thereby reducing the time and energy consumption of informing each student.
- ❖ Organizing webinars in the institutes for the students
- ❖ Facilitating educators to progress with discerning research in their respective areas of interest.

**Probable disadvantages (Negative effects):**

- ❖ Most of the leisure time is spent on social networking sites for long hours by the users and hence becomes a waste of time
- ❖ Users instead of interacting personally, they would prefer to chat, thereby being asocial.
- ❖ By continuous working of these sites, users tend to develop a behavior of remaining under the opinion of influence of others. Their thinking nature, approach or style, political view of the group becomes group members' notion.
- ❖ It causes distraction as there are notifications or distracting messages being sent.
- ❖ At times it becomes disturbing
- ❖ The privacy is affected as shared information, thoughts, images are used by others without authorization.
- ❖ Opens up the probability for hackers to pass up fraud and launch spam and virus attacks.
- ❖ Increases the perils of individuals falling prey to online throb that seem legitimate, resulting in data or identity theft.
- ❖ Probable outcomes in negative remarks from employees about the association or potential lawful results if representatives utilize these locales to see frightful, unlawful or hostile material.
- ❖ There are some indirect effects as it becomes a source of entertainment
- ❖ At times information which might be shared is not related to education hence just gossip.
- ❖ There may be an intentional or unintentional method of sharing harmful message
- ❖ It can lead slowly to addiction.

- ❖ Since it has become a trend, it becomes obligatory to use it.
- ❖ At times it is unreliable as some behave as other users, they could be fake characters
- ❖ It leads to plagiarism
- ❖ Misunderstanding could arise, one tends to lessen respect to the faculty

**A social networking use policy generally:**

- ❖ Identifies the concept and importance of social networking, particularly to one's association, so representatives know precisely what it is implied.
- ❖ The rule present in the policy should be crystal clear without any ambiguity.
- ❖ Expresses the potential for implementing the policy and also of using social networking sites.
- ❖ Should consider a rational concern for educating students and teachers.
- ❖ Takes into account all possible lawful effect for not following laws.
- ❖ Focuses on privacy and security of students and teachers dealing with secrets and personal or confidential information.
- ❖ Provides instances for understanding encroachment of the policy.
- ❖ Frames disciplinary steps to be followed for any infringe.

The main disturbing part of social networking platforms is that they support people to share their personal information. Yet the most cautious and well-meaning people can present information they should not; the same relates to what is provided on authorized social networking platforms.

**1.13 TEACHING METHODOLOGY IN INDIA: USE OF SOCIAL NETWORKING SITES**

As per the research done, it is revealed that students from educational and engineering were using social networking sites to build contacts, to find useful information and also using social networking sites gives a good way to free anxiety. The usage of social networking sites when increases, to some extent, then there are fair chances of student's grade being affected. This study also indicates that an approach is needed to

better balance the relationship between social networking sites and academic study. Consequently, the strategy for having a balanced equation for academics and usage of social networking sites should be given a thought by students.

From the highest position of MBA institute, the ISB (The Indian School of Business) are utilizing social media for showcasing their online subsistence. They use blogs and social media to stay connected with their communities of different department, research centers. It helps the students as they can have an access to daily news, they perform a quality research, tweets from faculty and an understanding of business. Across the globe, the presence of Social Media for Business Schools in our country is currently accounting to 75%. With the demographic share slanted towards the youth in the nation, the progressing number of users of social media constructs an opportunity for B-schools and institutions providing management education to reach a wider audience.

Use of social networking sites by research scholars has explored the use and its effectiveness for research. It was found that Facebook was the popular site used by the research scholars. It was also revealed that research scholars from social science field use social networking sites for education.

A study performed among research scholars revealed that most of the research scholars are aware of and are also using the applications of social networking sites for their research, and Facebook is one the most popular sites for all categories of research scholars.

Social networks today are just not a means of maintaining long distance relationships but they are also utilized as education methodology. Teachers can make use of blogs, wikis, YouTube videos to make the session interactive and more informative. This shift is marked by the importance of wide spread knowledge sharing that is made possible through this medium across boundaries and cultures. The impact of social networking is just not limited to these areas; it has also impacted the education sector with vast horizons. Educators have taken a step forward, they are now teaching ahead of classroom concepts where they make use of Flipped classrooms, where the educators share their curriculum not only locally but also globally.

### **1.13 (a) Technologies available for teaching and learning on the web**

A study performed on the different technologies of Web which can assist to progress teaching and learning are:

- 1) E-Reading and E-Writing: this can help the students to practice their reading and writing skills independently. For their help, book recommendation engines are available. Another tool GoogleDocs which is an Online mutual editing, another is BoomWriter.
- 2) Tools from Google which can help students: these help instructors for creating, managing, coordinating the assignments online. Some of them are:
  - (a) ApplyKit,: it helps in coordinating the process and a reminder for the deadlines to the students
  - (b) The CollegeBoard : it provides information about the application process to a college.

The Important Multimedia Presentations: Some of tools are as follows:

- 1) Apple's Keynote software which works as substitute for other Apple multimedia items
- 2) Prezi : a presentation tool that utilizes a single canvas as a replacement for customary slides.
- 3) Animoto: offers influential features of multimedia. Professional video slideshows are prepared from photos and video extract
- 4) VoiceThread :a Web-based digital storytelling software that assists users for uploading files, recording audio or video.
- 5) Glogster: online interactive poster creation software whereby students create Glogs (graphical blog).

Uses of Wiki in Higher Education : Wikipedia is one of the famed site an encyclopedia which shows the way technology can be included. Information can be collected by students, teachers to prepare a portfolio of a project. Wiki is being used as class notes for guidance for examination. It assists in augmenting professional association.



### **1.13 (b) Benefits of social networking on students:**

The positive effects of social networking sites in education are perceptible. According to a study conducted, students who are already using social networking sites could do well by including it into syllabus.

By bearing in mind how students might be emphatically utilizing these networking technological advancements in their day by day lives and where the up 'til now unrecognized opportunities are, colleges can be considerably more significant, associated, and important to kids.

Therefore students benefit from social networking in numerous ways such as:

- ❖ They build up the 21st century aptitude looked-for for a successful occupation.
- ❖ They cultivate a positive attitude towards the use of technology not only in their education but in their overall life
- ❖ It enables them to share and exchange college assignments and projects
- ❖ It gives them a chance to stay refreshed about their college news
- ❖ It gives a quick instant access to their classroom refreshes
- ❖ It educates them accountability and responsibility.
- ❖ It makes engagement which enables students to learn better
- ❖ It campaign for collaboration and team work for students
- ❖ It supports informative abilities and creates associations among individual
- ❖ It aids students develop critical thinking, problem solving, friendship, and worldwide commitment
- ❖ It helps in announcements in case of dates and any changes to all the members of group
- ❖ It acts as an important tool for communication, discussions about any subject, motivation to all as it acts as a forum to discuss ideas, thoughts etc.
- ❖ It aids in team work and student presentations can be recorded and shared as a resource
- ❖ It helps in self-evaluation and becomes easy to reach

Another study, which evaluated how students acted upon when asked to use twitter to do homework, found that students who were posed to add to class

discussions and complete assignments using Twitter augmented their commitment over a semester more than twice as much as a control group.

### **1.13 (c) Benefits of Social Networking on Teachers:**

Social networking benefits not only students but also offers new prospects for communication in the midst of teachers or educators.

#### **Some more benefits social networking offers for teachers and educators:**

- ❖ Teachers are facilitated by social networking to group together professionally.
- ❖ It outfits the teachers with their own particular impact.
- ❖ It similarly enables cooperation in supervising regular issues that teachers manage their work
- ❖ It takes into account sharing of material and best practice in an amicable domain.
- ❖ Educators are made available with the potential outcomes given by Web 2.0 enhancement.
- ❖ It enables educators to formulate a strong long lasting learning environment
- ❖ It offers a broad space for sharing experiences, coordinate, asking about and reviving one's information.
- ❖ From the aspect of cultural, social networking can be a tool for world peace and inter-cultural thoughtful through the encouragement of cross-cultural conversation.
- ❖ Educators remain possessed in education through social networking.

### **1.14 SOCIAL NETWORKING SITES AND ITS RELATION WITH TEACHING AND LEARNING**

The aim of social networking sites is not to substitute traditional learning, but can be enhancement to the landscape of traditional learning by adding more tools at its disposal. As an alternative for conducting a session by using a white board and slides presentation, interactive materials can come from online videos, photos, blogs,

interactive dialogue can also come from discussion boards, online forums, virtual meetings and recorded text messaging transcripts on social networking sites. These sites also alter the task of the educator from being a content provider to a content interpreter of a skill developer. The learning environment has become more fluid, with students being able to make feedback and exchange with regards to study tools. The impacts of Social networking sites for teaching and learning are indicated by the teaching-learning styles, teacher-student roles, and affective-attitudinal effects. The quality of experiential learning needs to be accomplished by investigating the teaching style; assessing the students' preferred learning styles; knowing about online and traditional teaching and learning tools and how to select them; and lastly, reflecting, implementing and revising the online teaching plan. Students are getting connected through their blogs, wikis, Skype, instant messaging more than learning 'content, the emphasis of these projects is on using the web's social networking tools to teach global collaboration and communication, allowing the students to create their own networks in the process.

Teaching in the 21st century is so exciting yet frightful as well. Because of the resources, collaboration and opportunities to bridge the academic world with the "real" world. Teachers are playing the role of a facilitator more than an information giver. By working together with students and seeking out their knowledge, and giving them supplementary tools so that one can only imagine what students will be able to achieve. Professional working with young people could perhaps make, more use of the informal development of e-skills At the very least, sites such as twitter, face book and My space can be used to create discussion in the classroom. Teachers can collect ideas from other sources. Students can ask questions and facilitate deeper discussion after reading something on one of the thousands Social Media Sites. Students can locate an expert in a field they are interested in. WiFi campuses are the new infrastructural benefits, educational campus provide learning innovation, faster replication(viral) through virtual medium are the causes for fast dissemination of knowledge. Roles of Teachers and Learners With the Social Media integrated as the new environment of learning, the role of teacher is altered to be less controlled as Dalton(2009)implied from his research result that "teachers should change their role into 'facilitator' rather than the 'giver of knowledge'" and promote more group work and relaxing learning environment.

### **Role in Teaching and Learning using social networking sites**

Here, the educator/academician should supplement his/her teaching skills to encourage interaction and peer learning, one to one learning between self and student so as to facilitate two way communication, mitigating geographical constraint that would encourage self-paced learning as it becomes more user friendly. Today students are learning how to make a 'critical thinking' before using the internet to discern worthwhile opinion and knowledge from myth and rumor. This generation has changed the methodology of learning since the emerging of internet. Social Media Sites are actively interactive. Students can be involved in the learning process. And there is a broader range of learning capabilities. The use of social networking makes us to provide a new and innovative dimension in the whole educational process in order to enable student adapt to a future where everything rapidly evolves.

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# **CHAPTER - II**

## **REVIEW OF LITERATURE**

## **Chapter II**

### **REVIEW OF LITERATURE**

#### **2.1 Introduction**

This chapter is an attempt by the researcher to value the theme and bring its significance to the spectators from what has been available on it by qualified scholars and authors. The intention of this chapter is to communicate what knowledge and ideas have been conventional on the topic of research and what are their strengths and danger. The information has been collected by the researcher from different books, journals, websites and newspapers and has explained their significance by integrating and considering it by representing the important concepts and trends in the literature.

#### **2.2 Earlier Research**

##### **a) Ph. D. Thesis:**

(Ahn, 2010)<sup>1</sup> in his thesis deduces that, the employment of social networking sites by youngsters is utilizing a substantial quantity of your time. Through the web communities, the youngsters learn, socialize and grow. The researcher contributes to the exchange of young people and their utilization of social networking sites. He conjointly comments on with the rising social innovations, the youth would get associated to on-line networks additional. The necessary side here lies in the result on these students which require being thought of by the educators, parents and policymakers.

(Melanie, 2010)<sup>2</sup> explored the utilization of a blog in a pre service teacher introduction foundational course in a mid-western college. Using the blog was to consolidate face-to-face direction and virtual interactive technology all through the course, in particular, while the students were far from the class for five weeks to



participate in a workshop. This study was conducted in a course entitled *Orientation to Education*, a foundational course expected for all undergraduate pre-benefit training students. The study verified that the blog was a powerful tool that enhanced the students' knowledge and allowed them a chance to speak with their classmates and educator in a virtual community that bolstered their classroom and practicum experience. The findings can genuinely be extrapolated to the more extensive dynamic virtual correspondence setting as teachers endeavor to use current innovation.

(Lisa, 2011)<sup>3</sup> in their research for the twenty first century learners explores in education of counselor which is skill based, the use of blog. This research discovered counselor's live experience for training. Certain themes emerged during research were identifying security, expressing oneself, searching for commonalities The findings suggest a course blog can be a valuable technological tool used to aid counselor trainee development.

(Theone, 2012)<sup>4</sup> has observed the consumption patterns on the impact of social networking sites on college students, found that students receive more association from companies who frequently use social media and hence they used it for promotions. Marshall University students use social networking sites for online shopping is indicated by this research. The study does not state any observation about the college students using SNS for academic purpose.

(Gooch & Deanna, 2012)<sup>5</sup> state that there are many school leaders who do not understand for their staff the rights and responsibilities of social media in P-12 education. This research was performed to find, develop, and validate a resource

guide which would help school leaders to make easy social media use by school staff. Major conclusions of this study included the following: (1) the staff require more resources to understand the responsibilities while using social media (2) this resource guide should contain information regarding legal aspects, case studies, and vocabulary for social media; (3) and the school leaders can make use of this resource guide for understanding staff's rights and responsibilities with reference to social media. The author concludes that school leaders need to be a) aware of legal rights of staff members in indication to social media use, and b) alert of their fiduciary tasks.

(McAliney & Peter, 2013)<sup>6</sup> in their research emphasize on the undergraduate students of New York University are taking help of social networking sites for doing their group projects. Using case studies, the researcher examined 11 undergraduate students in an upper level blended class at a public university in the southeastern United States. Data analysis resulted in some concepts: 1) the choice of social media technology for group project was based on the individual member's prior approach and use of technology; 2) certain technologies are more useful at various stages of the project; 3) some unintentional negative consequences arrive if there is a deficiency in social media technology "contract" within a group; 4) the proximity associated with social media technology can blur specific team roles, ownership of tasks, and overall included project planning viewpoint; 6) social media technologies are used to produce a supportive, not mutual, deliverable.

(Binbin, 2013)<sup>7</sup> explore the use of social media for calssroom writing in California University, there by an increased participation and interaction in the classroom. The tools investigated are microblogging and Google Docs. Further study of students' use of these tools in two specific schools in upper elementary and middle school, can

result in increased contribution, interaction, and collaboration, leading to improved students' language and literacy development. Finally, this research explores on how to channel students' out of school and within school educational activities and, eventually, the way to enhance educational fairness which is crucial for educational development by giving different learners equal right to use to digital resources.

(Megan Pumper, 2013)<sup>8</sup> have performed an mixed process approach on US and Ecuador, the insight and usage of social networking sites Results reported that Ecuadorian and US students view and use social networking sites in a different way. US students had a more positive approach as compared to Ecuadorian students. There were differences in usage rates of SNS also. Though usage of internet rates was similar among both the Ecuadorian and US students, the usage of social networking sites varied, Ecuadorian students used it for less time as compared to US university students. The respondents from Ecuador were belonging from an urban area where access may have been more readily available.

(Frazier, 2013)<sup>9</sup>, this quantitative study has explored the analysis on current usage and future intentions of mobile learning Specifically, research questions were planned to measure the current use, faculty approach. Some M-Learning strategies are: improved reality, file/resource sharing, gaming/simulation, social media, text messaging etc. Faculty attitudes are performance expectations, expectations of effort, socially influence etc. Furthermore, research was analyzed to find that presence of faculty age, gender, and years of teaching experience modified relationships.. The most frequently used strategy was file/resource sharing, and the least used strategy was improved reality. Age had a have medium effect on the intended use of improved

reality and text messaging. Gender had no medium effects, and the total years of experience somewhat modified one relationship.

(Michael & Lovecchio, 2013)<sup>10</sup> find that school districts in Massachusetts struggle to identify the role social media would play both within and outside of the classroom. In this research educational leaders are provided a policy to aid them in finding the execution of social media tools into their school. The primary research question that guides this study is that how did the principals integrate social media tools in their school? The discussion focuses on overcoming the challenges and drawbacks on social media use in classroom education for example improper content, cyber bullying etc. The importance is given to prepare tech-savvy skilled students.

(Greenberg & Sallie, 2013)<sup>11</sup>, suggest that social media (SM) are considered important in terms of reaching people and involving them in social change. The research depicts theory of active learning for examining the impact of social media as an instructional means on students of community college. After the completion of the course there was no significant difference measured in content knowledge. Students using Facebook exhibited higher tendency to express an act and were getting involved as contributing to the course content. and has also improved the learning environment. Facebook group was more anxious and more socially active about climate change.

(Zakarian, 2013)<sup>12</sup>, in this research done at California State University, the researcher has examined the use of three social networking sites Twitter, Facebook and YouTube in K-12 education. Educators are more interested in the teaching and learning process through social media. The result of this study reveals that YouTube is in more

demand by the educators of K-12 grade as a part of their course curriculum rather than Facebook and Tweeter. For secondary grade the focus is to implement and use technologies of social media in the classroom. Through Social media, students have been given an opportunity to extend their learning and develop skills in and outside the classroom.

(Patricia, Odell, Korgen, Schumacher and Delucchi, 2000) <sup>13</sup> conducted a research among female and male college students on the use of internet. A review of the literature concerning the Americans Internet usage has shown that the as gender gap is decreasing rapidly, there exists differences among the objectives of males and females Internet usage. The internet research has a less concentration on college female students as their internet usage is less as compared to males. The research was conducted using data collected from higher learning institutions students of Massachusetts, Hawaii, Georgia, New Jersey and Rhode Island. The researcher has tried to answer the following questions: as compared to adults' internet usage, has the gender gap reduced among college students? Are there any preferences for males and females using internet? Is the environment such as parent's education, family income or the type of college affecting the female students using internet? From the results of the research, the gender gap for Internet users has nearly diminished while differences still exists in how male and female undergraduates use the Internet.

### **2.3 Articles**

(Wellman, 2001)<sup>14</sup> in his Science Magazine "Computer networks as Social networks". The author highlights about computer networks that are inherently social networks, linking people, knowledge and organizations. He also explained that how Internet increases people's social capital, increasing communication with friends and relatives

who are living nearby and far away. He has suggested for new tools that must be developed to help people navigate and search and acquire knowledge in complex, fragmented, networked societies.

(Nagele, 2005) <sup>15</sup> has described that the report aimed to discover how to attract members, define structure, influence participation, and manage the community in order to design the web site prototypes.

(Gross, 2006) <sup>16</sup> in his paper the researcher surveys a representative sample of the members of the Face book at a US academic institution, and compared the survey data to information retrieved from the network itself.

(Gracias, 2006) <sup>17</sup>, in their research, showed that the attraction of Social networking is ever increasing across the globe and used India as their centre. The internet world statistics across Asia shows that the internet rate usage by September 2009 was 19.4% against which India is close to. According to research, social networks can be a determinant of success as strong social network enables individuals to stay in touch and increases the employment opportunity, promotions, effectiveness and much more. Online socializing allows persons to exchange their identities thereby creating much stronger connection. The use of internet for social networking is acknowledged all over the world and describes individuals to the globe.

(Charnogo, Laurie, Barnett-Ellis, & Paula, 2007) <sup>18</sup> in their article they have examined 126 academic librarians apprehensive with Facebook. Findings recommend that the Librarians are enormously considerate of Facebook. Librarians are the people

who are passionate in endorsing library services and activities. There were some respondents who were diverted and have experienced problems in using Facebook in the library. Most of the respondents used Facebook out of the scope of practice of the professional librarianship.

(Ellison, B., field, & C., 2007) <sup>19</sup> has done a study on the importance of Face book friends, use of online social network sites by social capital and college students. This study investigates the relationship between use of Face book and development and maintenance of social capital. The authors review the bonding and bridging social capital. This research also studies the ability of an individual to stay connected with their previous community; maintained social capital. The regression analysis done on 286 undergraduate students shows that there is a strong relationships between the use of Face book and the three types of social capital. The use of face book was associated with measures of psychological well-being and it alludes that it may result to greater benefits to users with low self-esteem and low life satisfaction.

(Boyd, 2007) <sup>20</sup> of Computer-Mediated Communication he describes features of SNSs and proposes a comprehensive definition. In this study, he discusses the important changes and developments from one perspective on the history of such sites. He also summarizes existing scholarship concerning SNSs,

(Das, 2007) <sup>21</sup> studied critical analysis of social network and its impact on personal and social life. The research focuses on the increasing popularity of social networking sites among the Internet users, demand introspection of personal and social behavior of human beings. Presently, around 1.5 billion people across the globe have social

networking profiles. Initially things are fine when you create your social network profile, but the fact which dislikes you is when this personal information is used to blackmail you. The author argues that social networking sites are nowadays becoming the cause for worry and addiction. These sites might create a negative effect in a relationship between spouses, friends and even within family members. The study concentrates on the impact of social networks on social behaviors and relationships, and the direction which it leads. The research examines the negative effects of social networking sites on its users.

(Bibby, 2008)<sup>22</sup> focuses on the relationship between the characteristics like self-respect, unreservedness, self-importance, stability and the use of social networking sites. The study indicates that every characteristic is associated to different uses of social networking sites. The author attempts to model the use of SNSs and thereby aim specific information to particular users would be of great help in using modeling techniques that can bound such dispositional factors.

(Brave, 2008)<sup>23</sup> has discussed how social networking is growing with new challenges for enterprise security. This is similar to online criminals exploiting social networking's openness and free-flowing information to begin highly targeted attacks on corporate networks.

(Brogan, 2008)<sup>24</sup> *in his book the author has covered* all of the starting points an organization should consider when they decide they want to get into social networks and social media. He briefs about the necessary guidelines, a toolbox, and how to grow a community.



(Dawson, 2008)<sup>25</sup> studied the integration of community-centered teaching practices which extend the understanding of the types of relationships that is evident in this network and the related impact on student learning. In this paper, the researcher has studied relationship between the students' performance in social networked classroom and their personality in community. Wallop, a social networking site controlled by Microsoft was done to study the relationship between closeness level and occurrence of posting material on social networking sites. According to the results, there was a difference that exists verbally as well between posters and lurkers (a person who follows post but does not participate). The authors certainly linked the level of verbal intimacy and level of emotional intimacy with the frequency of posting. When categorical analysis was used, it was observed that that for differentiating lurkers and active members is emotional intimacy. A major gender gap in closeness and posting behaviors were found. According to the results, lurkers believe that posting may not satisfy their socio-emotional needs.

(Cheng., 2008)<sup>26</sup> observed that the social networking sites such as Face book and MySpace are popular among the youth and early adults. There is not much information available regarding the activities of youth on these sites and the relationship between their network of friends and other online and offline networks. The respondents were students of college who answered for their concerned activities and close online friends. This was done in three frameworks, which are face-to-face, social networking sites and instant messaging. The results of the study proved that users frequently use social networking sites to connect and reconnect with friend and relatives. An overlap between online and offline network users was evident. The

overlap was not perfect, as emerging adults may use different online contexts to complement different aspects of their offline connections.

(Cheryl, 2008)<sup>27</sup> state that communication and social networking are universal human conditions where technologies of communication aid to strengthen and increase social bonding. The researchers have put a question that, do people use social networking for expanding their personal networks and remain connected with family and friends, or to find similar experienced individuals, or for an offline dating or discussing similar hobby. A survey was conducted among students of American College. The results also revealed that when time and distance are considered, SNS was used for communications, for maintaining friendship. A Web survey was conducted in South Korea and it was found that Instant Messaging is used to maintain a small communication network with other IM users, and it is for communicating only with their existing social network. The researchers further state that to have a communication revolution, it is the ability to connect the more treasured aspects of social relationships by taking into consideration their presence, including voice communication, and displaying.

(Sharples, 2009)<sup>28</sup> observed that, as per the current scenario, children operating internet, parents are more worried about Internet abuse but at the same time this is an opportunity for the students to learn about the technology of Web 2.0. More research in this area is required to inform the concern for critical education policy. There arise questions, should schools block access to SNS and other social media? and the other one how should teaching and learning be done with the help of social tools like SNS? Future research needs to explore the cognitive and psychological impacts of technology use on children, in order to understand how time spent on the Internet

affect children developmentally (p. 688). Technology will never fade away, and the impact of social media will persist to outline our children's life experiences in ever-deeper ways. The most crucial question for the society and researchers is how rationally and socially will the new technology impact on the youth.

(Bolar, 2009)<sup>29</sup> , in this research has studied the motives behind using social networking sites. Social networking websites give a lot of information about the person and his network, which can be made useful for various business purposes. Information-gathering and problem-solving approach signifies the search for right information from right people, which could be useful in their work. For example, students use SNS to look for help in specific communities regarding completion of their assignments. Networking intention is the core objective of social networking sites. This is the most primary functionality of social networking sites. The researcher through an empirical study has shown that social networking sites gives a reason for meeting new people, creating group of people, sharing common interest, etc.

(Nair, 2009)<sup>30</sup> , has revealed that it is not a surprising situation that social networking sites have made the entire concept of communication so easy that it takes hardly any time to sit in one place and know about what is going on somewhere else in the world related to your friend / group / community network. Respondent have disclosed that many of them using social networking sites have made friends and dated online. But still protection which is quite a lagging issue is nowhere a matter with the youth while using a social networking site, where some users of these sites are not even alert about the settings for security available within a site while many have claimed that they do not change the settings and continue with their work. Many respondents assured that

operating social networking site is a status symbol, while those who do not operate, one would definitely categorize you as an inferior person amongst friends / colleagues etc.

(Rao & Kumar, 2012)<sup>31</sup> have observed that Social Networking Sites are growing day by day, there seems to be no limit to their size. To be and to stay connected is the way to go. Recruitment done online has shown significant growth. Organizations have a feeling to precede ahead with online recruitment due to its wider reach, cost effectiveness and incorporation with existing human resource systems. Professionals indicate that for an organization, usage of job portals could be a great support for finding the right candidate. However the focus of job portals still is a one way process, which is described as prospecting by Cascio (1995), whereas he describes recruitment as a two way approach, something that can be enabled on Social Networking Sites by recruitment practices.

(Pempek, 2009)<sup>32</sup> conducted a research on College students social networking experiences on the social networking site, Face book. It is found that the majority students spend half an hour each day on the social networking site, Face book. The objective of using Face book was primarily for social communication and especially with friends with whom they had already had an offline relationship. The authors focused on the use of social networks in developing individuality and peer relationships.

(Khan, 2009)<sup>33</sup>, through the research the researcher states the students using Face book underachieve in exams. Digital and media correspondent found that 65% of Face book users were online several times each day to check any new message. The

duration of online users on Face book varied from minutes to more than an hour. According to the Ohio reports, there is a significant error GPAs among students using Face book as compared to non-users. To this, the students argued that their academic performance was not influenced by going online on the social sites. The study confirmed that teenagers spend an average of 31 hours per week online.

(Xichen, 2009)<sup>34</sup> in the research on a literature review of privacy Research on social network sites studied the development of social networking sites and security of private information in these sites. This paper investigates and analyzes the research status quo on privacy of social networking sites. There are two main ways of getting personal information on social network sites, namely privacy revelation and attacking technique. The study discovered the actions used to intimidate privacy. The author projected an outline of dangers that social network users face and also discussed security methods based on privacy risks. Shi (2009) offered and discussed research directions on social networking sites in terms of privacy maintaining collaborative social network and business model of privacy protection.

(Craig R.Emily, 2009)<sup>35</sup> In their study on Personality and motivation associated with the use of face book, it is found that this site is becoming one of the most popular sites for social communication. What makes Face book dissimilar from other social sites is the offline-to-online tendency. Most of Face book friends met offline prior to adding them to online networks. This research focuses on the relationship between the five factor model and Face book use. The results reveal that individuality factors are not influential as in the previous literature review, which is differing to the expected trends on Extroversion and Openness to Experience. It is suggested that different

motives may be leading in the decision to use social networking sites such as Face book, especially when individually the procedures of Face book usage are being considered. The use of Face book was driven by motivation to communicate.

(Wehrli, 2009)<sup>36</sup> in a research on Personality on Social Networking Sites: An application of Five Factors has discovered the influence of individual personality traits on online social networking behavior. The study had respondents from Swiss technical university through an online survey which used friendship networks and social networking profiles. Besides socio-demographic variables and questions, the researcher collected information through a questionnaire about the Five Factor Personality Model (BFI-15). Extroversion is known to be the major driving force in the process of tie formation; this is as per the statistical analysis with over discrete degree distribution models. The findings portray that there is a positive effect of neuroticism, negative influence for conscientiousness and openness and agreeableness having no effect.

(Feil, 2009)<sup>37</sup> studied age differences among users in online social networking. The study was done on user profile of MySpace and the social resources difference between teenagers and older users. This research objective was to inspect age differences and similarities in the use of MySpace in order to study probable differences in social capital between teenage users and senior citizens. To collect data from user profiles in MySpace and to compute the differences friend's networks of teenagers and senior citizens, the authors used locally build web scrappers. The differences in online activities were explored using content analysis between the teenagers and senior citizens. The results state that the youth has a bigger network of

friends that the senior citizens of MySpace. Most of the youth had friends within the limits of equal to 2 years while the older citizens had friends of various ages. The teenagers use media such as music, video, pictures etc. and also use more self-references and negative sensation on their profile to portray themselves than senior citizens.

(Durham, 2009)<sup>38</sup> , in this study the impact of social networking on the grades of students and the results showed that parents are of the opinion that children do not devote the required time for reading as compared to the time spent by them on social sites. According to the findings from the research at University of New Hampshire, students who intensely use social sites and those who occasionally uses social their performance was equal. The study reveals that college students are experienced users of social networking and hence they use these sites for interaction purpose without any major hindrance with their studies. The study also states that there is no apparent relationship between the time spent on social sites by the students and their grades. Majority of students had A's and B's grade. The research describes light users of social sites to spend less than 31 minutes daily while heavy users used them for more than 61 minutes per day. Researchers defined high grades as A's and B's, and lower grades as B's and lower. This study defined social media as Face book.

(Greet Van Hoyer, 2009)<sup>39</sup> state that investigation on networking for job search activities is limited. This research examined the formation and composition of job seekers' social network; it then observed their networking performance and reserved its relationship with job search and employment outcomes. People hunting for a job, having a strong social network, spent more time in networking, beyond individual

differences in extroversion and carefulness. Networking has clarified augmentation difference in job offers beyond job seekers' use of print advertising, the internet, and services offered by public employment.

(Mishra P, 2009)<sup>40</sup>, the researchers refer to the students and the generation as "Digital Natives," the reason for their reference is that the students are the first generation that are growing up with technology with cell phones, computers, i-pods, multimedia and console video games integrated into their lives with Internet, instant messaging, texting, MySpace and Facebook accounts. The future will include more technological advances. One of the advancements is computerized clothing. This article takes a look at the following:

- (1) Instructional programs such as the future career technology education (CTE);
- (2) Fifty years from now on, how will the CTE classrooms will look like?
- (3) In the future what type of technologies the students and educators would be using?

(Greenhow C, 2009)<sup>41</sup>, suggests that this is the era of advanced technologies. Tools like Facebook, blogs, YouTube, iPhone, Flickr, Smart Boards, cloud computing, Google Earth and GPS are some examples of these new technologies. Individuals are happy to work on the new technology and can be happy about its coolness, but educators have a doubt of how these new technological tools could be used for teaching. The researcher has pointed out that if a technology is novel and famous does not make it an educational technology. However, it is not that simple repurposing



these tools for educational purposes. If educators have to reprocess tools and incorporate them into their teaching, they require a specific kind of understanding that is called technological pedagogical and content knowledge (TPACK). In this article, the researcher has given three examples of technology that can be reprocessed for educational ends micro logging, visual search engines, and music DJ software. All of these examples were developed by a team of Punya Mishra's graduate students.

(Howlett, 2009)<sup>42</sup>, she highlights the concept of Social networking sites such as Facebook that have really changed the way people interact with each other over the last few years. There are many employers who are now looking out to utilize these kinds of websites as a recruitment opportunity.

(Farmer, Bruckner, Cook, & Hearing, 2009)<sup>43</sup>, states that internet has brought many changes in many fields of the world. There is a scarcity of data in the previous literature examining the medical usage. The aim of this research is to discover whether Facebook has user groups that are coupled with common medical conditions, and to categorize the user groups that were acknowledged and specified the number of individual users in them. The researchers conducted a search of the entire Facebook website between the period of December 2007 and January 2009. They used medical and lay nomenclature for the most prevalent non-communicable diseases as identified from the World Health Organization Burden of Disease publication, to identify whether they were represented among individual Facebook users and user groups. The researchers identified patient groups accounted for 47.4%, patient support groups 28.1%, fund raising groups 18.6%, and others 5.8%. Remarkably, there were other groups who represented from the scientific research community in addition to

informative resources. The research concluded that Facebook is providing a readily accessible portal for patients and healthcare professionals to share their experiences of examination, analysis and management of disease. Furthermore, this technology is being used for research, education and fundraising. Further research is reasonable to explore the further potential of this new technology.

(Griffith)<sup>44</sup>, assesses Social Networking Sites (SNS) that have become accessible in the essence of usability for teaching and learning. Sites such as Facebook, MySpace rules for membership are assessed, compared to evaluate the certainty and privacy issues of shared information accessible to any given social group. Trust and privacy have a crucial role when SNS are used for the purpose of teaching and learning. Thus, the negative and positive viewpoints of SNS are reviewed in detail. Educational and established institutions have started realizing that SNS can reach people that are concerned to their special interest groups. Students nowadays use SNS to help in their academic studies for group and team based work. The various associations and social structure recognized within an SNS can endorse effective interaction between the educator and student. SNS sites can be used to form study groups, encourage research based projects and even facilitate with academic support for distance and campus based education.

(Aghazamani, 2010)<sup>45</sup> carried an investigative study, on how university students in Sweden spend their time on Face book, 595 University students were apparent as users of the site at Karlstad University in Sweden. Their results advise that more male students put in additional time on face book than females. The study evaluated demonstrated that frequency for undergraduates' login to their face book is more each

day as compared to graduate students. As per the study, friendship was particularly the most involved activity in popular networks amid university students.

(Sandwich, 2010)<sup>46</sup> focused on Social network use and Personality, the new media and merging society had an instant effect on media use. Web, particularly Web 2.0 advances has a major part in transforming media use setting off the knowledge of another sort of media creation with the new crowd in the part of media maker. With this concept, the expanding eagerness of Turkish Internet users is basically on social networking. The reason for this paper is to test the impacts of extroversion, neuroticism and respect toward oneself on online networking use. Use of different types of social networking is simplified regarding the use of social networking purposes and subscribers' identity feature. This is a forefront study for online networking use in Turkey.

(Kathryn, 2010)<sup>47</sup> in their research on Psychological Predictors of Young Adults' Use of Social Networking Sites, Young people are constantly using sites like Face book and MySpace to fascinate with others. The use of SNSs can have both helpful and unfriendly effects on the individual; in any case, few studies distinguish the sorts of people who progress with these Internet activities. This study looked to anticipate youthful adults' use of SNSs and addictive slant around the use of SNSs from their character individuality and levels of appreciation to oneself. Respondents of 17 to 24 years reported their use of SNSs and addictive liking for SNSs use and completed the NEO Five-Factor Personality Inventory and the Coppersmith Self-Esteem Inventory. The disclosure verified that extrovert and unconscientiously individuals reported more raised measures of both SNS use and addictive slants. Future exploration should try to

identify which other psychosocial qualities clear up youngster's level of usage and liking for addictive penchants for these prime Internet areas.

(Loken, 2010)<sup>48</sup>, in their study on the impact of Twitter on school students engagement and scores, apart from of the across the board utilization of social networking by students and its extended use by educators. This paper renders their semester-long investigative study to outline out whether utilizing Twitter – the site for micro blogging, open dialog – for instructively applicable purposes can affect school students engagement and scores. An aggregate of 125 students taking a first year class course for pro-health proficient majors took a curiosity in this study. Engagement was evaluated by employing a 19-thing scale concentrated around the National Survey of Student Engagement. Investigations of Twitter interchanges verified that students and people were both very occupied with the learning process in ways that ascend above usual classroom exercises. This research gives tryout corroboration that Twitter can be used as an educational mechanism to reason more understanding on students and to activate persons into a more active and participatory responsibilities.

(MD Roblyer, 2010)<sup>49</sup> suggest that, Facebook is one of the latest examples of communications technologies that has been widely-adopted by students and, therefore, has the probability to become a precious resource to maintain their educational communications and association with faculty. However, faculties have a record of ruling out classroom uses of technologies that are often used by students. The researches performed a survey of students and faculty from a mid-sized southern university in United States. Comparisons of faculty and student responses reveal that

students are more likely and significantly to use Facebook and technologies that can support classroom work than faculty. Here faculties are more likely to use email.

(P.A. Kirschner, 2010)<sup>50</sup> suggest that there is a change in young generation – frequently referred to as digital natives or Homo Zappiens. This change is referred with respect to their multitasking ability. In this research the authors have done a descriptive and exploratory study using Facebook by young generation, which they are doing it simultaneously with other academic activities, and its relation with their academic performance as measured by self-reported Grade Point Average (GPA) and duration of hours spent studying per week. Results from this research have shown that users of Facebook reported to have lower GPAs and spend fewer hours per week studying than users not using Facebook. The research was performed with certain objectives such as to inspect academic performances differences among users and non users of Facebook of college students at one Midwestern university. The findings showed, users had a lower mean GPA and spend few hours per week studying on average than those non users of Facebook. The main finding here is that the data shows a significant negative relationship between students using Facebook and their academic performance.

(Arnold, 2010)<sup>51</sup> have highlighted the importance of social networking sites by the educators of today's society as they are exploring, its use as a teaching and learning tool. The researchers have presented a qualitative case study through their findings about the integration of social networking site, Ning into a unified course. The researchers draw on the perception of the instructor, the students and an outside observer to investigate the intended and unintended results of Ning use. This site effectively functioned as an information warehouse and the blogs and discussion

forums promoted reflection and review of what individual is doing. Unintentional outcomes are from the category of pedagogical lurking belonging to vicarious interaction including community building and modeling.

(Park, 2010)<sup>52</sup> states that Social networking sites (SNSs) are gaining popularity in various areas. Library and information services also are taking efforts to utilize SNS for the increase of library user traffic. Since not much research is done on SNS in the academic library services and various SNS usage patterns as per the user type, it is necessary to have a comparison of the usage patterns across different user groups. The researcher aims to explore the usage patterns of SNS among different university users. Data were gathered from respondents using semi-structured and open-ended interviews conducted with undergraduates, graduates, and faculty members at Yonsei University in Seoul, South Korea. Data were analyzed according to the three groups and within each group SNS user insight and use was investigated across the three different user activity groups.

(Swanson & Troy, 2010)<sup>53</sup>, The purpose of this study using a multiple case study method is (1) to understand how community college administrators and blog authors use blogs and maintain a balance between organizational control and compliance during implementation and (2) to create a framework to assist administrators better strike this balance within a loosely coupled system of college units and individuals. The rise of Web 2.0 technologies, which allows for direct publication to the Internet, presents two challenges for community colleges: the challenge of control and the conundrum of adaptability. With the implementation of Web 2.0 technologies, blogs explain how community college administrators address these challenges and how they

help the organization to progress toward the use of other Web 2.0 tools such as Facebook and Twitter.

(P. Brady Kevin, 2010)<sup>54</sup>, the researchers in their study state the higher educational community has been noticeably slow in adopting social networking technologies into the curriculum of North Carolina State University. Educators from higher education have an innovative social networking site Ning in education. Results from this study reveal that, major e-learning benefits for the students in their courses are provided through SNS. With the growth of distance education and SNSs, the focus should be given on the strategies of combining distance education and SNSs most effectively. The present researcher is in agreement with the findings of the above research.

(Ayers, 2011)<sup>55</sup>, though researchers have discussed youth uses of social media and Web 2.0 texts outside school, little research has analyzed how such texts are used in classrooms. This study investigates various standpoints on students of high school engaged in blogging, as part of two language arts courses over an eight-month period. Research questions focused on how students envisaged and interacted with their readers, the manner in which they used structural features of the blogging platform to connect their blogs to one another, and how discussion online led a few students to disobey school norms. The researcher evaluated this data using a combination of discussion analysis, multimodal analysis. Findings suggest that the connectivity offered by Web 2.0 enables students to communicate and reach with authentic audiences, who could recognize and validate their identity performances. Further, the researcher states that though certain features of Web 2.0 media are inconsistent with many conventional classroom norms, teachers should work to channel those gaps.

(Stollak, 2011)<sup>56</sup>, the researchers in this study find, the usage of social media by students, the differences in their grades at Small, Liberal Arts College. They also determine whether there is an increase or decrease in the duration of active usage of social media by the students. Students who have smart phones were more likely to access social media tools and spend time engaging with others. From a learning perspective, this indicated a “digital divide”, those who progress ahead with forming associations and those who do not. Likewise, professors cautiously convey projects, linking social media to students as some students may move ahead for completion than others. Seniors were more probable to read blogs, use Twitter and LinkedIn as compared to their younger colleagues. Seniors mostly try to hook on Twitter and LinkedIn in search of jobs. Similarly, juniors use Facebook for longer duration as they are building their social connections. Social science majors were more likely to use LinkedIn and spend more time on Facebook. However, it was the Humanities and Fine Arts majors who read Twitter and blogs. The difference lies in the text that is tweeted. GPA did not play a role in the use of any of the major social networking tools, and minutes spent on several of the sites did not differ. The chief differentiation lies in duration spent with Facebook, which did show a negative relationship between time spent on the social network and one’s grades.

(Langstedt, 2011) <sup>57</sup> carried out a research to inspect the Five Factor Model Personality Traits as predictors of usage of online social network. According to this research, even though the fact that there is a majority usage of social network by males, still there is a rapid decline of the gender gap. This research also tries to answer the question; when there are more female users of Internet, then what is their preference of applications, and do they differ from males? Questionnaires were presented to hundreds of respondents who were introductory psychology students and



a number of gender differences in terms of the internet applications preferences came to light. The overall results exhibited that most of the male users use internet for entertainment, while female users use it for communication and for educational support. The study also revealed that most of the gender differences were enhanced by changing age factor and exposure to internet. The inferences of the result of the research on business and marketing were discussed.

(Rouis, 2011)<sup>58</sup> in the examination on Social and Psychological Correlates of Internet Use among College Students, This paper gives an elementary search of the impact of face book operation by undergraduate students at Lulea University of Technology in Sweden. Self- regulation, and belief on students undertakings on the principle of stream hypothesis, the model counsels negative overriding impact of the operation of and cognitive integration of face book, and it prompts a decline in students' intellectual execution yet a positive impact on accomplishment with life that limits the undesirable impact. Information from 239 under graduate students showed results that reveal the broad operation of face book by students with extroverted identities as leading to poor intellectual execution. The results supports earlier pronouncement about the identity characteristics that focus environments on face book. Confidence does not prevent face book use, however it is decided by consumption of the web self-regulation and carrying out objective introductions expose students who are all the more in control of their social achievement, which thus constraints the apparent negative impact on their scholastic implementation. These results ought to help students realize the outcomes of their broad operation of face book and better deal with their social training on this stage.

(Bradley & Lynn, 2011)<sup>59</sup>, Teachers in the United States are using Facebook as a way to interact and communicate with friends, family and members of the school community. While Facebook has become a tool for this communiqué, many teachers are being warned for their actions and interactions on the social networking website. The purpose of this qualitative phenomenological study using the van Kaam data analysis method to resolve the opinion of educators on their actions and interactions on Facebook. The studies included online interviews of ten teachers who taught in public or private schools in the United States and were members of Facebook. Results of the study mean that teachers experience views of their actions as similar whether they are posting from home or school. Recommendations based on the current study comprise creating proactive guiding principle and policy to avoid situations that might occur as an effect of teacher misbehavior online.

(Olson & Douglas, 2011)<sup>60</sup>, observed the association between community college student commitment and student usage of online social networking. Three research questions guided this study: What is the purpose of community college students using online social networking for: (a) general purposes? (b) academic purposes? Does the frequency of use of online social networking for academic purposes differ according to the following variables: age, enrolment status, ethnicity, gender, urbanicity, and developmental education status? Are there noteworthy differences in the level of student commitment of community college students, as measured by the following CCSSE benchmarks, depending upon their frequency of use of online social networking for academic purposes: active and collaborative learning; academic challenge; educator-student interaction; and support for learners? The results showed that community college students were frequent users of general purpose of social

networking, rather than for academic purposes. Additionally, enrollment status, academic challenge, and support for learners' had little outcome sizes. Age, active and collaborative learning and educator-student interaction illustrated medium effect sizes. Community college students who frequently used online social networking for academic purposes experienced greater levels of engagement for active and collaborative learning, academic challenge, student-faculty interaction, and support for learners' benchmarks.

(Ahmadi, 2011)<sup>61</sup> ,The objective of this investigative study was to answer two questions: 1. How does an exemplary on-campus undergraduate large Introduction to Cultural Anthropology course encompass the PBL learning model characteristics, specifically focusing on the following: 1.1) Driving question, 1.2) Student construction of an artifact, 1.3) Teachers' role, and 1.4) Assessment? 2. How is technology used by the professor, teacher assistants, and students to support project-based learning?

Regarding the first research question, research findings indicated that all four elements of the PBL model were at hand in this class and were executed well. Second Question, it was found that advanced technologies were used for course purpose by the professor. It included Wetpaint-the wiki course management system and Facebook and email. Though students were reluctant to use course technology in the beginning, however, with the help of the TA's (teaching assistants) and professor, the students learned the technology and enjoyed it.

Two added themes materialized through open coding: Emotional Involvement and Non-Participation. First, the TA's and students developed emotional ties to the cultures that they created in their recitation sections. Second, some students did not

participate in either the lecture or the recitation sessions. The TAs took non-participation seriously, both in terms of class participation, individually, and in terms of student responsibilities to the group recitation session in culture construction.

(Garber & Brooks, 2011)<sup>62</sup>, this single-site qualitative study wanted to deal with the disputes associated with the growing use of social media by university administrators, faculty, and staff (Wandel, 2007) through a case study analysis of a university with a social media policy for university employees. The study portrays the expansion and implementation of a social media guiding principle for Sophia university staff, faculty, and administrators.

Two main research questions guided the study, (1) How was social media policy governing social networking practices developed at Sophia University?, what are the key components, goals, role of the staff? (2) How has this policy been implemented at Sophia University? The study stated to discover each perspective and to obtain recollections of how and why the social media policy was developed and implemented, as well as its impact on employees and students. The researcher based on the findings of this study on data organized into 34 minor themes, each of which appeared in at least four of the six transcripts. The minor themes were then assigned to one of four major themes: (a) "Risk and Control with Social Media," (b) "Goals and Means for Social Media," (c) "Content and Platforms for Social Media," and (d) "Process and Implementation of the Social Media Policy.

(Lin, 2011)<sup>63</sup>, in their examination on the interconnections among the Big Five Personality components, respect toward oneself, narcissism, and sensation-trying to

Chinese University students' employments of long range interpersonal communication locales (SNSs). How does online networking promote adjustment in harmony with changes in social construction and society? This examination scrutinizes the effect of online communication of person to person and logged off Social capitals and alteration of worldwide understudies in the United States. An outline of 195 worldwide students in a major Midwestern college verified that students connections with Americans and home nation companions utilizing Face book, extroversion, and flat socialism were eagerly identified with worldwide students social change and web spanning capital. Face book use mediate the relationship in the middle of extroversion and online social capital. The implication of casual organization site consumption, identity, and social distinction on social capital and compliance are plate.

(Roland, 2011)<sup>64</sup>, are of the opinion that progressive learning and blend of new knowledge has become a confront in nursing faculty. Faculties are advised to use new technologies and to adopt innovative procedures that makes the session more interactive. Today students are weak in their communication and, therefore, are introverted to speak out or write independently. Hence these students through the use of advanced technology need some support for improving their communication. In nursing, interpersonal communication across many levels is very important. This research may be used as a pilot study for a medical educational environment that encourages sharing information and collecting data related to quality care and learning. Prospective social media tools, found on the web, on smart phones and in online education tools for future consideration include blogs, Facebook, electronic journals, Twitter, forums (or chat rooms), and wikis (group-authored encyclopedia/information sites). This research is based on an earlier study of nursing

students using blogs and sharing medical error information. The researchers on the 2011 project have found that evaluating by means of social networking could lead to ways to reduce mistakes as students develop communication habits, share knowledge, and are attentive to tasks because of others support during school, learn about drug calculations and NCLEX examination preparations.

(Childers, 2011)<sup>65</sup> comments on the use of online social networking tools in the classroom. The researcher shares his experience of working together with his colleagues with the help of personal laptops and webcams. The researcher also mentions about the use of online tools for engaging the class in a writing and digital story-telling activity. He briefs about certain websites like <http://education.skype.com> which aid educators in linking classes and sharing teaching time.

(Wang, Chen, & Yu, 2011)<sup>66</sup>, the researchers have observed that with the growth of social media, the student's success equation is due to the technology which plays a crucial aspect in his life. For this research, a survey was carried out for twenty six male respondents and twenty two female respondents on how social media affects college students. The respondents were from undergraduates (thirty five percent) and graduate students (sixty five percent), studying at Johnson & Wales University. Thirty percent of respondents were doing part-time jobs, thirty-two percent had full-time jobs, and 38% were unemployed. The results of the survey questionnaire indicate that 23% respondents spent more than 8 hours per day on social media, 45% of the spent 6-8 hours, 20% spent 2 to 4 hours and only 12% spent less than 2 hours. Results indicate since most college students spend many hours on social media, there was a negative aspect to college students' use of social media.

(Vipeesh & Shajan, 2011)<sup>67</sup>, have observed that in student's daily life style, social networking sites have become very influential. Surveys conducted earlier have indicated that, only few of them have been using it for their academic needs. The authors have further observed that male students are using social networking sites more than the female students. 72% of the respondents have account on social networking sites. The study further observed that through online social networking the amount of time spent on academics, are increasing rapidly, further students who use SNS were facing slight higher levels of difficulty to manage their time and develop the study skills effectively.

(Elaine Garcia, 2011)<sup>68</sup>, the researchers has presented a study of the usage and thoughtful of social networking sites in knowledge-intensive enterprises as a knowledge management tool. They have chosen higher educational institution as there is a need on a daily basis to share, generate process and utilize knowledge. A qualitative research methodology was performed. As per the *findings* – The study depicts that though in higher education there is a requirement to share, to gather and confine and to distribute knowledge, which increases creativity, efficiency and innovation, respondents were not sure about the concept of the technology and it could intermingle their professional and social life. As a result, it was not accepted to implement SNS as a knowledge management tool. For implementing it behavioral, cultural and organizational concern need to be tackled first. The paper provides an insight into knowledge management and social networking in higher education. It also highlights issues for international higher education.

(Jayme, 2011)<sup>69</sup>, the researchers concluded that Social networking among adolescents is not just a craze; it is part of their culture. While social networking renders youth to certain dangers, they are also exposed to the same in real life as well. As the internet

and social networking is utilized in all aspects of modern life, even in the organization, a teacher/an educator or parent cannot expect the youth to discard usage of internet and be able to prosper. This is the reason as to social networking to be included as a valuable tool to enhance the classroom learning and to ensure educational and safe use of social media to be taught to the students.

(Jason Tham, 2011)<sup>70</sup>, the researchers in their study investigated the usage and implications of social networking sites among college students. The researchers observed that, for both males and females, as the age of the respondents increases, time spent on SNS decreases. There were significant differences found in terms of age, as for respondents' perception of the influence of SNS usage on their academic performance. The researchers in their study state that a large number of young students reported negative opinion of the effect of SNSs on their academic performance. Significant associations were found between influence of SNS on users' personal development, gender and age. Positive associations were also found between students' age and their networking with professionals, family, and friends as well as between age and awareness of others' experience of cyber bullying. On the other hand, a negative correlation was found between age and users' awareness of others' improved search for data via SNS. The researcher through the findings revealed that students' viewpoint of the influence of SNS were constant with the actual effects.

(Hunter-Brown, 2012)<sup>71</sup>, THE SECONDARY CLASSROOM: A CASE STUDY. The purpose of this study is to portray how social media networks impact secondary students when utilized as an instructional tool. This study aims to discover the functions that social media play in the lives of high school students and the experiences they face in utilizing these networks academically and socially. The focus of the study was to resolve the academic and social impact the social media



network, more specially Facebook, has on these students. The theoretical structure driving this study is motivational theory. Findings discovered that teacher and student perceptions associated in relation to student behavior academically and socially when Facebook was made an instructional tool. The findings focused mostly on Facebook use as an instructional tool; teachers' observations were associated with students' perceptions.

(Madhusudhan, 2012)<sup>72</sup> observed on Relationship between individual contrasts and data preparing, found that the primary motivation behind the paper is to examine how about researchers of University of Delhi integrated Social Networking Sites (SNSs) into their day to day communication for their examination work. A structured survey was conducted and actually covered 160 respondents. Most utilized SNSs for reading while few utilized such locales for advancing one's examination. Moreover, most respondents favored the SNS

Face book and Research Gate for pedagogic purposes. Synergistic and circulated taking in were customary advantages from SNSs while some expressed concern with respect to digital distressing and security. At long last, most of the respondents said utilizing SNSs may be an exercise in ineffectiveness.

(Junco, 2012)<sup>73</sup> discusses that due to the social media's widely adopted platform by college students, more and more interest has aroused at the point where how use of Face book is related to the academic performance. There are some previous researches done which have examined the relationship between college grade point average (GPA) and Face book usage. The analysis of this study revealed that there is a significant negative relationship between the time spent on Facebook with overall

GPA and time spent on Facebook is weakly associated to time spent preparing for class. Further through the analysis it is clear that Facebook usage in collection and sharing information is positively predictive of outcome variable and to socialize is negatively predictive. The researcher has included traditions; gender and socioeconomic status are included as control variables. As per the research, there could be other variables that are further strongly related to time spent for class preparation and overall GPA that should be the focus of examination and involvement, instead of use of Facebook by students.

(Katrin Wodzicki, 2012)<sup>74</sup>, discuss that Social media open up a number of choices to add a new aspect to learning and knowledge procedures. As per the researchers social networking sites permit students to connect prescribed and informal learning. In this research, the researchers have examined the German equivalent of Facebook, the study-related knowledge exchange by means of StudiVZ. Results of this examination revealed that about one fifth of respondents, most of them are fresher, exchange study-related knowledge through StudiVZ. Results also mean that communication about social issues on social networking sites is done simultaneously with study-related knowledge exchange. StudiVZ is mostly used for social interaction, like chatting with friends. Although interaction in StudiVZ, in most cases, is rather not related to studies, it could have an important aspect for endorsing social inclusion in the students' everyday lives, and in this might be a success factor for their studies.

(Lowa, 2012)<sup>75</sup>The purpose of this qualitative, multiple-case study was two-fold: 1) to describe, analyze, and understand the experiences of superintendents and school principals who use multiple social media tools such as podcasts, blogs, micro blogs, social networking sites, and online videos with stakeholders as part of their complete

communications practices, and 2) to inspect why the superintendents and principals have chosen to converse with their stakeholders through social media. Qualitative, semi-structured interviews with 12 principals and 12 superintendents decisively selected from four regions of the United States and Canada were conducted. Social CRM served as the structure for the study. Findings revealed four themes that functional to both groups: 1) Social media are used for enhanced communications between school administrators and their stakeholders; 2) Social media tools provide stronger connections to local stakeholders, to associate educators, and to the world; 3) Social media use can have a significant impact on a school administrator's personal and professional growth; and 4) Social media use is an expectation; it's no longer optional. Implications for practice, for boards of education, for educational leadership programs, and for expanding the definition of Social CRM are included. From this research it was revealed that views of these school administrators were quite positive: a) SM augments communication, b) SM promotes professional growth; moreover, SM will remain a significant feature of the educational environment.

(Luttrell & Regina, 2012)<sup>76</sup>, revolutions are happening in the field of public relations, as well as, higher education. Neomillennial students require a transformative learning approach that goes beyond mere content knowledge achievement. As digital-age public relations practitioners organize for life beyond college, the educational experiences, both in and out of the college classroom, should imitate advances in interactive media, changes within the communications profession, and conversions within higher education. This mixed methods study reviews the effectiveness of three social networking sites—WordPress for blogging, Facebook, and Twitter—in a college classroom at a university in the Midwest. This research investigated whether 34

students were able to understand, apply, and analyze course material by using social networking sites to complete a main assignment. To resolve whether WordPress, Facebook, and Twitter aid in students' comprehension, application, and analysis of the concepts that were taught, the use of a pre-survey and post-survey questionnaire, focus groups, and an evaluation rubric were utilized to conduct the research. From the data collected, positive statistical correlations were found to exist involving both WordPress and Twitter as applied to comprehension and application of course materials. Furthermore, Twitter also exhibited positive statistical correlations with respect to analysis of course material. Otherwise, Facebook was found to provide a precious platform for conducting course objectives, but was not professed by the students to assist them as much with the coursework achieved by either WordPress or Twitter. The use of triangulation further supported the validation of these outcomes. Twitter and WordPress were rated as more effective than Facebook in comprehension and completion of academic assignments. However, Facebook was viewed as a valuable platform for conducting course objectives.

(Forkosh-Baruch & Hershkovitz, 2012)<sup>77</sup> have empirically examined cases where higher-education institutes in Israel use Social Networking Sites (SNS) for scholarly purposes. The research questions relating to interactivity, activity patterns and content patterns and within Twitter and Facebook of these institutes. Respondents are from Israeli universities or colleges and/or sub-divisions within these institutes having Facebook and Twitter accounts.

Findings of this research suggest that SNS encourages within the community informal learning through knowledge sharing it was found that there were high withdrawal rates of SNS' personal accounts; whereas there were many academic accounts for SNS

were frequently active for long duration. In Israel many academic institutes use SNS as official website. Hence, as per the researchers, if academic institutes are concerned then for students they should create social networking sites which influence academics. By doing so, there would be social interaction, hence knowledge building. If this is achieved, then SNS would become a platform encouraging informal learning by productive communication between the academic population and the general people.

(Paul, Baker, & Cochran, 2012)<sup>78</sup> are of the opinion that online social networking have infused all generations of Internet users, becoming a important communications tool, mostly in the students. Thus, to deliver educational content, faculty and academic institutions use social networking sites like Facebook and LinkedIn. Usage of social networking sites gives rise to queries about these sites creating an impact on the academic performance likelihood of using it as a useful teaching tool. The researchers conducted a survey of business students at a large state university. In this research, the results of the survey were analyzed using structural equation modeling (SEM). The results of the analysis discovered a statistically significant negative relationship between time spent by students on the social networking sites and their academic performance. The time spent on social networking sites was found to be greatly affected by the attention period of the students. It was found that the greater the attention span, lesser is the time spent on these sites. Further, the attention span was found to be greatly linked with characteristics that envisage or influence student conduct, such as their observation about society's view of social networking, their likes, dislikes and ease of use of social networking sites etc. Researchers have suggested that there is a need for academic institutions and faculty to put sufficient importance to improve the ability of students' for effective time management and

developing better policy for study. This could be accomplished by workshops and seminars that make known and guide students for making use of new tools such as online reminders, calendars, etc.

(Peck, 2012)<sup>79</sup>, as per the researcher, new technologies increase the sphere of education, providing opportunities to discover exercises based on association and community rather than the individual teacher or learner. A SNS was put into action in a university unit with the aim of moving ahead with online participatory culture and increasing student involvement both online and in face to face classes. This study discusses the challenge of involving students and converting lurkers and stalkers into orators. An analysis of blog linguistic features and forum posts was done and the findings were used to modify actions and presence of online instructor and to cheer student involvement.

As per the research where the rate of responses of was more they had short topic titles, used directions and lexical items suggesting closeness: “Newest hottest topic”. Controversial topics received most responses and blogs posted by males received more responses than the females. NING site is an ongoing facet of this linguistics unit. Students’ initial sarcasm towards the SNS changed and refined similar groups and increased student involvement in both online and face to face contexts. Students’ positive response through their blogs and prescribed unit assessment imply that the formation of an interface between students’ social and academic lives improved their university experience. The project shows that new technologies can be used to implement change in learning and teaching practices. The inclusion of an online site that was designated as a social space was successful in increasing participation in face-to-face tutorials and lectures. Students’ positive feedback through their blog

posts and formal unit evaluations suggest that the creation of an interface between students' social and academic lives enhanced their university experience. Blogging analysis reveals strategies that engage lurkers and stalkers, and demonstrates the salience of instructor behaviors and instructor presence to students' social engagement. The NING site is an ongoing feature of this linguistics unit, and different approaches to online teacher presence will be the subject of further research. Males seemed to flourish in this online social environment, suggesting possibilities for the advancement of male literacy. Future research could usefully examine whether males' success in this genre involves the marginalization of female voices. This project reveals both challenges and opportunities for education. Implementing essentially social online spaces expands teaching beyond traditional formal structures to create a participatory culture in which students share affinity spaces and teachers and learners collaborate in the education process.

(Lenartz & Andrew, 2012)<sup>80</sup>, Social media use in higher education is increasing at a rapid rate, with previous account for numbers of users being always broken. Institutions of higher education have reacted by increasingly using social media to join with students. At the same time, media repulsion stories about cyber bullying, suicides, and professional delinquency related to social media have been getting significant notice, becoming a point of the discussion on the use of social media in higher education.

This exploratory study inspected the use of social media by administrators and faculty at a large community college system to appreciate how social media is being used and to discover some of the negative concern that have been attributed to social media. The study used a two-phased case study method with electronic survey and focus

group methods utilized to collect data, then analyzed the data using a concurrent convergent method.

Key themes which emerged through the data analysis were 1) personal choice, 2) obstruction to expanded use, 3) blurred boundaries, 4) continuing challenges, and 5) institutional role. The research found that use of social media will continue to increase in the near future, although some respondents felt that amplified use was no longer a personal choice but an expectation. Respondents identified the establishment of a social media strategy to be the most important and preferred focus of the institution's role in the use of social media. Instead of focusing on the issues with serious legal and life-changing consequences, which have been highlighted in the mainstream media's focus on social media, participants described less serious but more frequently come across issues such as a blurring of boundaries between their personal and professional lives and social media as a interruption as being their main concerns. Exploratory findings designated that faculty anticipate social media use for instructional purposes, at the college level,.

(Eteokleous, 2012)<sup>81</sup>, the research conducted to evaluate the role, to examine, the value and usefulness of social networking sites as perceived by higher education students. It develops Special Interest Groups within a social networking site, an attempt to examine the educational role of social networking.

The researcher has observed the following specific points in his study:

- ❖ Collaboration, sharing and communication are enhanced by social networks. It promotes for enhancing effective learning, environment in classroom and



student motivation, by offering students prospects to come “virtually closer” to their classmates and educators.

- ❖ The author has summarized his observations that for educational purposes, students are having a positive attitude as well as the development of special Interest groups for educational purposes. Through the use of these sites students are updated about assignments, and upcoming events related to academics; provide information through useful links, and samples of work outside of the classroom; share educational material, and even provide some general purpose information. The students seem to understand and realize the educational value of special interest groups. Almost all students agreed that they could benefit from the creation of interest groups for other courses.

(Irshad Hussain, 2012)<sup>82</sup>, the researchers conducted present study with the objectives to a) How the university students are using social media in academics b) evaluate university students opinion for promoting educational opportunities through social media. c) finding out the problems faced by university student in using social media. The study revealed that most of the students were using Facebook and also to develop academic relationships with their classmates social media was used.

(Ventura & Jose, 2013)<sup>83</sup>, in this article the researchers depict a case study of the use of the social networking site Facebook as a way of communicating with students at the University of Malaga. Using Facebook has allowed teachers to interact more with students, moving away from conventional one- way communiqué towards a multi-way communication, with students taking on a dynamic role. The researchers conclude that have fulfilled the objectives of the

proposed educational innovation, the experimental nature of the initiative has allowed a number of additional findings to be identified:

1. The network has served the use of Video, new teaching resources. Students respond well to images and video. In addition, teachers suggested blogs, for obtaining knowledge.
2. Using a social network initiates the concept of 24/7 to teaching. Students share resources on the network which are related to the concepts discussed in the classroom, generating exchange of notes at any hour of the day.
3. Queries put up by students on the network are frequently answered by the students themselves. During tutorials, students have an active participation than teacher. Discussions coming up through debating a query strengthen the teaching-learning process.
4. The teaching-learning method hence becomes more flexible. Proposals put ahead in the online atmosphere can be transferred to the classroom, altering the planned timetable. In such cases, the teacher must decide on the correctness and appropriateness in terms of the teaching objectives each time a change occurs.
5. Web 2.0 tools are mutual in nature.

(McAliney & Peter, 2013),<sup>84</sup> major themes emerged: a) prior SM use for academic work, b) students' SM communications are critical, c) SM 'immediacy' can blur team member roles, i.e., individual responsibility, integrated planning. Colleges/universities should support use of SM for instructional purposes by

providing workshops/tutorials for both students and faculty. At-risk learners favored netbooks the most; Hispanics

(Veletsianos, Kimmons, & French, 2013)<sup>85</sup> , illustrate that practitioners and researchers have an opinion that the use of SNS in academics might be a useful undertaking. With this concept, there are upcoming learning platforms that include SNS features. The researchers in this qualitative research have reported experiences of five instructors who used SNS in their course. It was found that Elgg was used in different ways for varied purposes. Elgg was partitioned and could be used in known ways and faced frustrations from numerous sources. It was noted that LMS (learning management systems) might frame the way by which SNS and Elgg are understood and used. Through the findings the researchers suggest that more tone is needed in technology design, implementation, and research, differences have been noted between tools for learning and learning platforms

#### **REPORTS :**

(Lupton, 2014)<sup>86</sup>, this report conducted in January 2014, outlines findings from an international online survey of 711 academicians about their use of social media as part of their work. The survey was done to identify the tools that the respondents used, from these tools which are most useful, the benefits and the drawbacks drawn from using social media as a university faculty member or postgraduate student. The results offer insights into the refined and strategic ways in which some academicians are using social media and many have benefited from their academic work. These benefits included connecting and establishing networks not only with other academicians but also people or groups from outside universities,

promoting sharing of information and openness, publicizing and development of research and giving and receiving support. While majority of the respondents had given positive feedback about using social media, they have also expressed a range of concerns in using social media. These concerns included issues of privacy and the blurring of boundaries between personal and professional use, the risk of exposing their career through injudicious use of social media, lack of authority, the quality of the content they posted, time pressures, social media use becoming an obligation, becoming a target of attack, a lot of self-promotion by others, possible copying of their ideas and the commercialization of content and copyright issues.

This researcher through this review got enlightened as to what is happening in online learning classrooms and how those are useful.

A research project submitted to the department of educational administration, faculty of education, university of Lagos, Social media and academic performance of students in university of Lagos.

(Maqableh, 2015)<sup>87</sup>, The researcher has been investigated to find out on how students' academic performance has affected and to what degree it has for the undergraduate students from University of Jordan. The researcher has used T-test and ANOVA for the analysis and the result depicts that there is a significant impact on students' academic performance per week of social networking site where as no differences found due to usage per day for the frequently used sites, age and academic achievement. Suggestions could be drawn from the findings of the research that social media helps to some extent in enhancing students awareness for better multitasking and time management which can improve study activities and academic achievements.

(Mingle & Adam, 2015)<sup>88</sup>, the researchers look at social media network participation and academic performance in senior high schools. The purpose for this study was to identify the sites of social media and their usage among students, the way students participated and networked on social media, the amount of time utilized by students on social networks, the effects of social media usage on students' grammar and spelling as well as the effects of social network participation on the student's academic performance within the context of the social learning and the use and gratification theories. The study used interviews and survey for students in four senior high schools. The study revealed that majority of respondents used Whatsapp and Facebook for making friends and discussion. In addition, many participants have experienced of negative effects about poor grammar, spelling, submitting assignments lately, less study time and poor academic performance due to the heavy participation on social media networks.. Nevertheless, there were cases where others experienced enhancement in their readings skills as a result of involvement on social media networks. Respondents shared important ideas and information, and could discuss questions among them. The study suggested the stringent enforcement of Ghana Education Service rule on electronic devices usage in schools, encouragement of social media usage for academic purpose, counseling for obsessed students and the use of the right grammar and spelling when taking part on social networks

(Peter, 2015)<sup>89</sup> paper titled, "Social media and academic performance of students in university of Lagos". The researcher has observed that the result from the findings of this study showed that, though Social media have negative effects on students such as lack of privacy, taking most of their productive time, disturbing students from their academic work, they also have benefits and can be used suitably. Some of the benefits

include, online communities can be formed by students so as to plan for a project, have group discussions about class material, or use the Social networking sites(SNS) as a way to keep a student updated about the current academic information when a student who has been absent. The results of this study suggest that lecturers should come up with a model on how their students can maximize the benefits of Social media. The school management should incorporate rules and regulations on the use of the social media in the school and, that the government should take adequate control measures to regulate their use among students and lecturers.

#### **WEBSITE REPORTING:**

(Miltenoff, Tzokov, Schellert, & Hoover)<sup>90</sup> A discussion on the advantages and disadvantages of employing social networking sites, in particular Facebook for educational purposes was organized by the two countries, USA and Bulgaria, and four faculty members from three different educational institutions.

1. Plamen Miltenoff (St. Cloud State University)
2. Galin Tzokov (Plovdiv University)
3. Gary Schnellert (University of North Dakota)
4. John Hoover (St. Cloud State University)

The faculty organized a wide-ranging overview of bibliography of published research from around the globe regarding the application of social networking sites (SNS) in education. The findings were structured into topics and issues regarding the application of social networking in education. The bibliographic evaluation of publications discloses strong interest by all stakeholders: students, instructors, administrators and librarians in determining if SNS, Facebook in particular, can

improve for K-12 and higher education, recruitment and retention for education and learning process. Parallels with Course Management Systems such as Blackboard, Moodle, Sakai and with other Web 2.0 tools are involved in the discussion.. Other noticeable findings, such as difficulty of finding similar research on other languages, than English, are reflected in the article.

The popularity of Facebook among young generation led to efforts for adaptation of Facebook for educational purposes. Johnson (2010) advised that the use of social networking tools in education should acquire a specific term and proposed “educational networking” instead of “social networking.” Renaming SNS applications is only one way to designate that there is a need for structured evaluation of Facebook and SNS as a potential educational tool.

While SNSs unquestionably reveal a very high rate of diffusion among Millennial, unless proven, it cannot be assumed by default that Millennials are consistently technologically sound and Facebook can be used as learning platform based on the mere fact that it is a comprehensively adopted communication tool. (Hargittai, 2010; Vaidhyathan, 2008)

The application of Facebook in education is divided into several polarizing topics: e.g., students’ involvement in the learning process, ethical and moral and privacy consequences, etc. Proponents and opponents of SNSs’ use in education, explore whether students are distracted by using Facebook and whether the use of Facebook negatively affects their grades (Marklein, 2009) or, on the contrary; does the use of Facebook involve students in the learning process (Maranto and Barton,

2010; Lester and Perini, 2010; Networking it, 2008; Skerrett et al, 2010; Towner et al, 2007).

Application of Facebook in education faces strong criticism. Negative consequences include the disruptive nature of social networking sites in the classroom (Jones et al, 2010; Study Confirms Pervasive Issues with Social Networking in Academia, 2009), which leads to unclear boundaries between real and virtual learning spaces (Thomas, 2010) and pollution of language (Philology, Etymology, and Phonetics, 2009). The view for concern regarding the use of SNS, which usually is expressed by educational administrators, often finds support among teachers (Boon and Sinclair, 2009).

A British survey reveals that eighty four percent of 4,000 teachers are of the opinion that SNSs help them share ideas, regardless of place and time (Networking it, 2008). Ninety five percent of students use social networking sites for interrelationships, although face-to-face socialization is still important (Madge et al, 2009). Administrators interpret these facts differently. British higher education administrators found it unacceptable for students and instructors to use social networking as a tool to criticize the institution (Cunnane, 2010). Canadian administrators indicated a similar view, where the danger of harming the reputation of the institution prompts administrators to demand development of principles, which must go before the use of Facebook (Ellaway, 2010). Fister (2008) raises the point that with the technological development of Web 2.0 and advent of Facebook, it might be time to reflect on the morals and ethics of society and academia and readjust the norms.



Facebook prospectively changes the structure of educational institutions and teacher-student relationships. The use of Facebook may cause a threat of “fraternizing” (Lipka, 2007; Facebook: Some Implications for Academic Freedom, Intellectual Property, and Education, 2009); on the other hand it could fortify the learning group by bringing students and instructors closer in their search for information (Ellaway, 2007; Lipka, 2007; Mazer et al, 2007; Minocha, 2009; Skerrett, 2010; Selwyn, 2009; Steinfeld et al, 2008).

The emerging of social networking tools raises serious issues, which in isolated cases have grievous consequences and thus shape the opinion about SNS in education.

(Teenagers are mad of social media, 2015)<sup>91</sup>, **Sakal (Pune) dated 4<sup>th</sup> May 2015**, Teenagers are mad of social media. 24% of the adolescent youth use constantly the social media. Pew Research Centre had conducted a survey of teenagers in the developing countries. It has observed that because of the use of the Internet, Dnovo thinking, collecting diversified information has a positive impact on their education. The survey was conducted in 32 countries and had used personal interaction method to collect the data. Youth (boys & girls) in the age group of 13 to 27. Around 24% of the youth are almost constantly on the social media online, 56% on majority occasions, 12% are once in a day, while 6% are once a week and 2% on very few occasions. In India nearly 65% of the population is using Internet. Facebook, being one of the most favourite social website. Compared to the girls, boys percentage of playing games on line is more. Those who can communicate in English use social media on number of occasions. The internet users are mainly using the social network for political purpose, health, culture, government decisions, beauty features. It was

observed that the number of social network users hardly use the social network for jobs, purchase of goods is less.

(Centre)<sup>92</sup>**Pew Research Centre (USA), (2015)** conducted a survey of Teens, Social Media and Technology: Overview 2015. The survey was conducted in USA. The findings of this survey are:

- ❖ 24% of teens go online continuously, facilitated by the extensive ease of use of smart phones.
- ❖ Aided by the expediency and constant access provided by mobile devices, especially smart phones, [92% of teens report going online daily — including 24% who say they go online almost constantly.](#)
- ❖ Nearly three-quarters of youth have or have access<sup>1</sup> to a smart phone and 30% have a basic phone, while just 12% of teens 13years to 17years say they have no cell phone of any type.
- ❖ Among young generation, the most popular and frequently used social media platform is Face book; half of teens use Instagram, and nearly as many use Snapchat.
- ❖ **71% of teens use more than one social network site.**
- ❖ Teens are diversifying their social network site use. A majority of youth in their teens, 71% have reported using more than one social network site out of the seven platform options that they were asked about.
- ❖ Boys are more likely than girls to report that they visit Face book most often (45% of boys vs. 36% of girls). In case of using Instagram, girls are more likely to use it (23% of girls vs. 17% of boys) and in case of Tumblr (6% of girls compared with less than 1% of boys).

- ❖ Middle and upper income teens lean toward Instagram and Snapchat.
- ❖ Smartphones facilitate shifts in teens' communication and information landscape

## 2.4 NEWS PAPER ARTICLES / NEWS

(Rosen, 2011)<sup>93</sup>, **On India News**, 9<sup>th</sup> August, 2011, "Positive Effects of Social Networking Websites", Mr. Rosen during his study, found positive effects of using Facebook or similar social networking sites. According to him the sites also provide tools for teaching in compelling ways that engage young students. He has spelt out the positive benefits of social sites as under:

### **Positive Effects Of Social Networking Websites:**

- ❖ Young adults who spend more time on Facebook are better at showing at practical understanding to their online friends.
- ❖ Online social networking can help introverted adolescents learn how to socialize behind the safety of various screens, ranging from a two-inch smart phone to a 17-inch laptop.
- ❖ Social networking can offer tools for teaching in convincing ways that engage young students.

(TCS, 2015)<sup>94</sup>, **Sakal Pune 21<sup>st</sup> May 2015**, "I am mad of Social Media", Tata Consultancy Services a renowned number one IT company conducted a survey of school going students between 8<sup>th</sup> to 12<sup>th</sup> standard during July 2014 to November 2014. There were 12,365 respondents. The survey was conducted at the following cities:

Ahmedabad, Bangalore, Bhubaneswar, Chennai, Coimbatore, Delhi, Hyderabad, Indore, Kochi, Kolkata, Lucknow, Mumbai, Nagpur and Pune.

This survey has revealed that the students have a gadget rich lifestyle, excessive use of Internet, active on social media, keep updated about what is happening in the surrounding, keeping contact with the friends and relatives are the habits of these students. It was also observed that there was no gender difference in the use of social media sites. Three out of ten students give chat response within 5 minutes, while 29 percent students write post, 25 percent undertake chatting, 14 percent post photographs, over 66 percent students make shopping on E-commerce site – this includes electronic gadgets 66 percent, books 61percent, movies 41 percent, transport 39 per cent and clothes 36 percent.

For instant messaging Whatsap is preferred by 58 percent students. 20 percent are still using SMS messaging service. 72 percent students have Smartphone of their own.

As regards use of social media for studies, it was observed that the students opined that social media is not useful for study purpose. 7, out of 10 students use Social Media. 9 out of 10 students have face book account while 52 percent students use face book community.

Mr. Ajoy Mukherjee, working Vice Chairman of TCS has stated that there is need to study these habits of the students. Though this study is for relatively lower standard students it has focused the attention of the society to the inroad made by the social media in the Indian environment. As regards the students view about the utility of the social network for study purpose, the researcher is of the view that the need of the hour is to teach /train these students as to how to use the social network sites for

the study purpose. The management institutes / colleges should address this issue in the right earnest to make the best use of the social networking sites.

## **2.5 LEGISLATIVE PROVISIONS FOR PROTECTION AGAINST CYBER CRIMES ON SOCIAL NETWORKING WEBSITES**

The Information Technology Act, 2000 imparts for legal inviolability to the electronic age and specifies an illegal act done in electronic form and their penalty. The objective during the endorsement of this mentioned Act was to cover up e-governance and assisting e-commerce by giving infrastructural services for creating, promoting and usage of digital signatures and also providing electronic account. The description of the illegal act mentioned in r the Indian Penal Code can also be dependent upon incase the specific offence is not defined under the IT Act, 2000. The Indian Penal code and other legislations have also been amended according the IT Act, 2000. The legislative provisions of specific illegal acts done on social networking websites are as follows:

### **I. Cyber Defamation**

Any person who defames another person on a social networking website can be made liable under sections 499-502 of the Indian Penal Code, 1860 and the question of intermediary liability of the particular social networking website arise. The word defamation under section 499 is defined as ‘whoever by words, either spoken or intended to be read, or by signs or by visible representations, makes or publishes any imputation concerning any person intending to harm, or knowing or having reason to believe that such imputation will harm, the reputation of such person, is said to defame that person. There are however exceptions given to this above definition. Defamation in electronic form has been included in the Code by making it prominent that defamation could happen by means of ‘signs’ and ‘visible representation’. Instances of defamation in electronic form includes generating, sending or receiving defamatory online bulletin board messages, chat room messages, e-mails, music downloads, video streaming, digital photographs on the Internet. Other instances which would amount to defamation in the electronic form would include sending defamatory SMS, MMS, photographs and videos on the mobile phones. Therefore the Code is sufficient to tackle online defamation matters.

Section 66A (a) provides for imprisonment of up to 3 years with fine to any person who sends, through a computer resource or a communication device any information that is disgustingly offensive or has menacing character.

Publication as already recognized takes place where the information is downloaded which happens when a file is retrieved from a remote computer, computer system or a computer network. For creating liability for defamation on the online medium, first cognizance needs to be taken under section 79 of the IT Act, 2000 which expresses the legislative intent of the network service provider for granting immunity.

### **Cases**

1. Visaka Industries Ltd., a construction materials company, filed a case against Google India for criminal conspiracy, defamation and publishing content which is defamatory in 2011 alleging that a blogger named Gopala Krishna used Google's Blogspot.com, to spread false and defamatory information about the Company. The blogger stated that the company had connections with the Congress party and therefore the company could manufacture asbestos. Google India argued that it couldn't be held liable for content posted by users on a platform which is hosted by its parent company Google Inc.. The Andhra Pradesh High Court held Google India to be liable and therefore it filed an appeal in the Supreme Court. This judgment was criticized on the grounds that if Supreme Court upholds the decision of the High Court then Google will be liable for criminal activities on the Internet and therefore many blog sites, social media sites would be affected by the outcome of the case.
3. In 2012, two girls were arrested from Maharashtra for posting comments criticizing the bandh after Shiv Sena leader's death. The Arrest was made under section 66A for sending offensive message by means of a computer resource. This arrest was highly condemned as it the girls were neither disrespecting anyone nor were they promoting hatred towards any community, was just expression of an opinion. This did not make a proper case for the arrest of two girls under IPC section 295A {later changed to IPC Section 505(2)} and the IT Act Section 66(A). These arrests led to curbing the freedom of speech which is fundamental right. The Maharashtra Government told the Supreme Court that the arrest of the two girls was in haste and unwarranted.

4. Parle Agro Pvt. Ltd has filed a case against social networking websites Facebook Inc., Twitter Inc. and online search company Google Inc. for a user post that alleged its mango beverage Frooti was “contaminated”. Parle Agro accused the social networking websites and online search engine of promoting the “defamatory” statement.

## **II. Cyber Obscenity and Pornography**

The Information Technology Act, 2000 provides for all aspects of cyber obscenity and punishes for:

- i. Violation of privacy (section 66E)

This section has made violation of bodily privacy an offence. A person is charged of an offence under this section when he or she intentionally or knowingly captures, publishes or transmits the image of a private area of any person without his or her consent. The offender is punishable with imprisonment which may extend to three years or with fine not exceeding two lakh rupees or with both.

- ii. Publishing or transmitting obscene material in electronic form (section 67)

A person shall be punishable with imprisonment up to 3 years and maximum of 5 lakh rupees of fine in case of first conviction and five years of imprisonment and fine up to ten lakh in case of second conviction, when he publishes or transmits in electronic form any material which is lascivious or appeals to the prurient interest and has a tendency to deprave or corrupt persons who are the likely audience to read, see or hear the matter contained or embodied in electronic form. Knowledge of obscenity is not an ingredient of the offence and therefore to escape liability one has to prove lack of his knowledge that the obscene material has been published or transmitted in electronic form.

- iii. Transmitting or publishing of content containing sexually open act etc. in electronic form (section 67A)

When transmission or publication of any content containing sexually explicit act or conduct takes place in electronic form, an offence under this section takes place and the offender is punishable on first conviction with imprisonment which may extend to five years and with fine which may extend to ten lakh rupees and second

or subsequent conviction with imprisonment up to seven years and with fine which may extend to ten lakh rupees.

iv. Child pornography (section 67B)

Namely five instances of online child pornography have been criminalized :

- a. Publishing or transmitting or saving to publish or transmit material in any electronic form which depicts children in sexually explicit act or conduct;
- b. Creating text or digital images, collecting, seeking, browsing, downloading, advertising, promoting, exchanging or distributing material in any electronic form depicting children in obscene or indecent or sexually explicit manner;
- c. Cultivating, enticing, or inducing children to online relationship with one or more children for and on sexually explicit act or in a manner that they may offend a reasonable adult on the computer resource;
- d. Facilitating abusing children online, and
- e. Recording in any electronic form own abuse or that of others pertaining to sexually explicit act with children.

The offender is punishable on first conviction with imprisonment with may extend to five years and with fine which may extend to ten lakh rupees and second or subsequent conviction with imprisonment up to seven years and with fine which may extend to ten lakh rupees.

**Cases:**

1. The first case involving the conviction of a person for posting obscene messages on the internet was *Tamil NaduVsSuhaskatti* in which the accused was a family friend of the victim and was eager to marry her but she got married to someone else. When she got divorced he again pursued her for marriage but she refused. He started harassing her and posted her number of Yahoo! Messenger Groups and posted obscene information and details regarding her. The victim started getting annoying phone calls in the context of the people believing that she was soliciting. He was later convicted under section 67 of the Information Technology Act, 2000 and was sentenced with imprisonment and fine.

2. In *Avnish Bajaj v. State* the petitioner was the Managing Director of the website Baze.com which was an online shopping forum. A seller placed on the website a listing offering an MMS video clip for sale. To avoid the filter's he placed the listing



in the category of books and magazine. The item description was “DPS Girl having fun”. A complaint was made to the website owner and after 2 days of the complaint the website wrote to the seller that the content has been removed due to the violation of user agreement. The court stated that the inclusive text of the record was obscene. There was a prima facie case under section 67 of the Act since the interested buyer had to go through the chain of process before he buys the product.”

### **III. Cyber Stalking**

There is no explicit provision for protection against cyber stalking but the Criminal Law (Amendment) Act, 2013 added ‘stalking’ as an offence under section 354D of the Indian Penal Code which states that

1. Any man who—

- i. follows a woman and contacts, or attempts, to contact such woman to foster personal interaction repeatedly despite a clear indication of disinterest by such woman; or
- ii. observes the usage of internet by a woman, any form of electronic communication, or email commits the offence of stalking:

Given that such behavior shall not result to stalking if the man who has it proves that—

- i. it was practiced for the reason of preventing or detecting crime and the man charged of stalking had been delegated with the accountability of prevention and detection of crime by the State; or
- ii. it was pursued under any law or to obey with any condition or requirement obligatory by any person under any law; or
- iii. in the particular situation such behavior was rational and reasonable.

2. Whoever consigns the offence of stalking shall be penalized on first certainty with custody of either description for a term which may extend to three years, and shall also be legally responsible to fine; and be penalized on a second or following fervor, with imprisonment of either description for a tenure which may extend to five years, and shall also be legally responsible to fine.

A person can also be charged under Section 66A (a) & (b) of the IT Act, 2000 for sending any information which is grossly offensive or has menacing character or he knows to be false but for the purpose of causing annoyance, inconvenience, danger, obstruction, insult, injury, criminal intimidation, enmity, hatred or will, persistently, by means of a computer resource or a communication device.

Case:

1. India's First Case of Cyber stalking was registered by the Delhi Police in 2001 where a lady named Ritu Kohli complained that a person was using her identity to chat over the

Internet at the website "www.mirc.com" and was also deliberately giving her telephone number to other persons encouraging them to call Ritu Kohli at odd hours. As a result of which, Mrs. Kohli received an estimate of 40 phone calls within three days, local as well as international. A case was registered under section 509 of the Indian Penal Code.

#### **IV. Hacking and Virus Attacks**

It is a computer trespass where the hacker enters the computer resource without permission of the actual owner. Section 43 of the IT Act, 2000 makes unauthorized access to a computer resource a cyber contravention. The notion of mensrea is brought into the purview of section 66 of the same Act by using the words 'dishonestly or fraudulently'. When any computer related offence given under section 43 of the Act is committed dishonestly or fraudulently, it is made punishable with imprisonment for a term which may extend to three years or with fine which may extend to five lakh rupees or with both.

#### **V. Privacy Violation**

Section 72 of the IT Act, 2000 has conferred powers to certain class of persons who are have secured access to electronic record, book, register, correspondence, information, document and the like material and they shall not disclose this information or material without the consent person concerned. The section is to prevent the person from taking unfair advantage of the information it has and disclosing it without the knowledge of the consent of the disclosing party. Unauthorized disclosure by the concerned person shall lead to imprisonment for a

term which may extend to two years or with fine which may extend to one lakh rupees or with both. Section 72A was introduced for protection of information given by a user to the service provider. This section provides that if a service provider which is providing services to a person, discloses his or her personal information without his or her consent and in breach of a lawful contract with the intent or with the knowledge that it is likely to cause wrongful loss or wrongful gain to any other person he shall be liable to be punished with imprisonment for a term which may extend to three years or with fine which may extend to five lakh rupees or with both.

These sections have to be read with the reasonable restrictions given under Article 19(2) on right to 'freedom of speech and expression' as enumerated under Article 19(1) (a) of the Constitution of India.

Article 21 of the Constitution provides for right to privacy and a writ can be filed in the court if any act on the Internet infringes this Fundamental right.

Section 66C is for the protection of the privacy and their personal information or data of all or any online user. It is to protect the authentication of details of any person in the form of electronic signatures, passwords, PINs, biometric identifiers or any such other unique identification feature. Cheating by personation using a computer resource is also an offence under the IT Act, 2000 and is made punishable with imprisonment which may extend to three years and fine which may extend to one lakh rupees. Any person who by deception, fraudulently or dishonestly induces that person to accept, agree, transact or deliver any data, information or to consent that any person to retain any data, or intentionally induces that person to do or omit to do, using any communication device or computer resource commits the offence under the aforesaid section.

## **VII. INTERMEDIARY LIABILITY**

The main issue with respect to cyber crimes on social networking websites is with respect to its liability while dealing with the offences taking place on these service providers. Before any liability can be attached to them, the concept of what exactly an intermediary is and its function needs to be looked into.

Intermediary is a network service provider who may act as an information carrier or information publisher. An intermediary creates an interactive wired world as well as acts as an important link in transmitting, distributing and publishing on the World Wide Web. An intermediary, with respect to particular electronic records, means any person who on behalf of another person receives, stores or transmits that record or provides any service with respect to that record. Intermediaries can be categorized as information carriers which simply transmit the electronic message without scrutinizing it which are mainly 'access only' intermediaries such as airtel.in; information publishers publish as well as transmit the information which are 'enhanced intermediaries' like google.com; or information sellers which publish, transmit and sell the information or the product and also take reasonable care in relation to its publication. Social networking websites like Facebook.com, Myspace.net, Youtube.com and blogging sites like Twitter.com publishes its own in-house content and may also buy from other content providers or third parties or third parties uploading their own content on the website which acts as a platform provided by such service providers. Intermediaries being catalyst of third party information, data or message link may be held accountable for copyright violation, trademark contravention/dilution, privacy violations, obscenity, defamation, child pornography, spamming etc. Civil and criminal proceedings along with injunction to block/ remove the offending material can be initiated against the intermediaries. Section 79 of the IT Act, 2000 provides for exemption from liability of the intermediary in certain cases. When the intermediary performs the limited function of only access to the communication system or when it does not initiate the transmission or when it observes due diligence while discharging its duties, then the intermediary is exempt from any liability. 'Third party information' is meant to be any information dealt with by a network service provider in his capacity as an intermediary.

## **2.6 KNOWLEDGE GAINED**

The review of literature presented herein above has really enlightened this researcher on various aspects of SNS in relation to its use by the students all over the world. In India, use of SNS is relatively of recent origin. Therefore, it was necessary to have reference to the research papers which have been presented in the

international arena. By and large it is observed that SNS is certainly universally accepted as an aid to education also. It depends how the user makes its use. There are usages both positive and negative. There are some risks also involved in the use of SNS by the students. Therefore, this researcher is of the view that there is need to educate the students about the attendant risks and as to how to make best use of SNS for academic purposes. Here comes the role of the academic institutions.

## **2.7 RESEARCH GAP**

From the above research, it has been observed that, a comparison has been done for operating social networking sites from different demographics, i.e. from US University and Ecuador students. It has been shown by one of the author that there is a positive correlation between the tools utilized like microblogging and Google Docs and the language and literacy development among the schools in upper elementary and middle school. It has also covered the ways to channel students for educational development.

Research is also done to find out the execution of social media by using a policy for preparing tech savvy school students and how to overcome certain drawbacks of using social media. Theory of active learning is adopted to show the impact of social media on students of community college. The impact was positive as the users of Facebook group are more anxious and socially active. The author of this research has emphasized on use of social media which has been used by students in K-12 education for learning and developing skills. You tube was in great demand by these students as compared to Facebook and Twitter. Social networking sites are used for meeting new people, creating group of people, sharing common interests hence can get information about the person and his network. Since Educators require a specific understanding of TPACK (technological pedagogical and content knowledge). Three

examples of technology has been presented in a research that can be reprocessed for educational ends are micro blogging, visual search engines, and music DJ software. Various associations and social structure acknowledged within a Social Networking Site can support effective interaction between the educator and student. Social Networking sites can be used to form study groups, encourage research based projects and even facilitate with academic support for distance and campus based education.

In a study, Nursing Faculties are advised to use new technologies and to adopt innovative procedures that makes the session more interactive. It is found that evaluating by means of social networking could lead to ways to reducing mistakes as students develop communication habits, share knowledge, and are attentive to tasks because of others support during school, learn about drug calculations and NCLEX examination preparations. Further it was also analyzed that Social networking sites is not accepted to implement it as a knowledge tool. For implementing it behavioral, cultural and organizational concern need to be considered first as there was no surety the professional and personal life would mingle. Another research has investigated to find out on how students' academic performance has affected and to what degree it has for the undergraduate students from University of Jordan. The result depicts that there is a significant impact on students' academic performance per week of social networking site where as no differences found due to usage per day for the frequently used sites, age and academic achievement. The analysis of a study revealed that there is a significant negative relationship between the time spent on Facebook with overall GPA and time spent on Facebook is weakly associated to time spent preparing for class. Further through the analysis it is clear that Facebook usage in collection and sharing information is positively predictive of outcome variable and to socialize is negatively predictive. In a study German equivalent of Facebook, the study-related

knowledge exchange by means of StudiVZ is used. StudiVZ is mostly used for social interaction, like chatting with friends.

Use of SNS in India has recent origin and usage. With the introduction of 3-G and 4-G android compatible smart phones its usage by the student community is rapidly increasing. The previous study has shown a comparison gender wise usage of social networking sites, studies have also compared certain specific social networking sites usage among students. There have been researches conducted in few countries in the world mentioned in the literature review indicating the negative impact of using social networking sites on students and has indicated it as wastage of time. It is found in the previous research that the use of social networking sites most of the time done for communication, entertainment etc. There is no uniform system of educating the students about its use for academic purposes in management education. Social networking sites is never studied from the parameters of usage of SNS for sharing and enhancing knowledge specifically for students in their internship projects. Internship projects are undertaken by management students with industry interaction to gain complete research knowledge in their domain area. This thesis covers this important aspect of how management students can become professional using SNS for their research projects. All the above thesis, articles research papers focus on SNS, but no research has yet been conducted on management institutes- students and teachers. Further this research is conducted specifically in Pune city which again is a different area undertaken by the researcher.

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# **CHAPTER – III**

## **RESEARCH METHODOLOGY**

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### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

**3.1.1 Management Education :** In education stream, the most important system which assists the students for enhancement of their leadership quality which head to brilliant managers of future is none other than management education. Because of the feature of specialization, students are able to have effective interaction and communicate with required skills of people management which helps them to face the constant ever-changing nature of the corporate world. Moreover, it also helps in enhancing and improving the present skills of students and thus becomes an aid for shaping good managers. The primary concern for management education is in instilling the essential proficiency to build and maximize the ability of the student either as a manager or as an entrepreneur. This situation does not necessarily occur from just completing Management degree or diploma, but also by means of inculcating the determination and talent to put in for self-requirement and self-dependence for the building of a country.

**3.1.2 Social networking :** Social networking is fostered on the thought of how users know to network with each other. A global network is developed since a medium is provided for people to share. Currently, social networking sites are being used in a variety of domains such as political, economic and education and moreover it is also influencing our daily lives. It forms the major and effective means for communication among people worldwide. With this people can share their views, information which is useful and hence to add on knowledge, files, images and videos. Here the users can also create their own blogs and then send messages. One of the reasons for these networks to be called social is, because it helps in the

interaction between friends and colleagues and thus as a result bonding between them increases.

## **3.2 RESEARCH METHODOLOGY**

Research methodology is the methodical strategy/process for organizing, recognition of a particular issue, forming clusters of information, probing the collected clusters and to arrive at pointed conclusion. Furthermore, it is considered as a strategy that gathers the information and examined by undermining the steps in research. Availability of several parts of research procedure, the research sequence should be scanned as a range of an option. The outcome then will be arrived by evaluation of objective and interconnectedness of various options. This chapter has the fundamental objective to show aspects of research methodology applicable to this research keeping in mind the end goal to accomplish the researcher's objectives and justify the same.

## **3.3 STATEMENT OF PROBLEM**

With the development of information technology, the usage of social networking sites at an initial stage is simple and easy for students and faculty members of the management institutes. As the interest is developed gradually they spend more time on these sites and develop an addiction for it. Students start spending most of their time on these sites. If this situation is not controlled under proper administration, there could be a number of issues for privacy and security. This could even build some misconceptions of the reputation of the management institute. Students of management institutes/colleges should make more use of SNS in their academics, where they can share useful educational information; get updated with the current industry trends. These sites also help to continue relations as students or teachers move from one offline community to another. It may assist the same when students complete their education, with alumni maintaining their college email address and using some social networking site to stay in touch with the college community. Such alumni could help in terms of summer internships, jobs and other opportunities.

### **3.3 SIGNIFICANCE OF THE STUDY**

The usage of Social Networking Sites is being done for educational purposes to enrich the higher educational institutions in general and management colleges particularly in the Western world for quite a long time. The usage of social networking sites has recently started in our country in academics with reference to management institutes as it is not just being used as a mean of communication and entertainment. Since people have started using social networking sites recently with not even a decade passed, there are not many researches done on this in management institutes. Hence there should be studies done to find out the future progression, what type of precautions the users should adopt for their protection against any undesired situation and correspondingly stay tuned and updated with the innovations and knowledge to be acquired to excel in the corporate world.

Therefore it becomes noteworthy to perform a research on this topic for students and faculty members of management institute, and the result of this study will be constructive for further development using the social networking sites.

Using social networking sites help in storytelling, exchange of information leading to resource sharing, disseminating research and networking thereby helping in teaching and learning process, getting guidance from the experts for academic purpose especially for the student's internship projects and their placements too. These sites have the potential to support knowledge mobilization and research-based relationships. By using them the classroom work energizes the students to a global platform. By sharing information, it can help in promoting social honor of institutes, it makes sessions interactive and enables e-learning. Notifying students through groups thereby reducing the time and energy consumption of informing each student. It can help by organizing webinars in the institutes for the students, facilitating educators to progress with discerning research in their respective areas of interest. By having such activities broadcasted through the use of social networking sites, helps the institutes to promote their courses.

### **3.4 OBJECTIVES OF THE STUDY**

1. To study the usage of specific social networking sites among students.

2. To study the perception of students and faculty towards usage of social networking sites.
3. To study the effective utilization of social networking sites in academia among students and faculty.
4. To study the influence of social networking sites in promoting management courses.
5. To study the negative effects of social networking sites as perceived by students and faculty.

### **3.5 JUSTIFICATION OF OBJECTIVES**

**1. To study the usage of specific social networking sites among students.**

With the updating technology continuously, there are many new social networking sites that are coming up. Hence the researcher has taken some specific social networking sites for her study and wants to find out its usage in terms of time spent on those sites and the location of operating them.

**2. To study the perception of students and faculty towards usage of social networking sites.**

Social networking sites fall into different categories. As students and faculty are using these sites, the researcher is interested to know the purpose of operating these sites by them.

**3. To study the effective utilization of social networking sites in academia among students and faculty.**

Management education involves different methods of teaching. The researcher was keen to study the utilization of social networking sites in their academics.

**4. To study the influence of social networking sites in promoting management courses.**



Today is the digital age. All colleges/institutes are finding innovative methods for their admission every year. Therefore, social networking sites are also an innovative way to promote their courses.

**5. To study the negative effects of social networking sites as perceived by students and faculty.**

There are two sides of a coin; hence as there are new useful features provided by different social networking sites, there also exists negative effects which can harm the user.

### **3.6 HYPOTHESIS**

#### **Hypothesis 1**

**Research question:** Is there is significant difference in the students' usage of social networking sites with reference to location of use & time spent?

**Hypothesis statement:** There is a significant difference in the students' usage of social networking sites with reference to location of use and the time spent

#### **Hypothesis 2**

**Research question:** To study the purpose of using social networking sites among students.

**Hypothesis statement:** Students use social networking sites mainly for communicating with friends and meeting professionals

#### **Hypothesis 3**

**Research question:** To study how students use social networking sites in academia

**Hypothesis statement:** Social networking sites are a useful platform for students learning process

#### **Hypothesis 4**

**Research question:** To study the purpose of using social networking sites among faculty.

**Hypothesis statement:** Faculty use social networking sites for communicating with friends and educational purpose

#### **Hypothesis 5**

**Research question:** To study how faculty use social networking sites in academia

**Hypothesis statement:** Faculty utilize social networking sites for teaching – learning process

#### **Hypothesis 6**

**Research question:** Social networking sites influence in promoting management courses

**Hypothesis statement:** Social networking sites act as a strategic tool in the hands of management institutes to promote their courses

### **3.7 SCOPE OF THE STUDY**

The study undertaken covers management institutes from Savitribai Phule Pune University. To narrow down the scope of the study, the researcher has focused only on those management institutes who offer MBA course, and these institutes are AICTE accredited in Pune city. There are some institutes who have NAAC and NBA accreditation. A total of 10 management institutes were selected as given in the criteria specified in the sample size. The study focused on Social networking sites in academia in management institutes in Pune city. It covers the usage of social networking sites by management students and teachers as a learning process. It also focuses on promoting management courses by using social networking sites.

### **3.8 LIMITATIONS OF THE STUDY**

1. The researcher has restricted her study only with the AICTE approved management colleges/institutes offering MBA course only affiliated to Savitribai Phule Pune University.
2. The study has been restricted to identify representative sample Pune city only.
3. Also, the understanding of the questions of the questionnaire by the respondents might defer with the researcher's perception.
4. The findings are based on the responses received by the respondents and hence may not be generalized with reference to the universe of all students and teachers of various programmes offered by different institutions in India.

### **3.9 RESEARCH DESIGN**

It is ground for searching the process and methodology enabling the researcher to accumulate information, exploration of the same for the purpose of research. One of the broadly renowned research designs used are – first causal, second exploratory and final descriptive. Hence the researcher has used descriptive method to gather and perform analysis of data.

#### ***3.9.1 Type Of Research***

**Descriptive research:** This type of research employs statistical test, analytical procedure and includes sample size which are large. In this study the researcher used this method as it is quantitative in nature (use of graphs, histograms) etc. As mentioned, descriptive research is a fact finding and survey performing method of research with the idea of describing the association of variables (C.R. Kothari). Since the concept of social networking sites already exists and is not a new one, this research is categorized as descriptive.

The outcomes in the form of findings generated by this research are further utilized for making qualitative decisions. Hence this study, determines and explains the descriptive study carried out in order to determine and explain the functioning of the variables encompassing the respondents that are, the management students and teachers usage of online social networking sites.

**3.9.2 Research Instrument** It is a term that is used for a measurement device that could be a survey, questionnaire etc which is designed to obtain data.

**3.9.2.1 Reliability:** is the ability of scale to produce consistent results. A straight forward method, Test Retest is used for assessing the reliability of the research instrument. In this type of method confirmation is done on two different occasions using the same set of respondents by observing Phi, Cramer's and Spearmon values. Confirmation for reliability is done by using these two set of responses through their correlation. Interval scale variables are tested using Spearmon scale relation and categorical variables are tested using Phi and Cramer's V. The following table shows the Spearmon's relation and Phi Cramer's V

Table 3.1 Reliability

| <b>V(test)</b>                      | <b>V(retest)</b> | <b>Reliability method</b>     | <b>Reliability supported</b> |
|-------------------------------------|------------------|-------------------------------|------------------------------|
| Operate from home                   |                  | Phi=0.975, Cramer's V=0.975   | Supported                    |
| <b>V(test)</b>                      | <b>V(retest)</b> | <b>Reliability method</b>     | <b>Reliability supported</b> |
| Operate from café                   |                  | Phi=0.948<br>Cramer's V=0.948 | Supported                    |
| Operate from college                |                  | Phi=0.945<br>Cramer's V=0.945 | Supported                    |
| Operate from phone                  |                  | Phi=0.931<br>Cramer's V=0.931 | Supported                    |
| How often Facebook is used          |                  | Phi=0.931<br>Cramer's V=0.931 | Supported                    |
| Used for Communicating with friends |                  | Phi=1.191<br>Cramer's V=0.842 | Supported                    |

|   |                               |                              |
|---|-------------------------------|------------------------------|
| Used for Academic / Educational purpose                               | Phi=1.11<br>Cramer's V=0.791  | Supported                    |
| Used for Meeting with Professionals                                   | Phi=1.08<br>Cramer's V=0.764  | Supported                    |
| Used for Communicating with students/teachers                         | Phi=1.17<br>Cramer's V=0.832  | Supported                    |
| Used for Online shopping  | Phi=1.191<br>Cramer's V=0.842 | Supported                    |
| Institute allows use of SNS   | Phi=0.797<br>Cramer's V=0.797 | Supported                    |
| Institute conducted workshops for SNS/ICT                             | Phi=0.822<br>Cramer's V=0.822 | Supported                    |
| Did it include for academic purpose                                   | Phi=0.593<br>Cramer's V=0.593 | Supported                    |
| Institute conducted workshop on cyber crime/laws/information security | Phi=0.788<br>Cramer's V=0.788 | Supported                    |
| Wifi facility available   | Phi=0.801<br>Cramer's V=0.801 | Supported                    |
| Institute framed policy on using SNS                                  | Phi=0.799<br>Cramer's V=0.799 | Supported                    |
| Is SNS user friendly  | Phi=1.22, Cramer's V=0.864    | Supported                    |
| <b>V(test)                  V(retest)</b>                             | <b>Reliability method</b>     | <b>Reliability supported</b> |

|   |                               |           |
|---|-------------------------------|-----------|
| Any problems/threats faced  | Phi=1.12<br>Cramer's V=0.794  | Supported |
| Are you aware of IT act   | Phi=1.238<br>Cramer's V=0.875 | Supported |
| Are you aware of plagiarism   | Phi=1.235<br>Cramer's V=0.873 | Supported |
| Social networking sites (SNS) are helpful for summer internship projects or research work | Spearmon=0.969                | Supported |
| SNS helps in updating knowledge about the current trends in the market                    | Spearmon=0.983                | Supported |
| S.N. sites helps teachers in expressing themselves with students or teachers.             | Spearmon=0.974                | Supported |
| I am regularly interacting with my net-friends on various educational subjects            | Spearmon=0.977                | Supported |
| It helps me to discuss current topics relating to education                               | Spearmon=0.963                | Supported |
| helps in updating knowledge during syllabus change  | Spearmon=0.994                | Supported |
| to know expert for suggesting resource person for arranging guest lectures /seminars      | Spearmon=0.948                | Supported |
| Helps to prepare for online exam  | Spearmon=0.970                | Supported |
| Applications of SNS in education should be included in syllabus                           | Spearmon=0.984                | Supported |
| Helps in preparing class notes  | Spearmon=0.954                | Supported |

|   |                               |                              |
|---|-------------------------------|------------------------------|
| helps in preparing research articles  | Spearmon=0.977                | Supported                    |
| Use of SNS enhances online learning   | Spearmon=0.955                | Supported                    |
| helps to know professionals of my areas of interest   | Spearmon=0.962                | Supported                    |
| <b>V(test)                      V(retest)</b>   | <b>Reliability method</b>     | <b>Reliability supported</b> |
| SNS is used as a supplementary learning tool, is used for enhancing students sense of classroom community | Spearmon=0.949                | Supported                    |
| Using SNS allows to improve my creativity & output  | Spearmon=0.981                | Supported                    |
| Offensive/threatening   | Phi=1.974<br>Cramer's V=0.883 | Supported                    |
| Online fraud  | Phi=1.923<br>Cramer's V=0.860 | Supported                    |
| Allows me to share the openings with my friends   | Spearmon=0.980                | Supported                    |
| Shares links for practicing aptitude test   | Spearmon=0.970                | Supported                    |
| Share links for Demo tests for aptitude   | Spearmon=0.983                | Supported                    |
| Share links for Videos helping for preparation of interviews  | Spearmon=0.974                | Supported                    |
| Social networking Sites are useful for me in educational purpose.   | Spearmon=0.995                | Supported                    |
| I would very much like to learn as to usage of SN sites for educational purpose.                          | Spearmon=0.996                | Supported                    |

|   |                           |                              |
|---|---------------------------|------------------------------|
| I am aware of the various Govt. regulations, cyber laws   | Spearmon=0.993            | Supported                    |
| Management Institutes conduct special sessions on this vital aspect of govt. regulations dealing with SNS | Spearmon=0.992            | Supported                    |
| University should issue guidelines to the faculty and students of Mgt Institutes about the use of SNS     | Spearmon=0.993            | Supported                    |
| <b>V(test)                      V(retest)</b>   | <b>Reliability method</b> | <b>Reliability supported</b> |
| Our institution has taken adequate security measures to prevent misuse of SNS.                            | Spearmon=0.996            | Supported                    |
| Helpful for Research projects   | Spearmon=0.949            | Supported                    |
| Update knowledge for current trends in market   | Spearmon=0.944            | Supported                    |
| Helps expressing with teachers/students   | Spearmon=0.988            | Supported                    |
| Interacting with friends on educational subjects  | Spearmon=0.957            | Supported                    |
| Discuss current topics on education   | Spearmon=0.946            | Supported                    |
| Helps in updating knowledge during syllabus change  | Spearmon=0.927            | Supported                    |
| Get to know update tools for lecture preparation by sharing links   | Spearmon=0.948            | Supported                    |
| Get to know resource person for guest lectures/seminars   | Spearmon=0.974            | Supported                    |
| Helps to prepare questions for online exam  | Spearmon=0.951            | Supported                    |



|  |                                |                              |
|--|--------------------------------|------------------------------|
| Application of SNS in education should be included in syllabus | Spearmon=0.947                 | Supported                    |
| Helps in preparing class notes                                 | Spearmon=0.956                 | Supported                    |
| Helps in preparing research articles                           | Spearmon=0.975                 | Supported                    |
| Enhances online learning                                       | Spearmon=0.977                 | Supported                    |
| SNS to be used for developing/maintaining alumni               | Spearmon=0.973                 | Supported                    |
| Operate from home  | Phi=1.164, Cramer's V=0.823    | Supported                    |
| Operate from café  | Phi=0.528, Cramer's V=0.528    | Supported                    |
| Operate from phone   | Phi=0.977<br>Cramer's V=0.691  | Supported                    |
| How often using Facebook                                       | Phi=1.467, Cramer's V=0.656    | Supported                    |
| <b>V(test)                      V(retest)</b>                  | <b>Reliability method</b>      | <b>Reliability supported</b> |
| How often using Tweeter  | Phi=1.3397<br>Cramer's V=0.773 | Supported                    |
| How often using Bharat Student                                 | Phi=1.475<br>Cramer's V=0.737  | Supported                    |
| How often using Researchgate                                   | Phi=1.516<br>Cramer's V=0.875  | Supported                    |
| How often using Googleplus                                     | Phi=1.484<br>Cramer's V=0.742  | Supported                    |
| How often using LinkedIn                                       | Phi=1.819<br>Cramer's V=0.814  | Supported                    |

|   |                               |                              |
|---|-------------------------------|------------------------------|
| How often using Classroom 2.0             | Phi=1.414<br>Cramer's V=0.707 | Supported                    |
| How often using Academia.edu              | Phi=1.629<br>Cramer's V=0.814 | Supported                    |
| How often using edWed                     | Phi=1.360<br>Cramer's V=0.680 | Supported                    |
| How often using ePals                     | Phi=1.190<br>Cramer's V=0.687 | Supported                    |
| How often using Twiducate                 | Phi=1.667<br>Cramer's V=0.834 | Supported                    |
| How often using shiksha.com               | Phi=1.687<br>Cramer's V=0.844 | Supported                    |
| How often using live@edu                  | Phi=1.635<br>Cramer's V=0.817 | Supported                    |
| How often using Educause                  | Phi=1.483<br>Cramer's V=0.741 | Supported                    |
| How often using Youtube                   | Phi=1.732<br>Cramer's V=0.866 | Supported                    |
| How often using Pintrest                  | Phi=1.602<br>Cramer's V=0.925 | Supported                    |
| Communicating with friends                | Phi=1.670, Cramer's V=0.964   | Supported                    |
| <b>V(test)                  V(retest)</b> | <b>Reliability method</b>     | <b>Reliability supported</b> |

|                                      |                               |           |
|--------------------------------------|-------------------------------|-----------|
| Academic / Educational purpose       | Phi=1.785<br>Cramer's V=0.893 | Supported |
| Communicating with students          | Phi=1.644<br>Cramer's V=0.822 | Supported |
| Online shopping                      | Phi=1.370<br>Cramer's V=0.791 | Supported |
| Meeting with Professionals           | Phi=1.306<br>Cramer's V=0.754 | Supported |
| Institute allows use of SNS          | Phi=0.894<br>Cramer's V=0.894 | Supported |
| Teachers imparted training           | Phi=1.108<br>Cramer's V=0.783 | Supported |
| User friendly for teachers           | Phi=0.697<br>Cramer's V=0.697 | Supported |
| Wifi facility available              | Phi=0.542<br>Cramer's V=0.542 | Supported |
| Institute framed policy on using SNS | Phi=0.644<br>Cramer's V=0.644 | Supported |
| Creation of false profile            | Phi=1.507<br>Cramer's V=0.753 | Supported |
| Offensive/threatening                | Phi=1.527<br>Cramer's V=0.764 | Supported |
| Promotion of illegal/immoral conduct | Phi=1.599                     | Supported |

|  |                               |                              |
|--|-------------------------------|------------------------------|
|  | Cramer's V=0.800              |                              |
| Waste of time  | Phi=1.465<br>Cramer's V=0.732 | Supported                    |
| Virus/Trojan   | Phi=1.485<br>Cramer's V=0.743 | Supported                    |
| Cyber bullying   | Phi=1.617<br>Cramer's V=0.808 | Supported                    |
| Institute has a Placement cell   | Phi=0.725, Cramer's V=0.725   | Supported                    |
| <b>V(test)                      V(retest)</b>                                    | <b>Reliability method</b>     | <b>Reliability supported</b> |
| Is SNS used for placement  | Phi=0.727, Cramer's V=0.727   | Supported                    |
| Alumni help in placement   | Spearmon=0.961                | Supported                    |
| Alumni help students to identify new projects/areas                              | Spearmon=0.966                | Supported                    |
| Inform about openings  | Spearmon=0.968                | Supported                    |
| share links to Guide students for aptitude                                       | Spearmon=0.964                | Supported                    |
| share links to Show videos for preparation of interview                          | Spearmon=0.963                | Supported                    |
| SNS can be used for advertisement of various activities of management institutes | Spearmon=0.966                | Supported                    |
| SNS is a faster & economic media to publicize management institute               | Spearmon=0.971                | Supported                    |
| Account on SNS ?   | Phi=0.542<br>Cramer's V=0.542 | Supported                    |

|  |                               |           |
|--|-------------------------------|-----------|
| Do you post announcements of institute's event   | Phi=0.742<br>Cramer's V=0.525 | Supported |
| Is SNS used for admission?                       | Phi=0.546<br>Cramer's V=0.546 | Supported |
| What % of admissions done through SNS            | Phi=0.546<br>Cramer's V=0.546 | Supported |
| One should be aware of govt rules                | Spearmon=0.973                | Supported |
| Institute should schedule sessions for awareness | Spearmon=0.975                | Supported |

Spearmon correlation coefficient value of 0.9 and above indicates reliability whereas Phi and Cramer's V value 0.5 and above from categorical variables indicate reliability variables.

It is observed from the mentioned table all variables possess score that are beyond the threshold value for testing their reliability. For this reason reliability is supported.

### 3.10 METHODS OF DATA COLLECTION

Following are the techniques of collecting primary and secondary data.

#### 3.10.1 Primary data

Following sources of primary data collection has been used:

1. Interview with some students and teachers
2. Observation :the researcher has observed some students for some duration while operating on social networking sites.
3. Questionnaires : keeping in view the objectives of the study, structured questionnaire was prepared to get responses from the sample unit. The questions framed mostly are close ended. Some questions are open ended to get the opinion from the respondents. The researcher has used nominal and ordinal scale of measurement. In nominal scale of measurement two options Yes/No is used and for ordinal scale of measurement the

researcher has used disagree - agree five point Likert scaling, (Strongly disagree, disagree, neutral, agree and strongly agree.)

### **3.10.2 Secondary data**

The available data has been accessed using the following:

1. Earlier research in this area
2. Books
3. Journal and magazines
4. Internet
5. Publication
6. Websites

## **3.11 SAMPLING**

### **Sampling method**

**Stratified random sampling :** The researcher has divided the 10 selected management institutes into two stratas based on the year of establishment. The first strata include management institutes who were established before 2005 and the second strata include those management institutes who are established after the year 2005.

**3.11.1 Sampling frame:** The sampling frame in this study is the students and teachers of the management institutes offering management courses approved by Savitribai Phule Pune University.

### **3.11.2 Area of study**

The sample was identified and selected from management courses offered by Savitribai Phule Pune University in Pune city. SP Pune University offers different management courses, to name a few are MBA, MCM, MPM, MCA, BHMCT, PGDBM etc. The researcher has selected MBA course from the available courses as the area of study.

**3.11.3 Sample Unit:** to pursue the objective of this study that is to study the factors that drive the use of SNS for teaching-learning, communication process through summer internship projects, placements, research hence students and teachers of MBA colleges

affiliated by Savitribai Phule Pune University and accredited by ACITE in Pune City are taken as sample unit.

#### **3.11.4 Population of the study**

27 management institutes affiliated to Savitribai Phule Pune University and accredited by AICTE under Pune City formed the population for this study.

#### **3.11.5 Sample size computation**

There are 27 management institutes that are affiliated to Savitribai Phule Pune University and accredited by AICTE in Pune city offering MBA course. To select the appropriate portion from the population for sample approximately 35% of the institutes were randomly chosen for selection of sample elements. Hence 10 institutes were covered under the study based on the stratified sampling. These 10 institutes belonged to 2 stratas viz. those established before the year 2005 and the second who are established after the year 2005. The selection of these 10 institutes were also based on the criteria consistency in admissions every year and readiness of respondents to answer. Hence there were 6 management institutes from the first strata and 4 management institutes from the second strata. These institutes are also categorized as best performing management institutes as some of them have NAAC as well as NBA accreditation, while some have received the best management institute awarded by World Management Congress in 2009. These institutes are also having a good track of admissions.

Sample size of 325 student respondents was determined using sample size determination using mean method. Following discussion provides explanation and justification of sample size determination. These 325 respondents were picked up in equal proportion from each of the 10 institutes, Thus 32 respondents each from 10 institutes.

Sample size = 325 students of 10 management institutes in Pune city.

##### **3.11.5.1 Sample Size Determination Using Mean Method**

5-point measurement scale is used for measuring the variables in the study

# **Chapter IV**

## **ANALYSIS, INTERPRETATION OF DATA AND TESTING OF HYPOTHESIS**



## Chapter IV

### ANALYSIS AND INTERPRETATION OF DATA, TESTING OF HYPOTHESES

After collecting data from the student and faculty respondents, it is further analyzed using different statistical techniques with the help of Statistical Package for Social Sciences (SPSS) software

#### 4.1 DATA ANALYSIS FOR STUDENT RESPONDENTS

##### 4.1.1 “Whether using smart phone and using social networking sites?”

Respondents were asked to comment on whether they have a smart phone using two response options 1-Yes, 2-No. Further they were asked to tell whether they were using Social networking sites using two response options 1-Yes, 2-No.

Frequency Distribution Table 4.1.1

| Variable                         | Response option | Frequency | Percentage |
|----------------------------------|-----------------|-----------|------------|
| Smart phone                      | Yes             | 265       | 81.5       |
|                                  | No              | 60        | 18.5       |
|                                  | Total           | 325       | 100.0      |
| Using Social<br>Networking Sites | Yes             | 269       | 82.8       |
|                                  | No              | 56        | 17.2       |
|                                  | Total           | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

#### Interpretation

Smart phone: Out of 325 respondents 81.5% have a smart phone and 18.5% do not have a smart phone. Hence majority of respondents use a smart phone. Out of 325 respondents 82.8% are using Social Networking Sites. Hence majority of respondents are using Social Networking Sites.

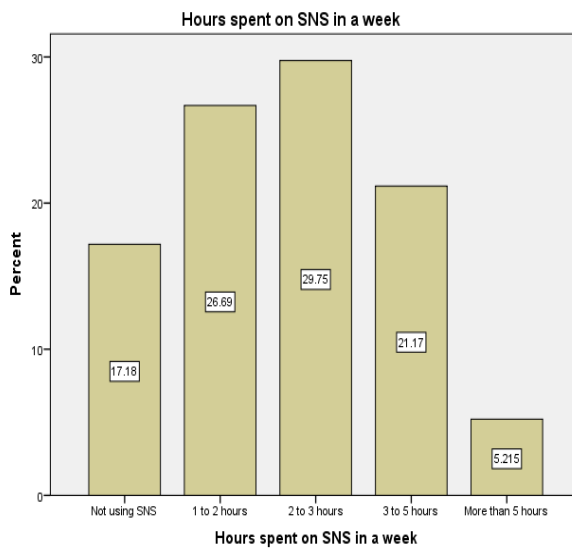
#### 4.1.2“Number of hours spent in week on Social Networking Sites”

Respondents were asked to comment on hours spent on Social Networking Sites in a week using five response options 0-Not using Social Networking Sites, 1for 1-2 hours, 2 for 2-3 hours, 3 for 3-5 hours 4 for more than 5 hours in a week.

Frequency Distribution Table 4.1.2

| Variable              | Response option                   | Frequency | Percentage |
|-----------------------|-----------------------------------|-----------|------------|
| Hours spent in a week | Not using Social Networking Sites | 56        | 17.2       |
|                       | 1-2 Hours                         | 87        | 26.8       |
|                       | 2- 3 Hours                        | 97        | 29.8       |
|                       | 3-5 Hours                         | 69        | 21.2       |
|                       | More than 5 hours                 | 16        | 4.9        |
|                       | Total                             | 325       | 100.0      |

Source: Field Survey and Compiled from primary data



Graph 4.1. 1

#### Interpretation

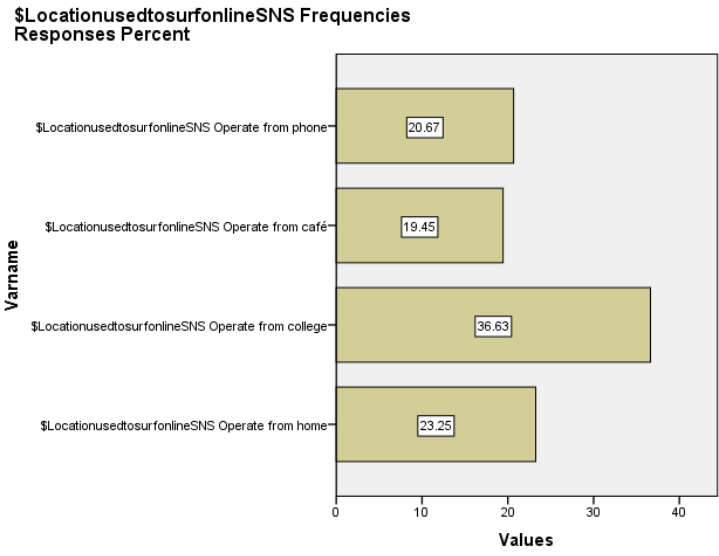
Out of 325 respondents 26.8% are using Social Networking Sites for 1 -2 hours, 29.8% are using them for 2-3 hours, 21.2% use it for 3-5 hours and 4.9% use them for more than 5 hours. Hence majority of respondents use Social Networking Sites for 2-3 hours in a week.

#### 4.1.3 “Location to operate (browse) Online Social Networking sites.”

Respondents were asked to comment on location to operating Online Social Networking sites. They were offered four options

a. Home      b. College      c. Cyber Café      d. Phone

Further they were asked to choose as many options as applicable. Since the question was a multiple response question and data were analyzed using multiple response analysis in IBM SPSS 21



Frequency Distribution Table 4.1.3

| Variable   | Response option         | Responses |         |
|--|-------------------------|-----------|---------|
|  |                         | N         | Percent |
| Location to surf (operate) social networking sites | Operate from home       | 153       | 23.3    |
|  | Operate from college    | 240       | 36.5    |
|  | Operate from cyber café | 128       | 19.5    |
|  | Operate from phone      | 136       | 20.7    |
|  | Total                   | 657       | 100.0   |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Out of 657 Yes responses,  
 23.3% accounted for operating Social Networking Sites from home.  
 36.5% accounted for operating Social Networking Sites from college  
 19.5% accounted for operating Social Networking Sites from cyber café  
 20.7% accounted for operating Social Networking Sites from phone.

Hence it can be concluded that majority of respondents preferred to operate Social Networking Sites from college.

#### 4.1.4 “How often the following Online Social Networking sites are used by students?”

Respondents were asked to comment on how often the following Online Social Networking sites are used. They were offered seventeen response options Facebook,, Tweeter, Bharat Student, Yahoo I Pulse, Google plus, LinkedIn, Classroom 2.0, Ning, Academia.edu, ed Web, ePals, Twiducate, Shiksha.com, live@edu, Educause, You tube, Pintrest. Further they were asked to choose as many as response option as applicable and each option was given with further options for duration as less two hours a day, two to three hours a day, three to six hours per day, more than six hours a day, once in a week, once in a month, rarely and never. Hence the question was a multiple response question.

Frequency Distribution Table 4.1.4

|                | < 2 hours a day |      | 2-3 hours a day |      | 3-6 hours per day |     | > 6 hours a day |     | Once in a week |      | Once in a month |      | Rarely |      | Never |      | Total |
|----------------|-----------------|------|-----------------|------|-------------------|-----|-----------------|-----|----------------|------|-----------------|------|--------|------|-------|------|-------|
|                | F               | P    | F               | P    | F                 | P   | F               | P   | F              | P    | F               | P    | F      | P    | F     | P    |       |
| Facebook       | 77              | 23.7 | 87              | 26.8 | 0                 | 0.0 | 0               | 0.0 | 15             | 4.6  | 34              | 10.5 | 15     | 4.6  | 46    | 14.2 | 100.0 |
| Tweeter        | 51              | 15.7 | 6               | 1.8  | 0                 | 0.0 | 0               | 0.0 | 35             | 10.8 | 64              | 19.7 | 41     | 12.6 | 77    | 23.7 | 100.0 |
| Bharat Student | 60              | 18.5 | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 18             | 5.5  | 73              | 22.5 | 64     | 19.7 | 59    | 18.2 | 100.0 |
| Yahoo I Pulse  | 10              | 3.7  | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 26             | 8.0  | 47              | 14.5 | 45     | 13.8 | 146   | 44.9 | 100.0 |
| Google plus    | 77              | 23.7 | 87              | 26.8 | 0                 | 0.0 | 0               | 0.0 | 15             | 4.6  | 34              | 10.5 | 15     | 4.6  | 46    | 14.2 | 100.0 |
| LinkedIn       | 77              | 23.7 | 87              | 26.8 | 0                 | 0.0 | 0               | 0.0 | 15             | 4.6  | 27              | 8.3  | 15     | 4.6  | 53    | 16.3 | 100.0 |
| Classroom 2.0  | 14              | 4.3  | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 11             | 3.4  | 57              | 17.5 | 69     | 21.2 | 123   | 25.5 | 100.0 |
| Ning           | 11              | 3.3  | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 18             | 5.5  | 63              | 19.4 | 91     | 28.0 | 91    | 28.0 | 100.0 |

|              |    |      |    |      |   |     |   |     |    |     |    |      |     |      |     |      |       |
|--------------|----|------|----|------|---|-----|---|-----|----|-----|----|------|-----|------|-----|------|-------|
| Academia.edu | 42 | 12.9 | 0  | 0.0  | 0 | 0.0 | 0 | 0.0 | 18 | 5.5 | 59 | 18.2 | 63  | 19.4 | 92  | 28.3 | 100.0 |
| ed Web       | 13 | 4.0  | 0  | 0.0  | 0 | 0.0 | 0 | 0.0 | 12 | 3.7 | 58 | 17.8 | 80  | 24.6 | 111 | 34.1 | 100.0 |
| ePals        | 12 | 3.6  | 0  | 0.0  | 0 | 0.0 | 0 | 0.0 | 18 | 5.5 | 57 | 17.5 | 69  | 21.2 | 118 | 36.3 | 100.0 |
| Twiducate    | 8  | 2.4  | 0  | 0.0  | 0 | 0.0 | 0 | 0.0 | 5  | 1.5 | 70 | 21.5 | 69  | 21.2 | 122 | 37.5 | 100.0 |
| Shiksha.com  | 68 | 20.9 | 34 | 10.5 | 0 | 0.0 | 0 | 0.0 | 6  | 1.8 | 29 | 8.9  | 36  | 11.1 | 101 | 31.1 | 100.0 |
| live@edu     | 14 | 4.3  | 0  | 0.0  | 0 | 0.0 | 0 | 0.0 | 0  | 0.0 | 46 | 14.2 | 117 | 36.0 | 101 | 31.0 | 100.0 |
| Educause     | 12 | 3.6  | 0  | 0.0  | 0 | 0.0 | 0 | 0.0 | 7  | 2.2 | 39 | 12.0 | 113 | 34.8 | 103 | 31.6 | 100.0 |
| You tube     | 77 | 23.7 | 80 | 24.6 | 0 | 0.0 | 0 | 0.0 | 15 | .6  | 34 | 10.5 | 22  | 6.8  | 46  | 14.2 | 100.0 |
| Pintrest     | 21 | 6.5  | 12 | 3.7  | 0 | 0.0 | 0 | 0.0 | 19 | 5.8 | 48 | 14.8 | 105 | 32.3 | 69  | 21.2 | 100.0 |

Source: Field Survey and Compiled from primary data

\*Note : F : Frequency, P : Percentage

### Interpretation.

From the above table it can be seen that for 325 respondents the following observations are made:

Facebook: 23.7% of respondents use Facebook for less than two hours, 26.8% of respondents use this site for two to three hours, 4.6% of respondents use it once in a week, 10.5% of respondents use it once in a month, 4.6% of respondents use it rarely and 14.2% of respondents do not use it.

Tweeter: 15.7% of respondents use Tweeter for less than two hours, 1.8% of respondents use this site for two to three hours, 10.8% of respondents use it for once in a week, 19.7% of respondents use for once in a month, 12.6% of respondents use it rarely and 23.7% of respondents do not use it.

Bharat student: 18.5% of respondents uses Bharat student for less than two hours, 5.5% of respondents use this site once in a week, 22.5% of respondents use it for once in a month, 19.7% of respondents use it rarely and, 18.2% of respondents do not use it.

Yahoo I pulse: 3.7% of respondents use Yahoo I pulse for less than two hours, 8.0% of respondents use this site once in a week, 14.5% of respondents use for once in a month, 13.8% of respondents use it rarely and, 44.9% of respondents do not use it.

Google plus : 23.7% of respondents use Google plus for less than two hours, 26.8% of respondents use this site for two to three hours, 4.6% of respondents use it once in a week, 10.5% of respondents use it for once in a month, 4.6% of respondents use it rarely and 14.2% of respondents do not use it.

LinkedIn: 23.7% of respondents use LinkedIn for less than two hours, 26.8% of respondents use this site for two – three hours, 4.6% of respondents use it once in a week, 8.3% of respondents use it once in a month, 4.6% of respondents use it rarely and, 16.3% of respondents do not use it.

Classroom 2.0: 4.3% of respondents use Classroom 2.0 for less than two hours, 3.4% of respondents use this site once in a week, 17.5% of respondents use it for once in a month, 21.2% of respondents use it rarely and, 25.5% of respondents do not use it.

Ning :3.3% of respondents use Ningfor less than two hours,5.5% of respondents use this site once in a week,19.4% of respondents use it once in a month, 28.0% of respondents use it rarely and, 28.0% of respondents do not use it.

Academia.edu:12.9% of respondents use Academia.edu for less than two hours, 5.5% of respondents use this site once in a week, 18.2% of respondents use it for once in a month and, 19.4% of respondents use it rarely and 28.3% of respondents do not use it.

edWeb: 4% of respondents used edWeb for less than two hours, 3.7% of respondents use this site once in a week, 17.8% of respondents use for once in a month, 24.6% of respondents use it rarely and, 34.1% of respondents do not use it.

ePals :3.6% of respondents use ePals for less than two hours a day, 5.5% of respondents use this site once in a week, 17.5% of respondents use it for once in a month, 21.2% of respondents use it rarely and, 36.3% of respondents do not use it.

Twiducate:2.4% of respondents use Twiducate for less than two hours, 1.5% of respondents use this site once in a week, 21.5% of respondents use this for once in a month, 21.2% of respondents use it rarely and, 37.5% of respondents do not use it.

Shiksha.com : 20.9% of respondents use Shiksha.com for less than two hours, 10.5% of respondents use this site two to three hours, 1.8% of respondents use this once in a week, 8.9 of respondents use it for once in a month, 11.1% of respondents use it rarely and, 31.1% of respondents do not use it.

live@edu: 4.3% of respondents use live@edu for less than two hours, 14.2% of respondents use this site for once in a month, 36.0% of respondents use it rarely and, 31.0% of respondents do not use it.

Educause: 3.6% of respondents use Educause for less than two hours, 2.2% of respondents use this site once in a week, 12.0% of respondents use for once in a month, 34.8% of respondents use it rarely and, 31.6% of respondents do not use it.

You tube: 23.7% of respondents use You tube for less than two hours, 24.6% of respondents use this site for two to three hours, 4.6 % of respondents use it once in a week, 10.5% of respondents use it for once in a month, 6.8% of respondents use it rarely and 14.2% of respondents do not use it.

Pintrest: 6.5% of respondents use Pintrest for less than two hours, 3.7% of respondents use this site for two to three hours, 5.8% of respondents use it for once in a week, 14.8% of respondents use for once in a month, 32.3% of respondents use it rarely and 21.2% of respondents do not use it.

#### **4.1.5“Reasons for using Social Networking Sites”**

Respondents were asked to comment on reason to operate Online Social Networking sites. They were offered five options

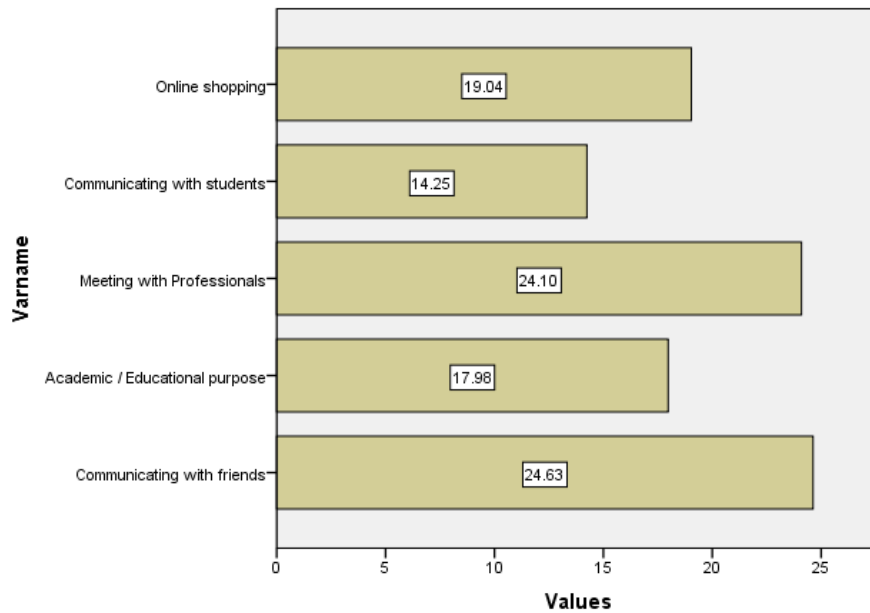
- a. Communicating with friends
- b. Academic/educational purpose
- c. Meeting with professionals in my area of specialization
- d. Communicating with students/teachers
- e. Online shopping

Further they were asked to choose as many options as applicable. Since the question was a multiple response question and data were analyzed using multiple response analysis option in IBM SPSS 21.

Frequency Distribution Table 4.1.5

| Variable                                  | Response option   | Responses |         |
|---|---|-----------|---------|
|   |   | N         | Percent |
| Reasons for using Social Networking Sites | Communicating with friends                              | 184       | 24.7    |
|   | Academic/educational purpose                            | 134       | 18.0    |
|   | Meeting with professionals in my area of specialization | 180       | 24.1    |
|   | Communicating with students/teachers                    | 106       | 14.2    |
|   | Online shopping   | 142       | 19.0    |
|   | Total   | 746       | 100.0   |

Source: Field Survey and Compiled from primary data



Graph 4.1.3



**Interpretation:**

Out of 746 Yes responses,

24.7% accounted for Social Networking Sites is used for communicating with friends.

18% accounted for Social Networking Sites is used for academic/educational purpose.

24.1% accounted for Social Networking Sites is used meeting with professionals in my area of specialization.

14.2% accounted for Social Networking Sites is used communicating with students/teachers.

19.0% accounted for Social Networking Sites is used for online shopping.

Hence it can be concluded that majority of respondents use Social Networking Sites for communicating with friends.

**4.1.6 “Facilities provided by the college/institute”**

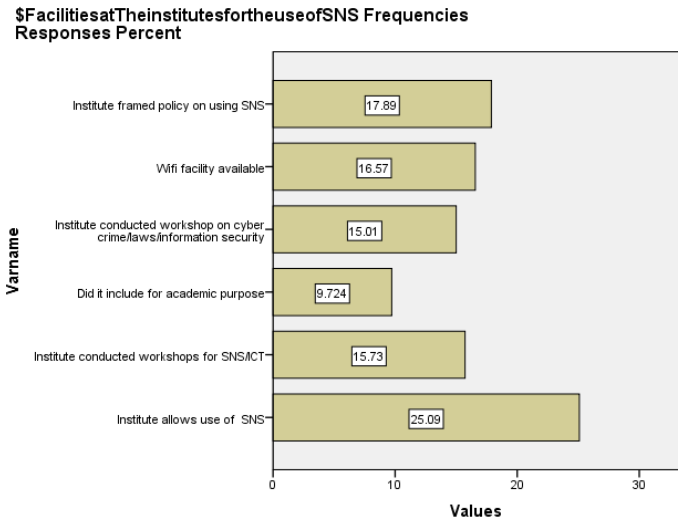
Respondents were asked to comment on facilities provided by the college. They were offered six response options – does the institute allow the usage of Social Networking Sites, has the college/institute conducted workshop for Social Networking Sites/ICT ,did the workshop include topics for educational use/academic use, has the institute conducted workshop on cyber crime/cyber law or information security ,is Wifi facility available and has the college/institute framed a policy on using Social Networking Sites. They were asked to choose any two response options 1-Yes and 2-No.

Frequency Distribution Table 4.1.6

| Variable   | Response option | Frequency | Percentage |
|--|-----------------|-----------|------------|
| Institute offer use of Social Networking Sites                       | Yes             | 234       | 72.0       |
|  | No              | 91        | 28.0       |
|  | Total           | 325       | 100.0      |
| College/Institute conducted workshop for Social Networking Sites/ICT | Yes             | 152       | 46.8       |
|  | No              | 173       | 53.2       |
|  | Total           | 325       | 100.0      |
| Does the workshop include for academic                               | Yes             | 101       | 31.1       |
|  | No              | 224       | 68.9       |

|   |       |     |       |
|---|-------|-----|-------|
| purpose   | Total | 325 | 100.0 |
| College/Institute conducted workshop on cyber crime/laws/information security | Yes   | 160 | 49.2  |
|   | No    | 165 | 50.8  |
|   | Total | 325 | 100.0 |
| Wifi facility available   | Yes   | 156 | 47.7  |
|   | No    | 170 | 52.3  |
|   | Total | 325 | 100.0 |
| Institute framed policy on using Social Networking Sites                      | Yes   | 172 | 52.9  |
|   | No    | 153 | 47.1  |
|   | Total | 325 | 100.0 |

Source: Field Survey and Compiled from primary data



Graph 4.1.4

**Interpretation:** From the above table it can be seen that, for 325 respondents following observations are made:

College/Institute allows using Social Networking Sites: 72.0% of respondents are allowed to use Social Networking Sites in college/institute. 28.0% of respondents are not allowed by the college to use Social Networking Sites.

College/Institute conducted workshop for Social Networking Sites/ICT: 46.8% of respondents say that college/institute have conducted workshop for Social Networking Sites/ICT, while 53.2% of respondents have not conducted.

Does the workshop include academic purpose: 31.1%of respondents say that the workshop conducted has included for academic purpose while 68.9% of respondents say the workshop did not include an academic purpose.

Institute conducted workshop on cyber crime/laws/information security: 49.2% of respondents say college conducted workshop on cyber crime/information security and 50.8% of respondents say it did not conduct this workshop.

Wifi facility:47.7.8% of respondents have agreed for Wifi facility from college, while 52.3% of respondents have not agreed to the Wifi facility.

Institute framed policy on using Social Networking Sites :52.9% of respondents have framed policy on using Social Networking Sites, while 47.1% of respondents from colleges have not framed it.

#### **4.1.7 “Awareness & operating Social Networking Sites”**

Respondents were asked to tell whether Social Networking Sites is user friendly for them. Further it was asked, have they faced any problems / threats in using Social Networking Sites, then they were asked to comment on awareness of IT Act and further are they aware of plagiarism. All of these questions were provided with two response options, 1- Yes and 2-No.

**Frequency Distribution Table 4.1.7**

| Variable      | Response option | Frequency | Percentage |
|---------------|-----------------|-----------|------------|
| User friendly | Missing         | 51        | 15.7       |
|               | Yes             | 208       | 64.0       |
|               | No              | 66        | 20.3       |

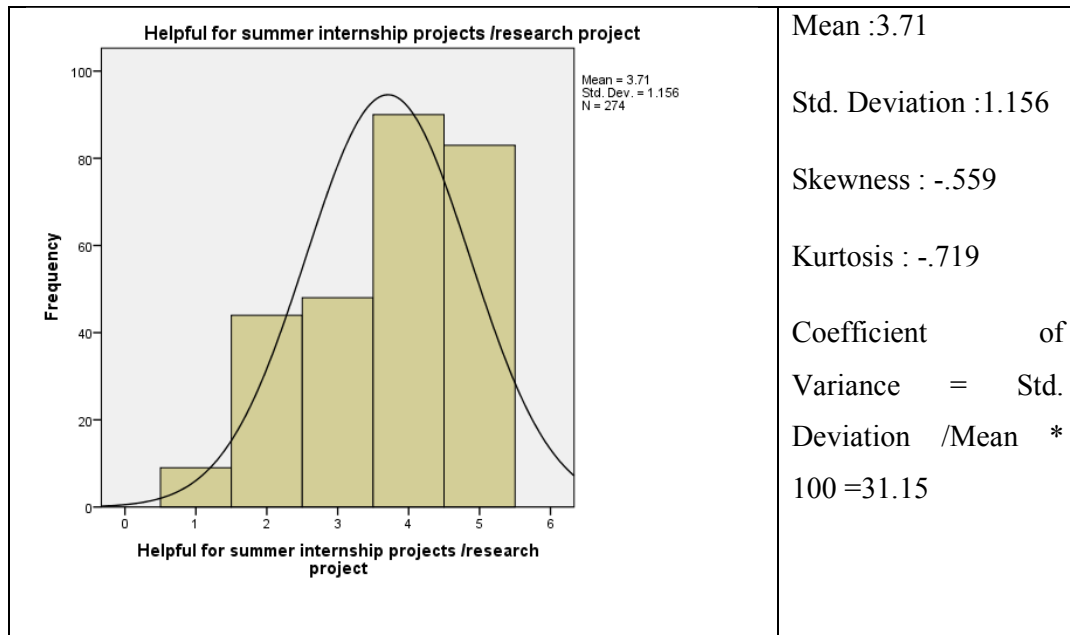
|   |         |     |       |
|---|---------|-----|-------|
|   | Total   | 325 | 100.0 |
| Any problems/threats in using Social Networking Sites | Missing | 51  | 15.7  |
|   | Yes     | 54  | 16.6  |
|   | No      | 220 | 67.7  |
|   | Total   | 325 | 100.0 |
| Awareness of IT Act                                   | Missing | 51  | 15.7  |
|   | Yes     | 152 | 46.8  |
|   | No      | 122 | 37.5  |
|   | Total   | 325 | 100.0 |
| Awareness of plagiarism                               | Missing | 51  | 15.7  |
|   | Yes     | 152 | 46.8  |
|   | No      | 122 | 37.5  |
|   | Total   | 325 | 100.0 |

Source: Field Survey and Compiled from primary data

**Interpretation:** From the above table it can be seen that, for 325 respondents, 64% of respondents say that Social Networking Sites is user friendly, 16.6% of respondents agreed to face problems /threats in using Social Networking Sites, further 46.8% of respondents are aware of IT Act and 46.8% respondents are aware of plagiarism.

#### **4.1.8“Social networking Sites are helpful for summer internship project/research projects”**

Respondents were asked to comment on whether Social Networking Sites are helpful for summer internship/ research projects. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Mean :3.71  
 Std. Deviation :1.156  
 Skewness : -.559  
 Kurtosis : -.719  
 Coefficient of Variance = Std. Deviation /Mean \* 100 =31.15

Frequency Distribution Table 4.1.8

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Social Networking Sites are helpful for summer internship project/research projects | Missing                    | 51        | 15.7       |
|   | Strongly Disagree          | 9         | 2.8        |
|   | Disagree                   | 44        | 13.5       |
|   | Neither Agree nor Disagree | 48        | 14.8       |
|   | Agree                      | 90        | 27.7       |
|   | Strongly Agree             | 83        | 25.5       |
|   | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation :**

Since Coefficient of Variance is less than 33% Mean is representative value.

Skewness : -.559 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right

Kurtosis :-.719 Since it is a negative value the curve is short and flat.

Skewness and Kurtosis values further confirm the meaningfulness of Mean

From the Frequency distribution it can be seen that

2.8% respondents Strongly Disagree to Social Networking Sites are helpful for summer internship project/research projects

13.5% respondents Disagree to Social Networking Sites are helpful for summer internship project/research projects

14.8% respondents Neither Agree nor Disagree to Social Networking Sites are helpful for summer internship project/research projects

27.7% respondents Agree to Social Networking Sites are helpful for summer internship project/research projects

25.5% respondents Strongly Agree to Social Networking Sites are helpful for summer internship project/research projects

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites are helpful for Research Projects.

#### **4.1.9 “Useful in updating knowledge for current trends in market”**

Respondents were asked to comment on whether Social Networking Sites are useful in updating knowledge for current trends in market. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Mean : 3.43

Std. Deviation : 1.239

Skewness : -.569

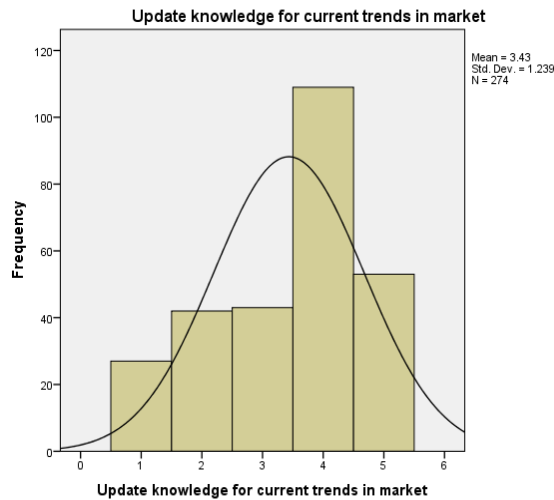
Kurtosis :-.721

Coefficient of Variance = Std. Deviation /Mean \* 100 =36.12

Frequency Distribution Table 4.1.9

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Useful in updating knowledge for current trends in market | Missing                    | 51        | 15.7       |
|   | Strongly Disagree          | 27        | 8.3        |
|   | Disagree                   | 42        | 12.9       |
|   | Neither Agree nor Disagree | 43        | 13.2       |
|   | Agree                      | 109       | 33.5       |
|   | Strongly Agree             | 53        | 16.3       |
|   | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data



**Interpretation :**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

8.3% respondents Strongly Disagree that Social Networking Sites is useful in updating knowledge for current trends in market

12.9% respondents Disagree that Social Networking Sites is useful in updating knowledge for current trends in market

13.2% respondents Neither Agree nor Disagree for Social Networking Sites is useful to update knowledge for current trends in market

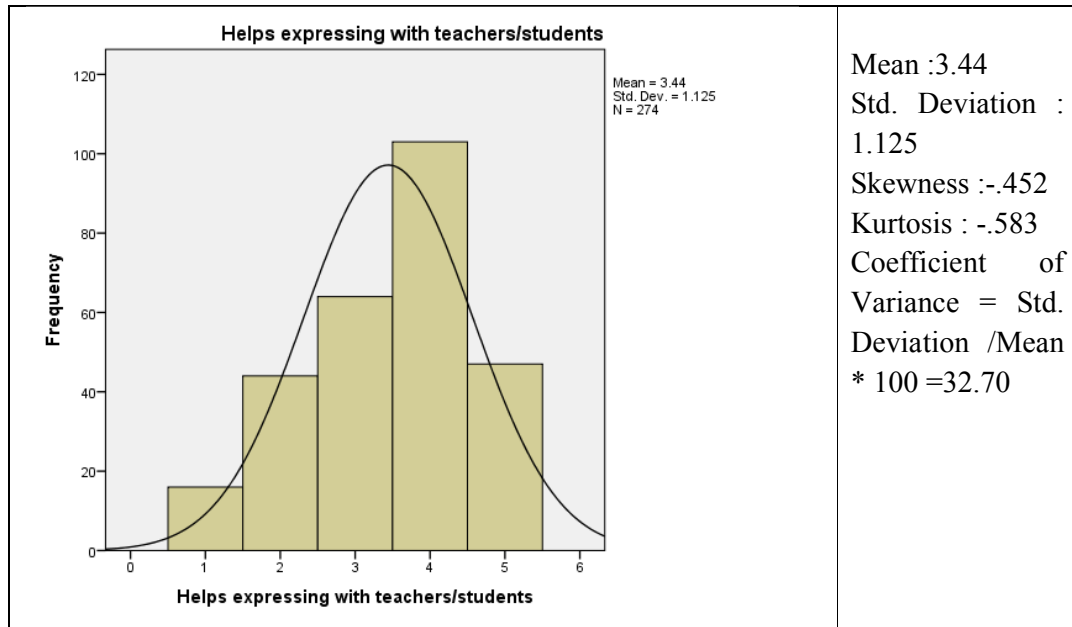
33.5% respondents Agree for Social Networking Sites is useful in updating knowledge for current trends in market

16.3% respondents Strongly Agree for Social Networking Sites is useful in updating knowledge for current trends in market

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites is used for Updating knowledge for current trends in market

**4.1.10 “Helps expressing with teachers/students”**

Respondents were asked to comment on whether Social Networking Sites helps in expressing with teachers/students. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.10: Source: Field Survey and Compiled from primary data



| Variable                                | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Helps expressing with teachers/students | Missing                    | 51        | 15.7       |
|   | Strongly Disagree          | 16        | 4.9        |
|   | Disagree                   | 44        | 13.5       |
|   | Neither Agree nor Disagree | 64        | 19.7       |
|   | Agree                      | 103       | 31.7       |
|   | Strongly Agree             | 47        | 14.5       |
|   | Total                      | 325       | 100.0      |

**Interpretation :**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness :-0.452 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : -0.583 Since it is a negative value the curve is short and flat

From the Frequency distribution it can be seen that

4.9% respondents Strongly Disagree for Social Networking Sites Helps to express with teachers/students

13.5% respondents Disagree for Social Networking Sites Helps to express with teachers/students

19.7% respondents Neither Agree nor Disagree for Social Networking Sites Helps to express with teachers/students

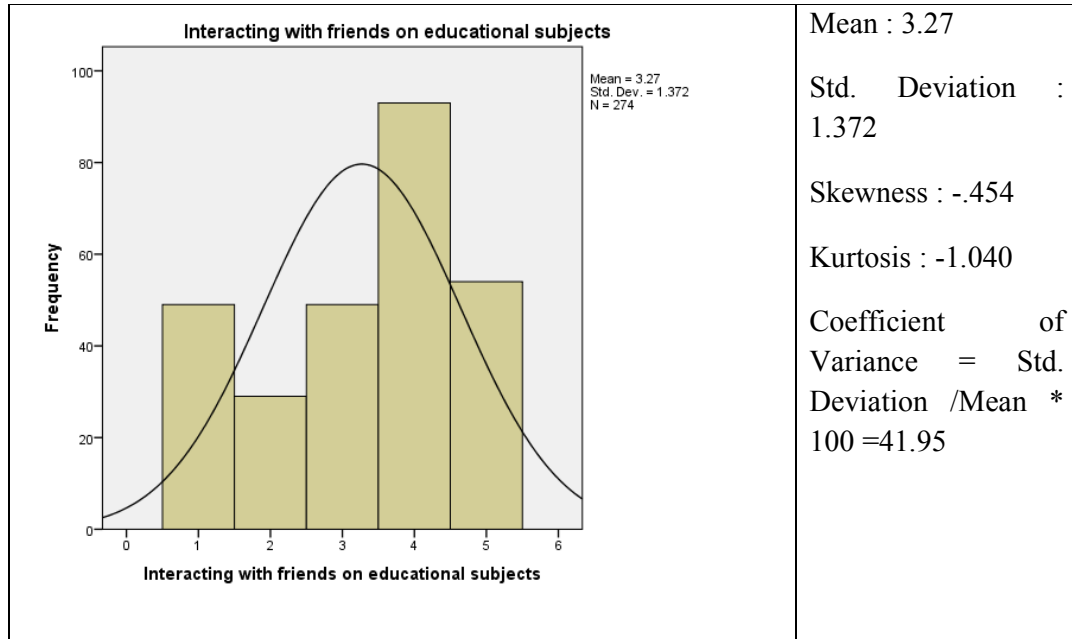
31.7% respondents Agree for Social Networking Sites Helps to express with teachers/students

14.5% respondents Strongly Agree for Social Networking Sites Helps to express with teachers/students.

Hence it can be concluded that majority of respondents NEITHER AGREE NOR DISAGREE that Social Networking Sites helps to express with teachers/students

#### 4.1.11 “Interacting with net-friends on educational subjects”.

Respondents were asked to comment on whether Social Networking Sites helps with friends /on educational subjects. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Interacting with friends on educational subjects | Missing                    | 51        | 15.7       |
|  | Strongly Disagree          | 49        | 15.1       |
|  | Disagree                   | 29        | 8.9        |
|  | Neither Agree nor Disagree | 49        | 15.1       |
|  | Agree                      | 93        | 28.6       |
|  | Strongly Agree             | 54        | 16.6       |
|  | Total                      | 325       | 100.0      |

Frequency Distribution Table 4.1.11 : Source: Field Survey and Compiled from primary data

#### Interpretation :

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table.

From the Frequency distribution it can be seen that

15.1% respondents Strongly Disagree for Social Networking Sites Helps in Interacting with friends on educational subjects

8.9% respondents Disagree for Social Networking Sites Helps in Interacting with friends on educational subjects

15.1% respondents Neither Agree nor Disagree for Social Networking Sites Helps in Interacting with friends on educational subjects

28.6% respondents Agree for Social Networking Sites Helps in interacting with friends on educational subjects

16.6% respondents Strongly Agree for Social Networking Sites Helps Interacting with friends on educational subjects

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites helps in Interacting with friends on educational subjects.

#### **4.1.12“Discuss current topics on education”**

Respondents were asked to comment on whether Social Networking Sites helps to discuss current topics on education. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Mean : 3.66

Std. Deviation : 1.192

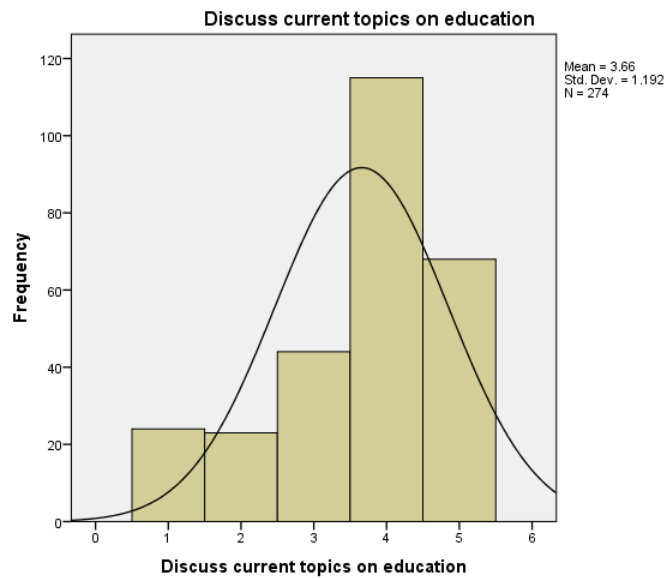
Skewness : -.867

Kurtosis : -.063

Coefficient of Variance = Std. Deviation /Mean \* 100 =32.56

Frequency Distribution Table 4.1.12 ,Source: Field Survey and Compiled from primary data

| Variable                            | Response option            | Frequency | Percentage |
|-------------------------------------|----------------------------|-----------|------------|
| Discuss current topics on education | Missing                    | 51        | 15.7       |
|                                     | Strongly Disagree          | 24        | 7.4        |
|                                     | Disagree                   | 23        | 7.1        |
|                                     | Neither Agree nor Disagree | 44        | 13.5       |
|                                     | Agree                      | 115       | 35.4       |
|                                     | Strongly Agree             | 68        | 20.9       |
|                                     | Total                      | 325       | 100.0      |



Graph 4.1.9

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness :  $-0.867$  Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis :  $-0.063$  Since it is a negative value the curve is short and flat

From the Frequency distribution it can be seen that

7.4% respondents Strongly Disagree for Social Networking Sites helps to discuss current topics on education

7.1% respondents Disagree for Social Networking Sites helps to discuss current topics on education

13.5% respondents Neither Agree nor Disagree for Social Networking Site helps to discuss current topics on education

35.4% respondents Agree for Social Networking Sites helps to discuss current topics on education

20.9% respondents Strongly Agree for Social Networking Sites helps to discuss current topics on education

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites helps to discuss current topics on education.

#### **4.1.13 “Helps in updating knowledge during syllabus change”.**

Respondents were asked to comment on whether Social Networking Sites helps in updating knowledge during syllabus change. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Mean :3.55

Std. Deviation :1.261

Skewness : -.630

Kurtosis : -.703

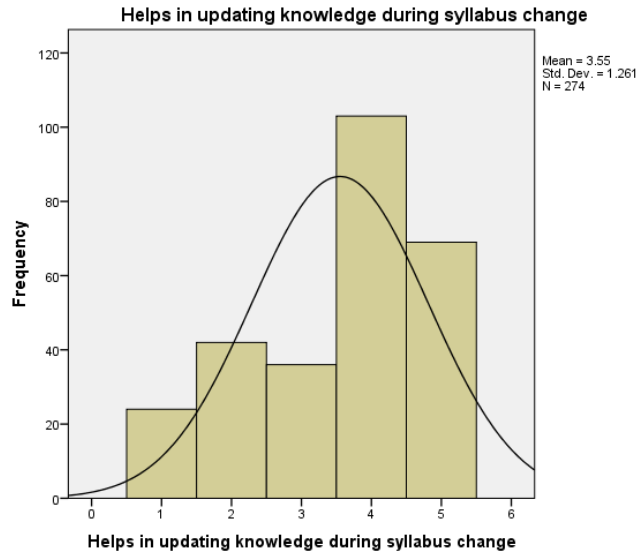
Coefficient of Variance = Std. Deviation /Mean \* 100 =35.52

Frequency Distribution Table 4.1.13

| Variable                           | Response option   | Frequency | Percentage |
|------------------------------------|-------------------|-----------|------------|
| Helps in updating knowledge during | Missing           | 51        | 15.7       |
|                                    | Strongly Disagree | 24        | 7.4        |

|                 |                            |     |       |
|-----------------|----------------------------|-----|-------|
| syllabus change | Disagree                   | 42  | 12.9  |
|                 | Neither Agree nor Disagree | 36  | 11.1  |
|                 | Agree                      | 103 | 31.7  |
|                 | Strongly Agree             | 69  | 21.2  |
|                 | Total                      | 325 | 100.0 |

Source: Field Survey and Compiled from primary data



Graph 4.1.10

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table.

From the Frequency distribution it can be seen that 7.4% respondents Strongly Disagree for Social Networking Sites helps in updating knowledge during syllabus change

12.9% respondents Disagree for Social Networking Sites helps in updating knowledge during syllabus change

11.1% respondents Neither Agree nor Disagree for Social Networking Sites helps in updating knowledge during syllabus change

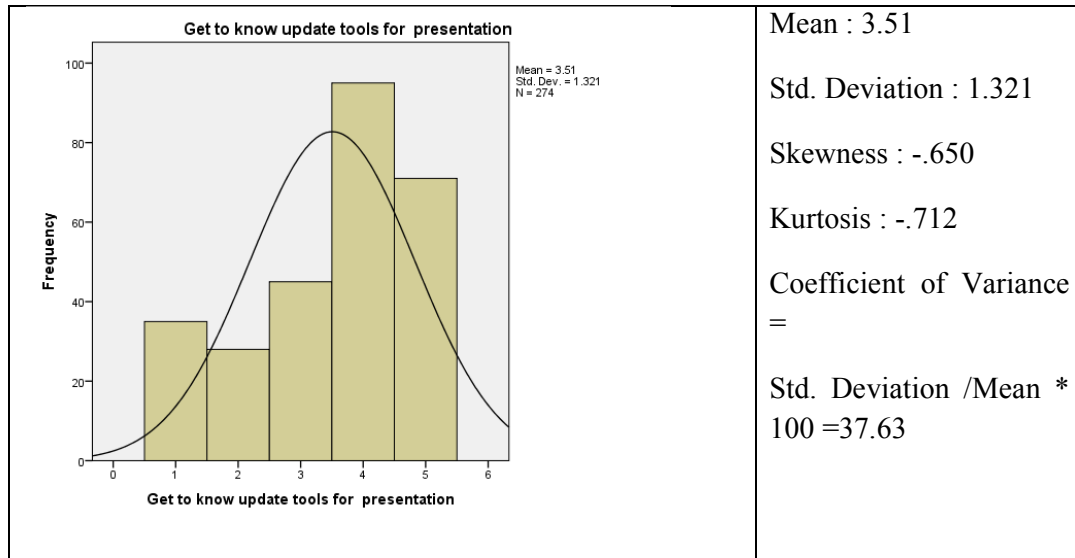
31.7% respondents Agree for Social Networking Sites helps in updating knowledge during syllabus change

21.2% respondents Strongly Agree for Social Networking Sites helps in updating knowledge during syllabus change

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites helps in updating knowledge during syllabus change.

#### 4.1.14 “Get to know updated tools for presentation by sharing links”

Respondents were asked to comment on whether Social Networking Sites helps to get to know updated tools for presentation. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.14

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Get to know updated tools for presentation by sharing links | Missing                    | 51        | 15.7       |
|   | Strongly Disagree          | 35        | 10.8       |
|   | Disagree                   | 28        | 8.6        |
|   | Neither Agree nor Disagree | 45        | 13.8       |
|   | Agree                      | 51        | 15.7       |

|  |                |     |       |
|--|----------------|-----|-------|
|  | Agree          | 95  | 29.2  |
|  | Strongly Agree | 71  | 21.8  |
|  | Total          | 325 | 100.0 |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

10.8% respondents Strongly Disagree for Social Networking Sites helps to get to know updated tools for presentation by sharing links

8.6% respondents Disagree for Social Networking Sites helps to get to know updated tools for presentation by sharing links

13.8% respondents neither Agree nor Disagree for Social Networking Sites helps to get to know updated tools for presentation by sharing links

29.2% respondents Agree for Social Networking Sites helps to get to know updated tools for presentation by sharing links

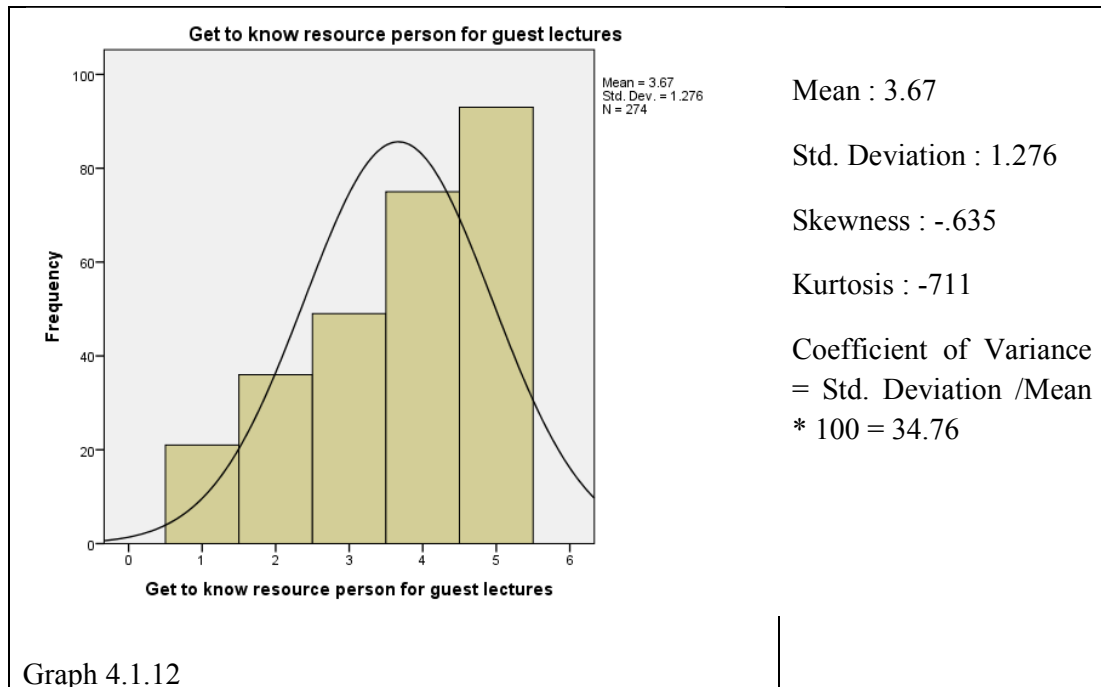
21.8% respondents Strongly Agree for Social Networking Sites helps to get to know updated tools for presentation by sharing links

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites for Social Networking Sites helps to get to know updated tools for presentation by sharing links

**4.1.15 “Helps to know experts for suggesting them as a resource person arranging guest lecturers or seminars”**

Respondents were asked to comment on whether Social Networking Sites helps to know resource person for arranging guest lecturers or seminars. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.





**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

6.5% respondents Strongly Disagree for Social Networking Sites helps to know experts for suggesting them as a resource person arranging guest lecturers or seminars

11.1% respondents Disagree for Social Networking Sites helps to know experts for suggesting them as a resource person arranging guest lecturers or seminars

15.1% respondents Neither Agree nor Disagree for Social Networking Sites helps to know experts for suggesting them as a resource person arranging guest lecturers or seminars

23.1% respondents Agree Social Networking Sites helps to know experts for suggesting them as a resource person arranging guest lecturers or seminars

28.6% respondents Strongly Agree Social Networking Sites helps to know experts for suggesting them as a resource person arranging guest lecturers or seminars

Frequency Distribution Table 4.1.15

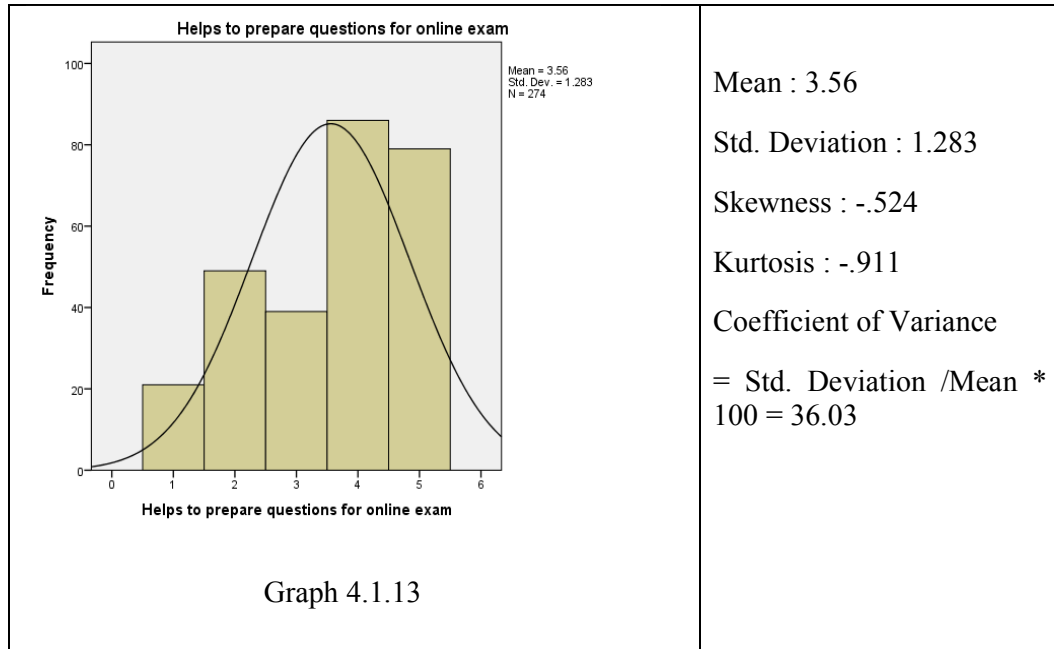
| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Helps To know experts for suggesting them as a resource person arranging guest lecturers or seminars | Missing                    | 51        | 15.7       |
|  | Strongly Disagree          | 21        | 6.5        |
|  | Disagree                   | 36        | 11.1       |
|  | Neither Agree nor Disagree | 49        | 15.1       |
|  | Agree                      | 75        | 23.1       |
|  | Strongly Agree             | 93        | 28.6       |
|  | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

Hence it can be concluded that majority of respondents STRONGLY AGREE that Social Networking Sites helps to know experts for suggesting them as a resource person arranging guest lecturers or seminars

#### **4.1.16 “Helps to prepare for online exam”**

Respondents were asked to comment on whether Social Networking Sites helps to prepare for online exam. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.16, Source: Field Survey and Compiled from primary data

| Variable                         | Response option            | Frequency | Percentage |
|----------------------------------|----------------------------|-----------|------------|
| Helps to prepare for online exam | Missing                    | 51        | 15.7       |
|                                  | Strongly Disagree          | 21        | 6.5        |
|                                  | Disagree                   | 49        | 15.1       |
|                                  | Neither Agree nor Disagree | 39        | 12.0       |
|                                  | Agree                      | 86        | 26.5       |
|                                  | Strongly Agree             | 79        | 24.3       |
|                                  | Total                      | 325       | 100.0      |

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

6.5% respondents Strongly Disagree that Social Networking Sites helps to prepare for online exam

15.1% respondents Disagree that Social Networking Sites helps to prepare for online exam

12.0% respondents Neither Agree nor Disagree that Social Networking Sites helps to prepare for online exam

26.5% respondents Agree that Social Networking Sites helps to prepare for online exam

24.3% respondents Strongly Agree that Social Networking Sites helps to prepare for online exam

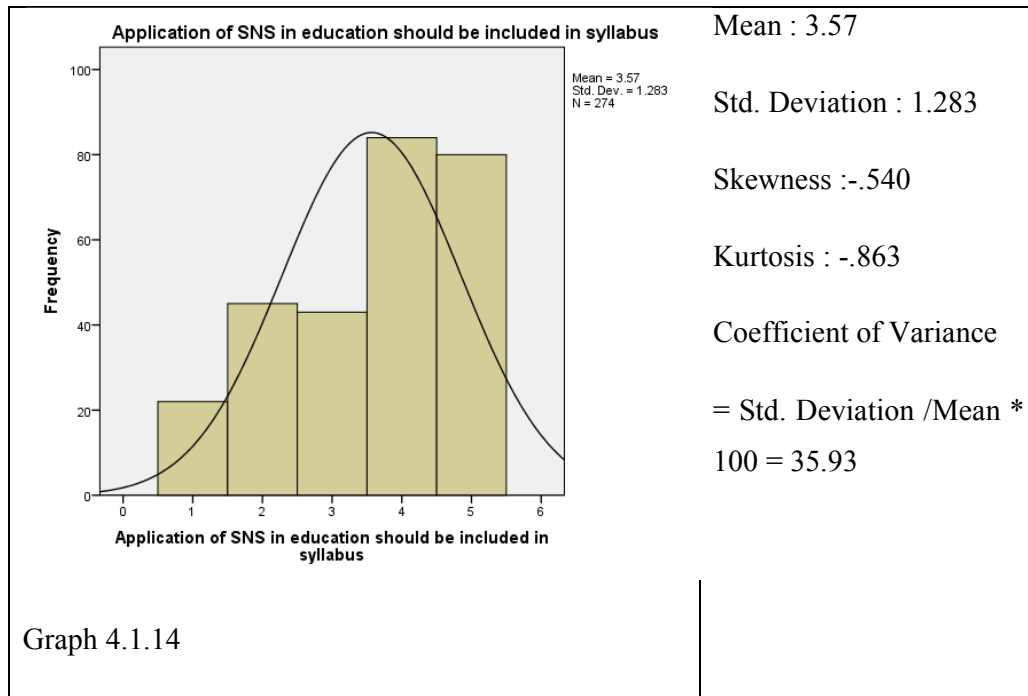
Hence it can be concluded that majority of respondents AGREE that Social Networking Sites helps to prepare for online exam.

**4.1.17“Applications of Social Networking Sites in education should be included in syllabus”**

Respondents were asked to comment on whether application of Social Networking Sites in education should be included in syllabus. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Frequency Distribution Table 4.1.17Source: Field Survey and Compiled from primary data

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Applications of Social Networking Sites in education should be included in syllabus | Missing                    | 51        | 15.7       |
|   | Strongly Disagree          | 22        | 6.8        |
|   | Disagree                   | 45        | 13.8       |
|   | Neither Agree nor Disagree | 43        | 13.2       |
|   | Agree                      | 84        | 25.8       |
|   | Strongly Agree             | 80        | 24.6       |
|   | Total                      | 325       | 100.0      |



### Interpretation:

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

6.8% respondents Strongly Disagree for Applications of Social Networking Sites in education should be included in the syllabus

13.8% respondents Disagree for Applications of Social Networking Sites in education should be included in the syllabus

13.2% respondents Neither Agree nor Disagree for Applications of Social Networking Sites in education should be included in the syllabus

25.8% respondents Agree for Applications of Social Networking Sites in education should be included in the syllabus

24.6% respondents Strongly Agree for Applications of Social Networking Sites in education should be included in the syllabus

Hence it can be concluded that majority of respondents AGREE that Applications of Social Networking Sites in education should be included in the syllabus.

#### 4.1.18 “Helps in preparing class notes”

Respondents were asked to comment on whether Social Networking Sites helps in preparing notes. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Frequency Distribution Table 4.1.18:Source: Field Survey and Compiled from primary data

| Variable                       | Response option            | Frequency | Percentage |
|--------------------------------|----------------------------|-----------|------------|
| Helps in preparing class notes | Missing                    | 51        | 15.7       |
|                                | Strongly Disagree          | 22        | 6.8        |
|                                | Disagree                   | 52        | 16.0       |
|                                | Neither Agree nor Disagree | 34        | 10.5       |
|                                | Agree                      | 107       | 32.9       |
|                                | Strongly Agree             | 59        | 18.2       |
|                                | Total                      | 325       | 100.0      |

#### Interpretation:

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

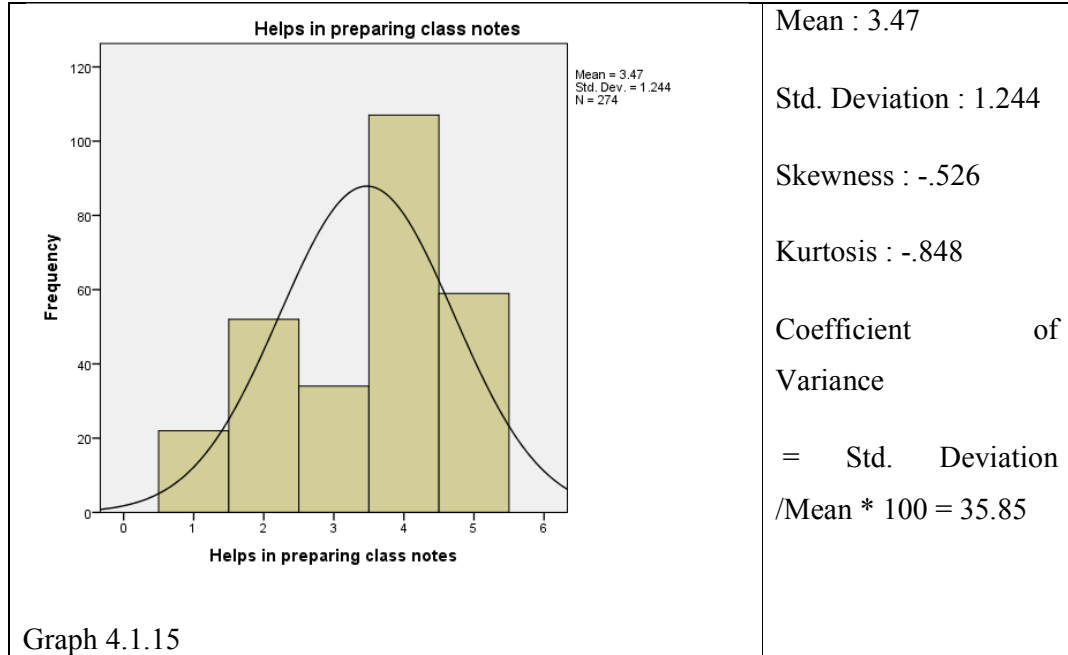
6.8% respondents Strongly Disagree for Social Networking Sites Helps in preparing class notes

16.0% respondents Disagree that Social Networking Sites Helps in preparing class notes

10.5% respondents Neither Agree nor Disagree that Social Networking Sites Helps in preparing class notes

32.9% respondents Agree that Social Networking Sites Helps in preparing class notes

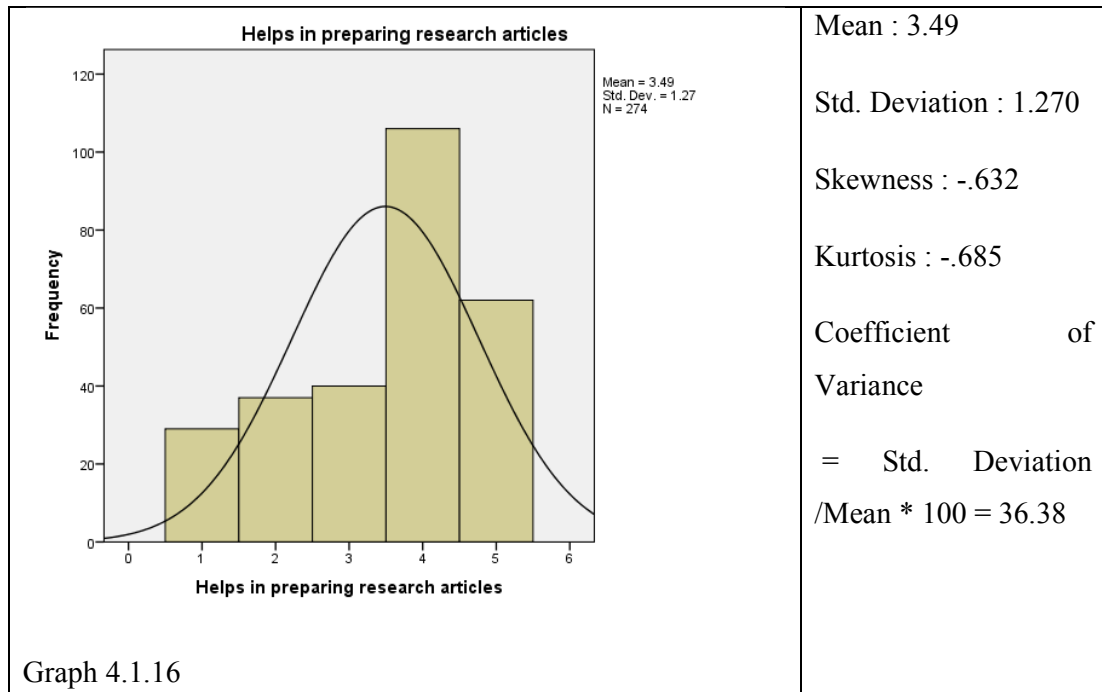
18.2% respondents Strongly Agree that Social Networking Sites Helps in preparing class notes



Hence it can be concluded that majority of respondents AGREE that Social Networking Sites Helps in preparing class notes

**4.1.19 “Helps in preparing research articles”**

Respondents were asked to comment on whether Social Networking Sites helps in preparing research articles. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.19

| Variable                             | Response option            | Frequency | Percentage |
|--------------------------------------|----------------------------|-----------|------------|
| Helps in preparing research articles | Missing                    | 51        | 15.7       |
|                                      | Strongly Disagree          | 29        | 8.9        |
|                                      | Disagree                   | 37        | 11.4       |
|                                      | Neither Agree nor Disagree | 40        | 12.3       |
|                                      | Agree                      | 106       | 32.6       |
|                                      | Strongly Agree             | 62        | 19.1       |
|                                      | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

8.9% respondents Strongly Disagree for Social Networking Sites Helps in preparing research articles



11.4% respondents Disagree for Social Networking Sites Helps in preparing research articles

12.3% respondents Neither Agree nor Disagree that Social Networking Sites Helps in preparing research articles

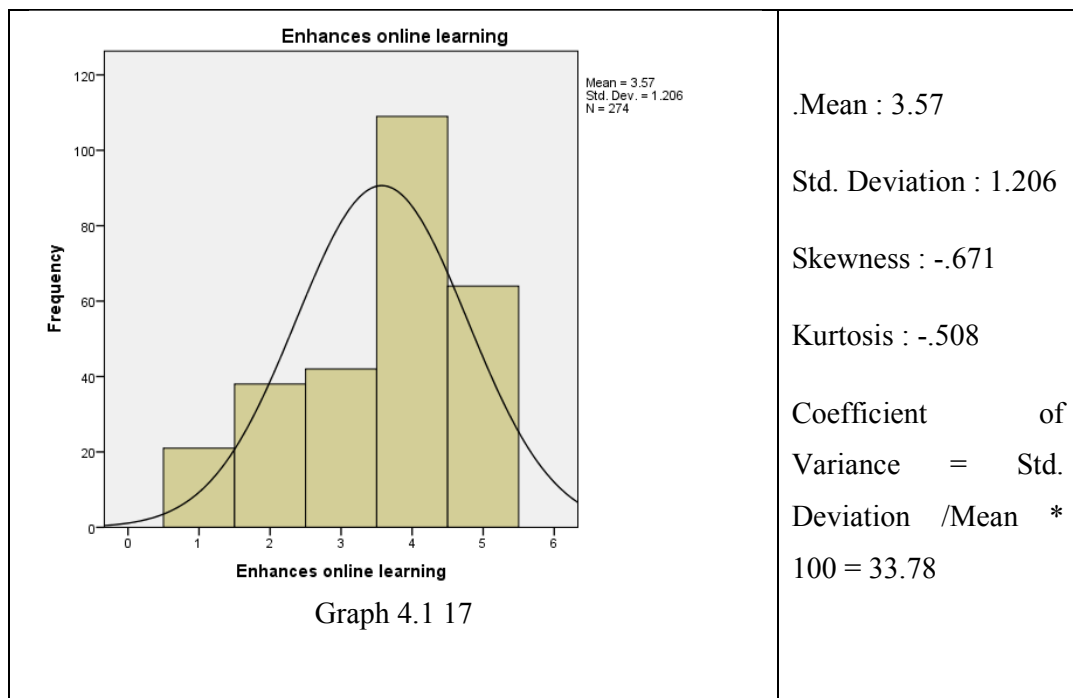
32.6% respondents Agree that Social Networking Sites Helps in preparing research articles

19.1% respondents Strongly Agree that Social Networking Sites Helps in preparing research articles

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites Helps in preparing research articles.

#### 4.1.20 “Enhances online learning”

Respondents were asked to comment on whether Social Networking Sites helps in enhances online learning. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



| Variable                 | Response option            | Frequency | Percentage |
|--------------------------|----------------------------|-----------|------------|
| Enhances online learning | Missing                    | 51        | 15.7       |
|                          | Strongly Disagree          | 21        | 6.5        |
|                          | Disagree                   | 38        | 11.7       |
|                          | Neither Agree nor Disagree | 42        | 12.9       |
|                          | Agree                      | 109       | 33.5       |
|                          | Strongly Agree             | 64        | 19.7       |
|                          | Total                      | 325       | 100.0      |

Frequency Distribution Table 4.1.20

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

6.5% respondents Strongly Disagree for Social Networking Sites Enhances online learning

11.7% respondents Disagree that Social Networking Sites Enhances online learning

12.9% respondents Neither Agree nor Disagree that Social Networking Sites Enhances online learning

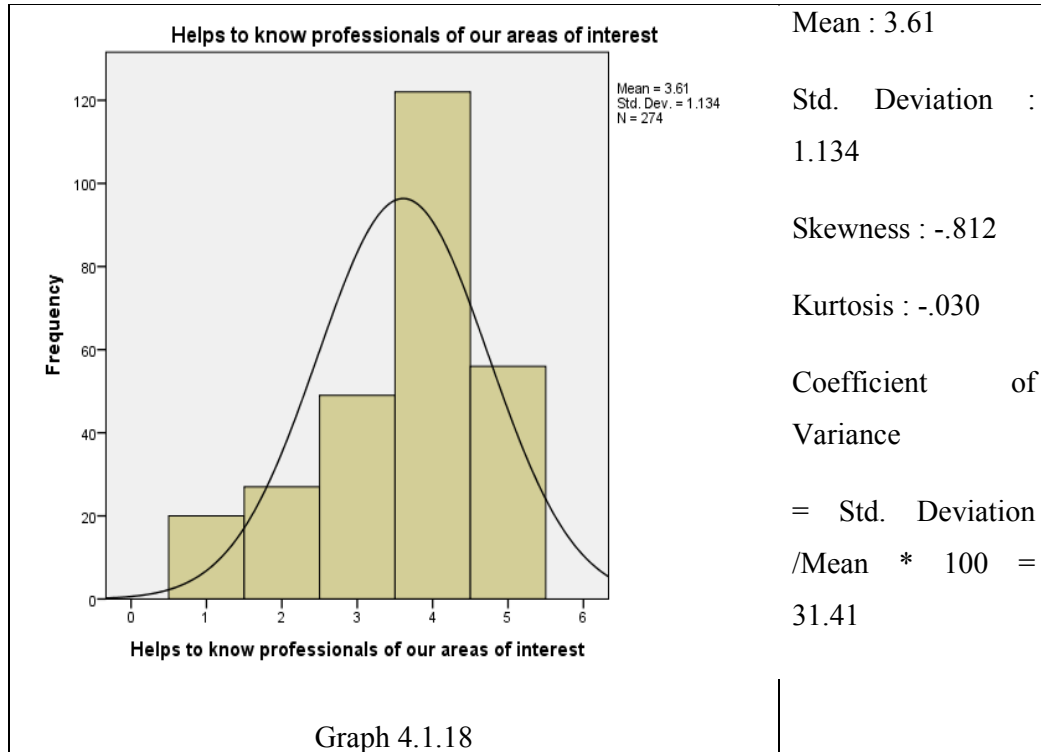
33.5% respondents Agree that Social Networking Sites Enhances online learning

19.7% respondents Strongly Agree Social Networking Sites Enhances online learning

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites Enhances online learning.

**4.1.21“Helps to know professionals of our areas of interest”**

Respondents were asked to comment on whether Social Networking Sites helps to know professionals of our areas on interest They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.21

| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Helps to know professionals of our areas of interest | Missing                    | 51        | 15.7       |
|  | Strongly Disagree          | 20        | 6.2        |
|  | Disagree                   | 27        | 8.3        |
|  | Neither Agree nor Disagree | 49        | 15.1       |
|  | Agree                      | 122       | 37.5       |
|  | Strongly Agree             | 56        | 17.2       |
|  | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness :  $-0.812$  Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis :  $-0.030$  Since it is a negative value the curve is short and flat

Skewness and Kurtosis further confirm the meaningfulness of Mean.

From the Frequency distribution it can be seen that

6.2% respondents Strongly Disagree for Social Networking Sites Helps to know professionals of our areas of interest

8.3% respondents Disagree that Social Networking Sites Helps to know professionals of our areas of interest

15.1% respondents Neither Agree nor Disagree that Social Networking Sites Helps to know professionals of our areas of interest

37.5% respondents Agree that Social Networking Sites Helps to know professionals of our areas of interest

17.2% respondents Strongly Agree that Social Networking Sites Helps to know professionals of our areas of interest

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites Helps to know professionals of our areas of interest

#### **4.1.22“It is a supplementary learning tool used for enhancing students’ sense of classroom community”**

Respondents were asked to comment on whether Social Networking Sites is a supplementary learning tool used for enhancing students sense of classroom community. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Mean : 3.74

Std. Deviation : 1.149

Skewness :  $-0.705$

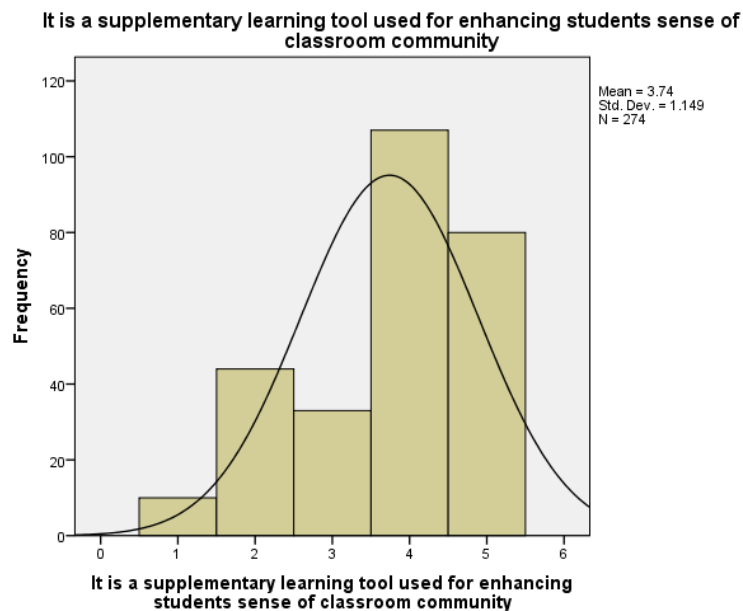
Kurtosis : -.501

Coefficient of Variance = Std. Deviation /Mean \* 100 = 30.72

Frequency Distribution Table 4.1 22

| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Supplementary learning tool used for enhancing students sense of classroom community | Missing                    | 51        | 15.7       |
|  | Strongly Disagree          | 10        | 3.1        |
|  | Disagree                   | 44        | 13.5       |
|  | Neither Agree nor Disagree | 33        | 10.2       |
|  | Agree                      | 107       | 32.9       |
|  | Strongly Agree             | 80        | 24.6       |
|  | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data



Graph 4.1.19

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness :  $-.705$  Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis :  $-.501$  Since it is a negative value the curve is short and flat

Skewness and Kurtosis values further confirm the meaningfulness of Mean.

From the Frequency distribution it can be seen that

3.1% respondents Strongly Disagree that Social Networking Sites is a supplementary learning tool used for enhancing students sense of classroom community.

13.5% respondents Disagree that Social Networking Sites is a supplementary learning tool used for enhancing students sense of classroom community.

10.2% respondents Neither Agree nor Disagree that Social Networking Sites is a supplementary learning tool used for enhancing students sense of classroom community.

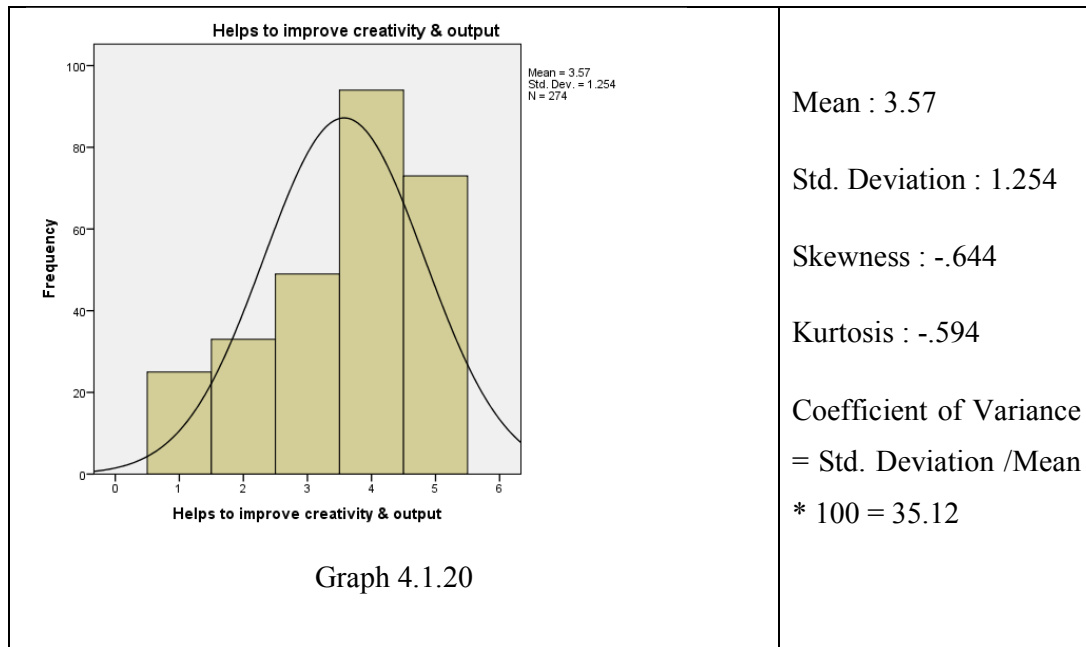
32.9% respondents Agree that Social Networking Sites is a supplementary learning tool used for enhancing students sense of classroom community.

24.6% respondents Strongly Agree that Social Networking Sites is a supplementary learning tool used for enhancing students sense of classroom community.

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites is a supplementary learning tool used for enhancing students sense of classroom community.

#### **4.1.23 “Helps to improve creativity and output”.**

Respondents were asked to comment on whether Social Networking Sites helps to improve creativity and output. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.23

| Variable                               | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Helps to improve creativity and output | Missing                    | 51        | 15.7       |
|  | Strongly Disagree          | 25        | 7.7        |
|  | Disagree                   | 33        | 10.2       |
|  | Neither Agree nor Disagree | 49        | 15.1       |
|  | Agree                      | 94        | 28.9       |
|  | Strongly Agree             | 73        | 22.5       |
|  | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

7.7% respondents Strongly Disagree for Social Networking Sites Helps to improve creativity and output

10.2% respondents Disagree that Social Networking Sites Helps to improve creativity and output

15.1% respondents Neither Agree nor Disagree that Social Networking Sites Helps to improve creativity and output

28.9% respondents Agree that Social Networking Sites Helps to improve creativity and output

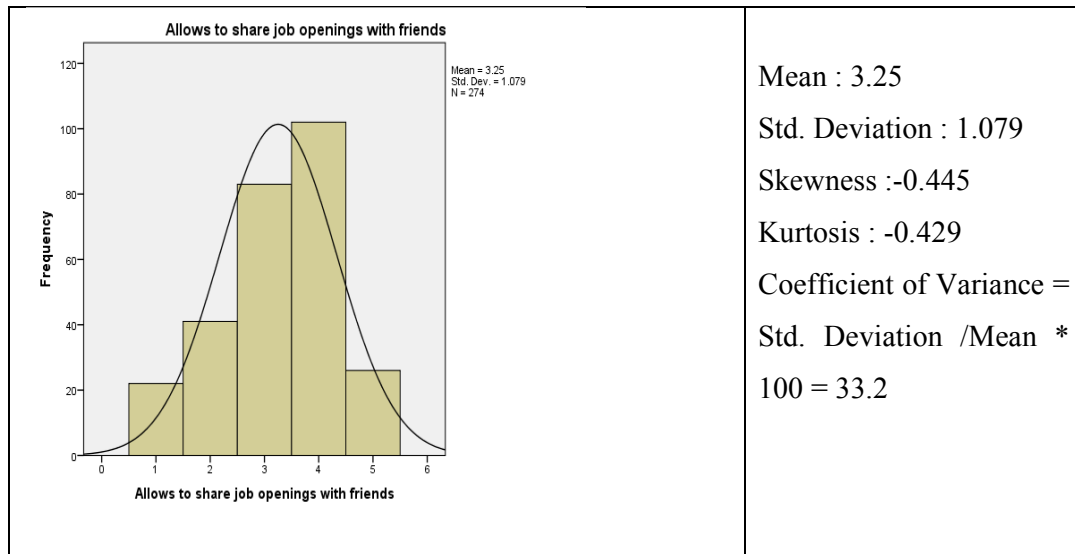
22.5% respondents Strongly Agree that Social Networking Sites Helps to improve creativity and output

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites Helps to improve creativity and output.

#### 4.1.24 “Activities performed regarding placement”

##### 4.1.24.1 Allows to share the job openings

Respondents were asked to comment on whether Social Networking Sites Allows to share the job openings with friends. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.





Frequency Distribution Table 4.1.24.1

| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Social Networking Sites allow to share job openings with friends | Missing                    | 51        | 15.7       |
|  | Strongly Disagree          | 22        | 6.8        |
|  | Disagree                   | 41        | 12.6       |
|  | Neither Agree nor Disagree | 83        | 25.5       |
|  | Agree                      | 102       | 31.4       |
|  | Strongly Agree             | 26        | 8.0        |
|  | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

6.8% respondents Strongly Disagree that Social Networking Sites allow to share job opening with friends

12.6% respondents Disagree that Social Networking Sites allow to share job opening with friends

25.5% respondents Neither Agree nor Disagree that Social Networking Sites allow to share job opening with friends

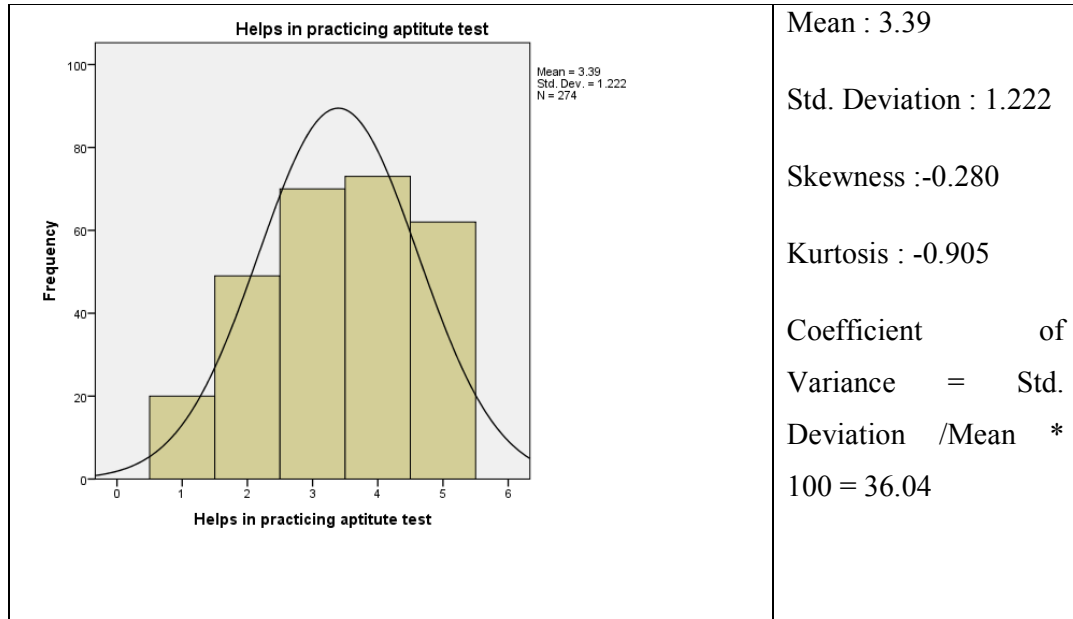
31.4% respondents Agree that or Social Networking Sites allow to share job opening with friends

8.0% respondents Strongly Agree that Social Networking Sites allow to share job opening with friends

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites allow to share job opening with friends.

**4.1.24.2 Allows sharing links for practicing aptitude test**

Respondents were asked to comment on whether Social Networking Sites Allows to share links for practicing aptitude test. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.24. 1

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Social Networking Sites allow to share links for practicing aptitude test | Missing                    | 51        | 15.7       |
|   | Strongly Disagree          | 20        | 6.2        |
|   | Disagree                   | 49        | 15.1       |
|   | Neither Agree nor Disagree | 70        | 21.5       |
|   | Agree                      | 73        | 22.5       |
|   | Strongly Agree             | 62        | 19.1       |
|   | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

6.2% respondents Strongly Disagree that Social Networking Sites allow to share links for practicing aptitude test

15.1% respondents Disagree that Social Networking Sites allow to share links for practicing aptitude test

21.5% respondents Neither Agree nor Disagree that Social Networking Sites allow to share links for practicing aptitude test

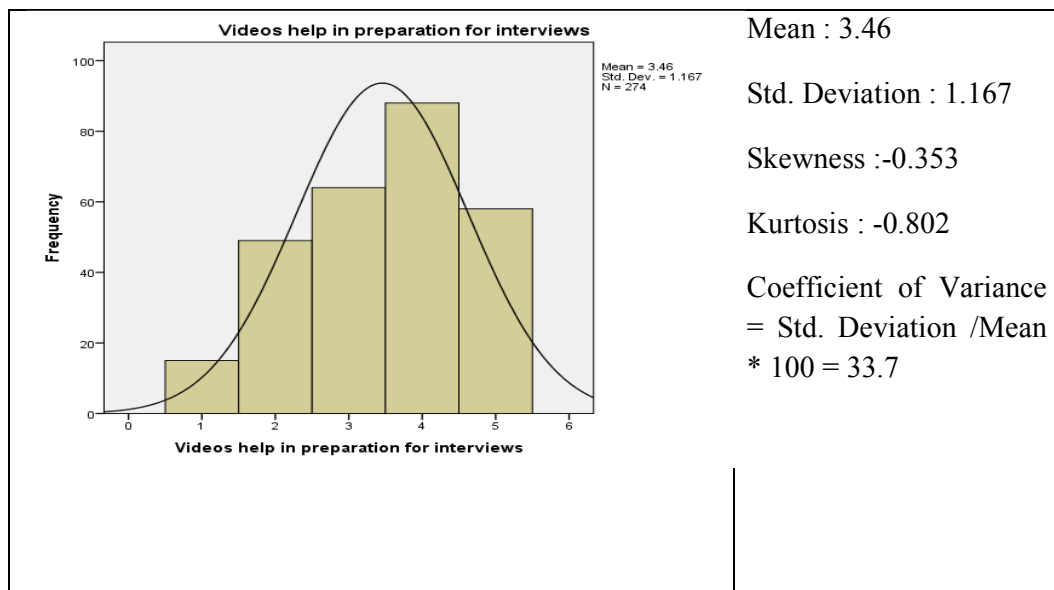
22.5% respondents Agree that or Social Networking Sites allow to share links for practicing aptitude test

19.1% respondents Strongly Agree that Social Networking Sites allow to share links for practicing aptitude test

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites allow to share links for practicing aptitude test.

#### 4.1.24.3 Allows sharing links for Videos helping for preparation of interviews

Respondents were asked to comment on whether Social Networking Sites Allows to share links for videos helping for preparation of interviews. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.24.2

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Social<br>Networking Sites<br>allow to share<br>links for videos<br>helping for<br>preparation of<br>interviews | Missing                    | 51        | 15.7       |
|   | Strongly Disagree          | 15        | 4.6        |
|   | Disagree                   | 49        | 15.1       |
|   | Neither Agree nor Disagree | 64        | 19.7       |
|   | Agree                      | 88        | 27.1       |
|   | Strongly Agree             | 58        | 17.8       |
|   | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

4.6% respondents Strongly Disagree that Social Networking Sites allow to share links for videos helping for preparation of interviews

15.1% respondents Disagree that Social Networking Sites allow to share links for videos helping for preparation of interviews

19.7% respondents Neither Agree nor Disagree that Social Networking Sites allow to share links for videos helping for preparation of interviews

27.1% respondents Agree that or Social Networking Sites allow to share links for videos helping for preparation of interviews

17.8% respondents Strongly Agree that Social Networking Sites allow to share links for practicing aptitude test

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites allow to share links for practicing aptitude test.

#### 4.1.25“Social Networking Sites are useful in educational purpose”

Respondents were asked to comment on whether Social Networking Sites are useful in educational purpose. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

|  |   |
|--|---|
|  | <p>Mean : 2.86</p> <p>Std. Deviation : 1.251</p> <p>Skewness : -.045</p> <p>Kurtosis : -1.079</p> <p>Coefficient of Variance<br/>= Std. Deviation /Mean *<br/>100 = 43.74</p> |
|--|---|

Frequency Distribution Table 4.1.25

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Social<br>Networking Sites<br>are useful in<br>educational<br>purpose | Missing                    | 51        | 15.7       |
|   | Strongly Disagree          | 52        | 16.0       |
|   | Disagree                   | 56        | 17.2       |
|   | Neither Agree nor Disagree | 69        | 21.2       |
|   | Agree                      | 73        | 22.5       |
|   | Strongly Agree             | 24        | 7.4        |
|   | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

#### Interpretation:

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

16.0% respondents Strongly Disagree that Social Networking Sites are useful in educational purpose

17.2% respondents Disagree that Social Networking Sites are useful in educational purpose

21.2% respondents Neither Agree nor Disagree that Social Networking Sites are useful in educational purpose

22.5% respondents Agree that or Social Networking Sites are useful in educational purpose

7.4% respondents Strongly Agree that Social Networking Sites are useful in educational purpose

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites are useful in educational purpose.

**4.1.26 “One would like to learn the usage of Social Networking Sites for educational purpose”**

Respondents were asked to comment on whether one would like to learn the usage of Social Networking Sites for educational purpose. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Mean : 3.27

Std. Deviation : 1.122

Skewness : -.462

Kurtosis : -.461

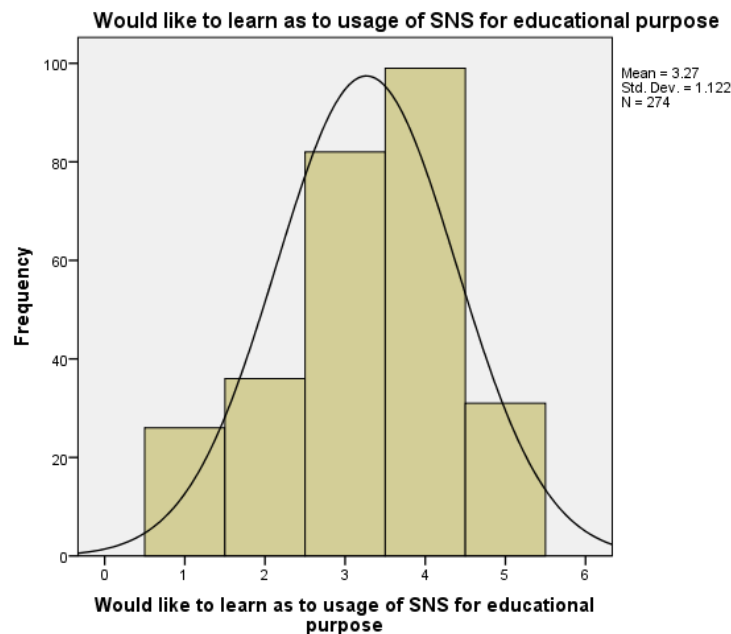
Coefficient of Variance = Std. Deviation /Mean \* 100 = 34.31

Frequency Distribution Table 4.1.26

| Variable          | Response option | Frequency | Percentage |
|-------------------|-----------------|-----------|------------|
| One would like to | Missing         | 51        | 15.7       |

|  |                            |     |       |
|--|----------------------------|-----|-------|
| learn the usage of<br>Social<br>Networking Sites<br>for educational<br>purpose | Strongly Disagree          | 26  | 8.0   |
|  | Disagree                   | 36  | 11.1  |
|  | Neither Agree nor Disagree | 82  | 25.2  |
|  | Agree                      | 99  | 30.5  |
|  | Strongly Agree             | 31  | 9.5   |
|  | Total                      | 325 | 100.0 |

Source: Field Survey and Compiled from primary data



Graph 4.1.25

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

8.0% respondents Strongly Disagree that one would like to learn the usage of Social Networking Sites for educational purpose

11.1% respondents Disagree that one would like to learn the usage of Social Networking Sites for educational purpose

25.2% respondents Neither Agree nor Disagree that one would like to learn the usage of Social Networking Sites for educational purpose

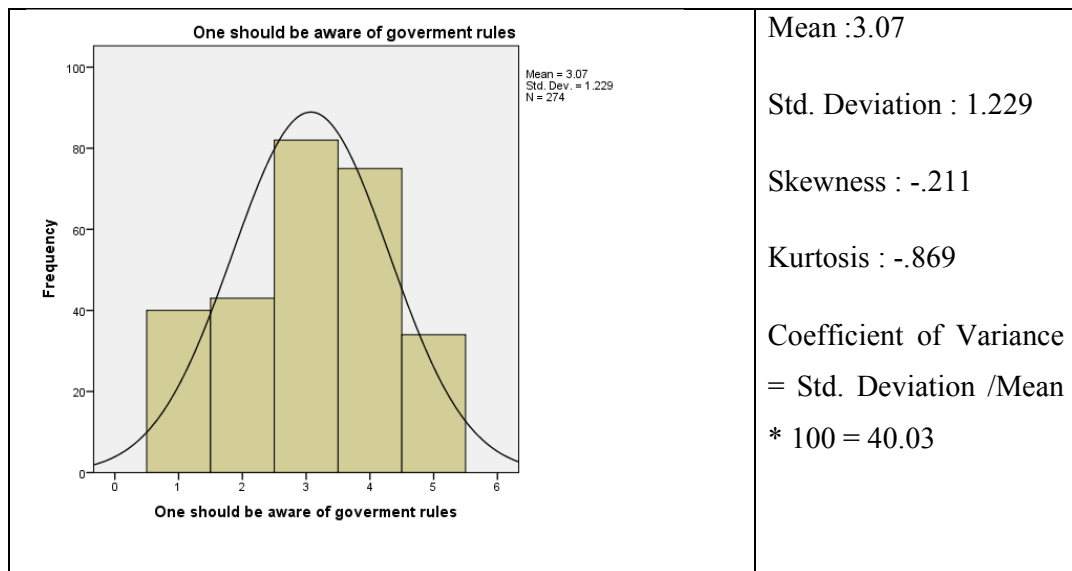
30.5% respondents Agree that one would like to learn the usage of Social Networking Sites for educational purpose

9.5% respondents Strongly Agree that one would like to learn the usage of Social Networking Sites for educational purpose

Hence it can be concluded that majority of respondents AGREE that one would like to learn the usage of Social Networking Sites for educational purpose

**4.1.27“One should be aware of Govt. rules”**

Respondents were asked to comment on whether one should be aware of Govt. rules regarding usage of Social Networking Sites. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.27, Source: Field Survey and Compiled from primary data



| Variable                           | Response option            | Frequency | Percentage |
|------------------------------------|----------------------------|-----------|------------|
| One should be aware of Govt. rules | Missing                    | 51        | 15.7       |
|                                    | Strongly Disagree          | 40        | 12.3       |
|                                    | Disagree                   | 43        | 13.2       |
|                                    | Neither Agree nor Disagree | 82        | 25.2       |
|                                    | Agree                      | 75        | 23.1       |
|                                    | Strongly Agree             | 34        | 10.5       |
|                                    | Total                      | 325       | 100.0      |

### **Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

12.3% respondents Strongly Disagree that One should be aware of Govt. rules

13.2% respondents Disagree that One should be aware of Govt. rules

25.2% respondents Neither Agree nor Disagree that One should be aware of Govt. rules

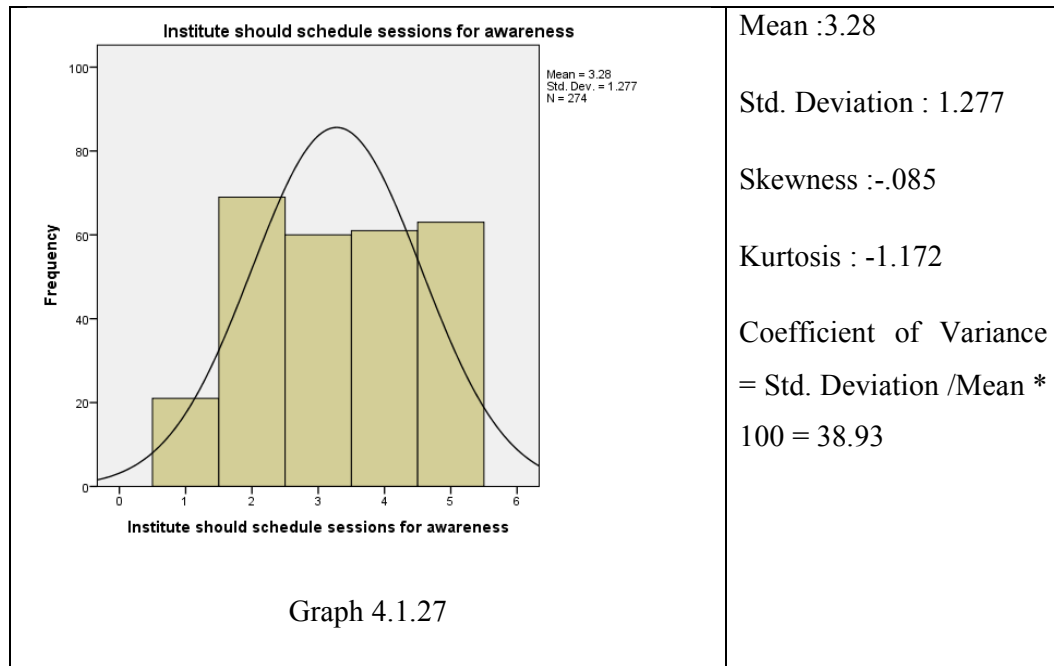
23.1% respondents Agree that One should be aware of Govt. rules

10.5% respondents Strongly Agree that One should be aware of Govt. rules

Hence it can be concluded that majority of respondents NEITHER AGREE NOR DISAGREE that One should be aware of Govt. rules

### **4.1.28“Institute should schedule sessions for awareness”**

Respondents were asked to comment on whether college / institute should schedule sessions for awareness regarding usage of Social Networking Sites. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.28

| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Institute should schedule sessions for awareness | Missing                    | 51        | 15.7       |
|  | Strongly Disagree          | 21        | 6.5        |
|  | Disagree                   | 69        | 21.2       |
|  | Neither Agree nor Disagree | 60        | 18.5       |
|  | Agree                      | 61        | 18.8       |
|  | Strongly Agree             | 63        | 19.4       |
|  | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

6.5% respondents Strongly Disagree that Institute should schedule sessions for awareness

21.2% respondents Disagree that Institute should schedule sessions for awareness

18.5% respondents Neither Agree nor Disagree that Institute should schedule sessions for awareness

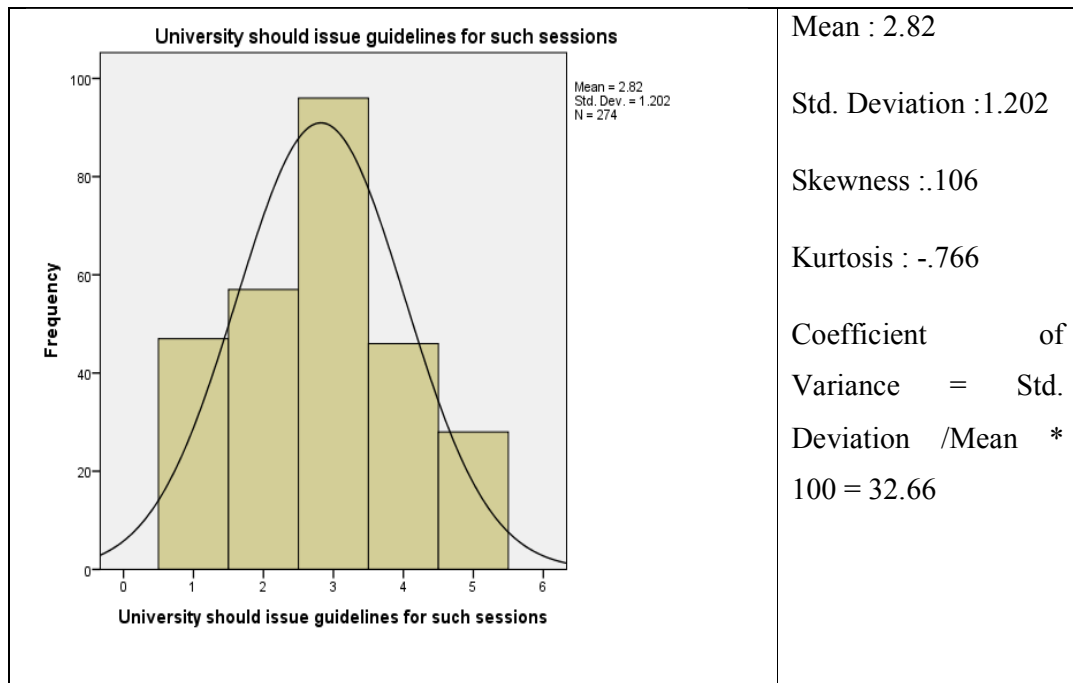
18.8% respondents Agree that Institute should schedule sessions for awareness

19.4% respondents Strongly Agree that Institute should schedule sessions for awareness

Hence it can be concluded that majority of respondents DISAGREE that Institute should schedule sessions for awareness

**4.1.29“University should issue guidelines for such sessions”**

Respondents were asked to comment on whether university should issue guidelines for such sessions. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.29

| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| University should issue guidelines for such sessions | Missing                    | 51        | 15.7       |
|  | Strongly Disagree          | 47        | 14.5       |
|  | Disagree                   | 57        | 17.5       |
|  | Neither Agree nor Disagree | 96        | 29.5       |
|  | Agree                      | 46        | 14.2       |
|  | Strongly Agree             | 28        | 8.6        |
|  | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : .106 Since Skewness is positive value the curve is a right skewed curve and data are piled up on left.

Kurtosis : -.766 Since it is a negative value the curve is short and flat

Skewness and Kurtosis values further confirm the meaningfulness of Mean

From the Frequency distribution it can be seen that

14.5% respondents Strongly Disagree that University should issue guidelines for such sessions.

17.5% respondents Disagree that University should issue guidelines for such sessions

29.5% respondents Neither Agree nor Disagree that University should issue guidelines for such sessions

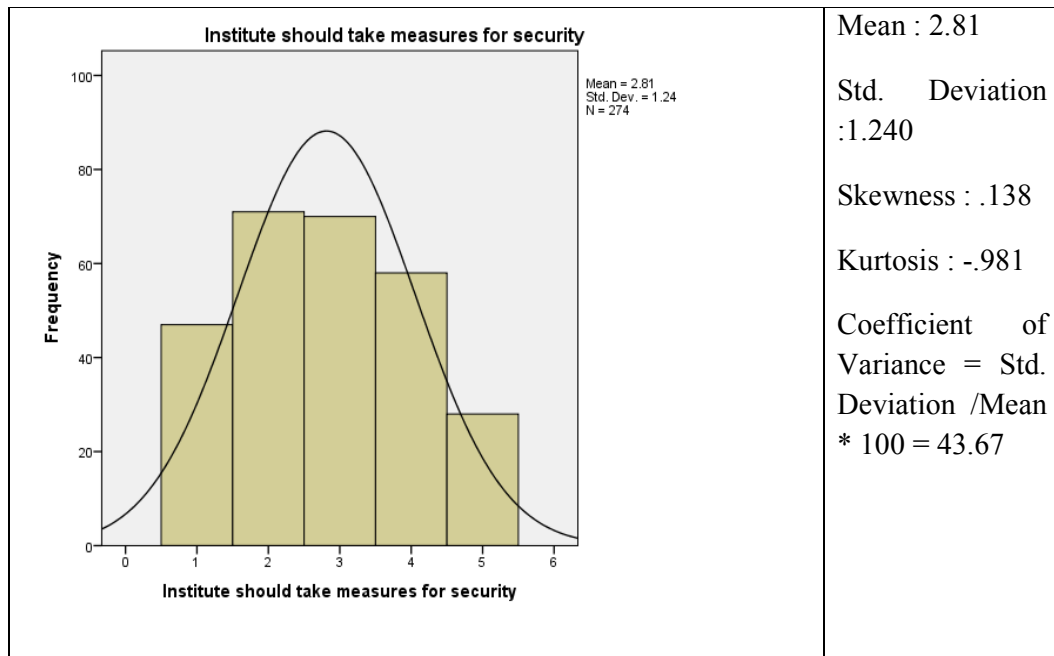
14.2% respondents Agree that University should issue guidelines for such sessions

8.6% respondents Strongly Agree that University should issue guidelines for such sessions

Hence it can be concluded that majority of respondents NEITHER AGREE NOR DISAGREE that University should issue guidelines for such sessions.

#### 4.1.30“Institute should take measures for security”

Respondents were asked to comment on whether college / institute should measures for security on Social Networking Sites.. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency Distribution Table 4.1.30

| Variable                                    | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Institute should take measures for security | Missing                    | 51        | 15.7       |
|   | Strongly Disagree          | 47        | 14.5       |
|   | Disagree                   | 71        | 21.8       |
|   | Neither Agree nor Disagree | 70        | 21.5       |
|   | Agree                      | 58        | 17.8       |
|   | Strongly Agree             | 28        | 8.6        |
|   | Total                      | 325       | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

14.5% respondents Strongly Disagree that Institute should take measures for security

21.8% respondents Disagree that Institute should take measures for security

21.5% respondents Neither Agree nor Disagree that Institute should take measures for security

17.8% respondents Agree that Institute should take measures for security

8.6% respondents Strongly Agree that Institute should take measures for security

Hence it can be concluded that majority of respondents DISAGREE that Institute should take measures for security.

## 4.2 Data Analysis for Faculty respondents

### 4.2.1 “Information about Gender, Qualification whether using smart phone and social networking sites”.

Respondents were asked to comment on gender using two response options 1-Male, 2-Female. They were further asked to tell their Qualification using two response options 1-Post Graduate, 2-PhD. Then they were asked whether they have a smart phone using two response options 1-Yes, 2-No. Finally they were asked to tell whether they were using Social Networking Sites using two response options 1-Yes, 2-No.

Frequency distribution Table 4.2.1

| Variable                      | Response option | Frequency | Percentage |
|-------------------------------|-----------------|-----------|------------|
| Gender                        | Male            | 24        | 44.4       |
|                               | Female          | 30        | 55.6       |
|                               | Total           | 54        | 100        |
| Qualification                 | Post Graduate   | 39        | 72.2       |
|                               | PhD             | 15        | 27.8       |
|                               | Total           | 54        | 100        |
| Smart phone                   | Yes             | 42        | 77.8       |
|                               | No              | 12        | 22.2       |
|                               | Total           | 54        | 100        |
| Using Social Networking Sites | Yes             | 43        | 79.6       |
|                               | No              | 11        | 20.4       |
|                               | Total           | 54        | 100        |

Source: Field Survey and Compiled from primary data

#### Interpretation

Gender: Out of 54 respondents 44.4% are Male and 55.6% are Female. Hence majority of respondents are Female.

Qualification: Out of 54 respondents 72.2% are Post Graduate and 27.8% are PhD holders Hence majority of respondents are Post Graduates.

Smart phone : Out of 54 respondents 77.8% have a smart phone and 22.2% do not have smart phone. Hence majority of respondents use a smart phone.

Using Social Networking Sites : Out of 54 respondents 79.6% are using Social Networking Sites and 20.4% are not using Social Networking Sites Hence majority of respondents use Social Networking Sites.

#### 4.2.2 “Hours spent in a week on Social Networking Sites”.

Respondents were asked to comment on hours spent on Social Networking Sites in a week using five response options 0-Not using Social Networking Sites, 1for 1-2 hours, 2 for 2-3 hours, 3 for 3-5 hours 4 for more than 5 hours in a week.

Frequency distribution Table 4.2.2

| Variable              | Response option                   | Frequency | Percentage |
|-----------------------|-----------------------------------|-----------|------------|
| Hours spent in a week | Not using Social Networking Sites | 11        | 20.4       |
|                       | 1-2 Hours                         | 0         | 0          |
|                       | 2- 3 Hours                        | 2         | 3.7        |
|                       | 3-5 Hours                         | 35        | 64.8       |
|                       | More than 5 hours                 | 6         | 11.1       |
|                       | Total                             | 54        | 100        |

Source: Field Survey and Compiled from primary data

#### Interpretation

Hours spent in a week: Out of 54 respondents 20.4% are not using Social Networking Sites, 3.7% are using Social Networking Sites for 2-3 hours, 64.8% use Social Networking Sites for 3-5 hours and 11.1% use Social Networking Sites for more than 5 hours. Hence majority of respondents use Social Networking Sites for 3-5 hours in a week.

#### 4.2.3 “Location to operate (browse) Online Social Networking sites.”

Respondents were asked to comment on location to surf Online Social Networking sites . They were offered four response options Home, College, Cyber Café and



Phone. Further they were asked to choose more than one response option as applicable. Hence the question was a multiple response question and data were analyzed using IBM SPSS 21

Frequency distribution Table 4.2.3

| Variable   | Response option | Frequency | Percentage |
|------------|-----------------|-----------|------------|
| Home       | Yes             | 7         | 13.0       |
|            | No              | 31        | 57.4       |
|            | Sometimes       | 16        | 29.6       |
|            | Total           | 54        | 100.0      |
| College    | Yes             | 38        | 70.4       |
|            | No              | 13        | 24.1       |
|            | Sometimes       | 3         | 5.6        |
|            | Total           | 54        | 100.0      |
| Cyber Café | Yes             | 0         | 0          |
|            | No              | 27        | 50.0       |
|            | Sometimes       | 27        | 50.0       |
|            | Total           | 54        | 100.0      |
| Phone      | Yes             | 9         | 16.7       |
|            | No              | 29        | 53.7       |
|            | Sometimes       | 16        | 29.6       |
|            | Total           | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

### **Interpretation**

From the above Frequency distribution table it can be seen that out of 54 respondents, 7% respondents are operating from home, 70% respondents are operating from College and 9% respondents are operating from phone. Hence it can be seen that majority of respondents are operating from College.

### **4.2.4 “How often the following Online Social Networking sites are used by faculty?”**

Respondents were asked to comment on How often the following Online Social Networking sites are used. They were offered seventeen response options Facebook,, Tweeter, Bharat Student, Yahoo I Pulse, Google plus, LinkedIn, Classroom 2.0, Ning, Academia.edu, ed Web, ePals, Twiducate, Shiksha.com, live@edu, Educause, You tube, Pintrest. Further they were asked to choose as many as response option as applicable and each option was given with further options for duration as less two hours a day, two to three hours a day, three to six hours per day, more than six hours a day, once in a week, once in a month, rarely and never. Hence the question was a multiple response question.

**Frequency distribution Table 4.2.4**

|                | < 2 hours a day |      | 2-3 hours a day |      | 3-6 hours per day |     | > 6 hours a day |     | Once in a week |      | Once in a month |      | Rarely |      | Never |      | Total |
|----------------|-----------------|------|-----------------|------|-------------------|-----|-----------------|-----|----------------|------|-----------------|------|--------|------|-------|------|-------|
|                | F               | P    | F               | P    | F                 | P   | F               | P   | F              | P    | F               | P    | F      | P    | F     | P    |       |
| Facebook       | 27              | 50.0 | 13              | 24.1 | 0                 | 0.0 | 3               | 5.6 | 0              | 0.0  | 0               | 0.0  | 0      | 0.0  | 11    | 20.4 | 100.0 |
| Tweeter        | 18              | 33.3 | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 0              | 0.0  | 5               | 12   | 19     | 22.2 | 19    | 35.2 | 100.0 |
| Bharat Student | 2               | 3.7  | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 0              | 0.0  | 11              | 20.4 | 15     | 27.8 | 26    | 48.1 | 100.0 |
| Yahoo I Pulse  | 0               | 0.0  | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 0              | 0.0  | 17              | 31.5 | 20     | 37.0 | 17    | 31.4 | 100.0 |
| Google plus    | 25              | 46.3 | 7               | 13.0 | 0                 | 0.0 | 0               | 0.0 | 8              | 14.8 | 3               | 5.6  | 0      | 0.0  | 11    | 20.4 | 100.0 |
| LinkedIn       | 20              | 37.0 | 9               | 16.7 | 0                 | 0.0 | 0               | 0.0 | 9              | 16.7 | 8               | 14.8 | 3      | 5.6  | 5     | 9.2  | 100.0 |
| Classroom 2.0  | 0               | 0.0  | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 0              | 0.0  | 5               | 9.3  | 14     | 25.9 | 35    | 64.8 | 100.0 |
| Ning           | 0               | 0.0  | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 0              | 0.0  | 0               | 0.0  | 19     | 35.2 | 35    | 64.8 | 100.0 |
| Academia.edu   | 17              | 31.5 | 10              | 18.5 | 0                 | 0.0 | 0               | 0.0 | 4              | 7.4  | 12              | 22.2 | 0      | 0.0  | 11    | 20.4 | 100.0 |
| ed Web         | 0               | 0.0  | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 4              | 7.4  | 15              | 27.8 | 11     | 20.4 | 21    | 38.8 | 100.0 |
| ePals          | 0               | 0.0  | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 1              | 1.9  | 9               | 16.7 | 18     | 33.3 | 26    | 48.1 | 100.0 |
| Twiducate      | 0               | 0.0  | 0               | 0.0  | 0                 | 0.0 | 0               | 0.0 | 0              | 0.0  | 2               | 3.7  | 23     | 42.6 | 29    | 53.7 | 100.0 |

|             |    |      |   |     |   |     |   |     |        |      |    |      |    |      |    |      |       |
|-------------|----|------|---|-----|---|-----|---|-----|--------|------|----|------|----|------|----|------|-------|
| Shiksha.com | 10 | 18.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1      | 1.9  | 10 | 18.5 | 18 | 33.3 | 15 | 27.8 | 100.0 |
| live@edu    | 0  | 0.0  | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 5      | 9.3  | 11 | 20.4 | 19 | 35.2 | 21 | 38.8 | 100.0 |
| Educause    | 0  | 0.0  | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 7      | 13.0 | 10 | 18.5 | 12 | 22.2 | 25 | 46.2 | 100.0 |
| You tube    | 12 | 22.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2<br>3 | 42.5 | 11 | 20.3 | 2  | 3.7  | 6  | 11.1 | 100.0 |
| Pintrest    | 1  | 1.9  | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0      | 0.0  | 9  | 16.7 | 22 | 40.7 | 22 | 40.7 | 100.0 |

Source: Field Survey and Compiled from primary data

\*Note : F – Frequency, P – Percentage

**Interpretation :** From the above table it can be seen that out of 54 respondents the following observations are made.

Facebook,: 50% of respondents use Facebook for less than two hours, 24.1% use this site for two to three hours, 5.6% use it for more than six hours per day and 20.4% respondents do not use it.

Tweeter : 33.3% of respondents use Tweeter for less than two hours, 9.3% use this site for once in a month, 22.2% use it rarely and 35.2% respondents do not use it.

Bharat student : 3.7% of respondents use Bharat student for less than two hours, 20.4% use this site for once in a month, 27.8% use it rarely and 48.1% respondents do not use it.

Yahoo I pulse: 31.5% use this site for once in a month, 37% use it rarely and 31.4% respondents do not use it.

Google plus : 46.3% of respondents use Google plus for less than two hours, 13% use this site for two to three hours, 14.8% use it once in a week, 5.6% use it for once in a month and 20.4% respondents do not use it.

LinkedIn : 37.03% of respondents use LinkedIn for less than two hours, 16.7% use this site for two – three hours, 16.7% use it once in a week, 14.8% use it once in a month, 5.6% use it rarely and 9.2% respondents do not use it.

Classroom 2.0 : 9.3% use this site for once in a month, 25.9% use it rarely and 64.8% respondents do not use it.

Ning: 35.2% use it rarely and 64.8% respondents do not use it.

Academia.edu: 31.5% of respondents use Academia.edu for less than two hours, 18.5% use this site for two to three hours, 7.4% use it once in a week, 22.2% use it for once in a month and 20.4% respondents do not use it.

edWeb: 7.4% use this site once in a week, 27.8% use it for once in a month, 20.4% use it rarely and 38.8% respondents do not use it.

ePals: 1.9% of respondents use ePals once in a week, 16.7% use this site for once in a month, 33.3% use it rarely and 48.1% respondents do not use it.

Twiducate 3.71% use this site for once in a month, 42.6% use it rarely and 53.7% respondents do not use it.

Shiksha.com: 18.5% of respondents use Shiksha.com for less than two hours, 1.9% use this once in a week, 18.5% use it for once in a month, 33.3% use it rarely and 27.8% respondents do not use it.

live@edu: 9.3% use this site once in a week, 20.4% use it for once in a month, 35.2% use it rarely and 38.8% respondents do not use this site.

Educause: 13.0% use this site once in a week, 18.5% use it for once in a month, 22.2% use it rarely and 46.2% respondents do not use this site.

You tube: 22.2% of respondents use You tube for less than two hours, 42.5% use it once in a week, 20.3% use it for once in a month, 3.7% rarely use and 11.1% respondents do not use it.

Pintrest: 1.9% of respondents use Pintrest for less than two hours, 16.7% use this site for once in a month, 40.7% use it rarely and 40.7% respondents do not use it.

#### **4.2.5 "Purpose of using Social Networking Sites."**

Respondents were asked to comment on purpose of using Social Networking Sites. They were offered four response options communicating with friends, academic/educational purpose, meeting with professionals, communicating with students and online shopping. Further they were asked to choose more than one

response option as applicable. Hence the question was a multiple response question and data were analyzed using IBM SPSS 21.

**Frequency distribution Table 4.2.5**

| Variable                      | Response option | Frequency | Percentage |
|-------------------------------|-----------------|-----------|------------|
| Communicating with friends    | Missing         | 11        | 20.4       |
|                               | Yes             | 39        | 72.2       |
|                               | No              | 0         | 0.0        |
|                               | Sometimes       | 3         | 5.5        |
|                               | Rarely          | 1         | 1.9        |
|                               | Total           | 54        | 100.0      |
| Academic /educational purpose | Missing         | 11        | 20.4       |
|                               | Yes             | 37        | 68.5       |
|                               | No              | 2         | 3.7        |
|                               | Sometimes       | 2         | 3.7        |
|                               | Rarely          | 2         | 3.7        |
|                               | Total           | 54        | 100.0      |
| Communicating with students   | Missing         | 11        | 20.4       |
|                               | Yes             | 35        | 64.8       |
|                               | No              | 2         | 3.7        |
|                               | Sometimes       | 4         | 7.4        |
|                               | Rarely          | 2         | 3.7        |
|                               | Total           | 54        | 100.0      |
| Online shopping               | Missing         | 11        | 20.4       |
|                               | Yes             | 33        | 61.1       |
|                               | No              | 1         | 1.9        |
|                               | Sometimes       | 8         | 14.8       |
|                               | Rarely          | 1         | 1.9        |
|                               | Total           | 54        | 100.0      |
| Meeting with professionals    | Missing         | 11        | 20.4       |
|                               | Yes             | 35        | 64.8       |
|                               | No              | 8         | 14.8       |
|                               | Total           | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:** From the above table following observations are made.

Communicating with friends: 72.2% respondents use Social Networking Sites for communicating with friends, 5.5% respondents use Social Networking Sites

sometimes for communicating with friends and 1.9% respondents use Social Networking Sites rarely for the same.

Academic/Educational purpose: 68.5% respondents use Social Networking Sites for Academic/educational purpose while 3.7% respondents do not use Social Networking Sites for academics,3.7% respondents use sometimes and 3.7% respondents rarely use Social Networking Sites for academic / educational purpose

Communicating with students: 64.8% respondents use Social Networking Sites for communicating with students, while 3.7% rarely do this, 7.4% use it sometimes for communicating with students while 3.7% d not use Social Networking Sites for communicating with students.

Online shopping: 61.1% respondents use Social Networking Sites for online shopping, 1.9% rarely use Social Networking Sites for this purpose, 14.8% sometimes use Social Networking Sites for online shopping and 1.9% do not use Social Networking Sites for online shopping.

Meeting with professional: 64.8% use Social Networking Sites for meeting with professionals, 14.8% do not use for meeting with professional

**4.2.6 “About the Facilities provided by the college.”**

Respondents were asked to comment on facilities provided by the college. They were offered four response options institute allows use of Social Networking Sites, teachers are imparted training for educational purpose, user friendly for teachers, Wifi facility available and college/institute framed policy on using Social Networking Sites. Further they were asked to choose more than one response option as applicable. Hence the question was a multiple response question and data were analyzed using IBM SPSS 21.

Frequency distribution Table 4.2.6

| Variable  | Response option | Frequency | Percentage |
|---|-----------------|-----------|------------|
| Institute allows use of Social Networking Sites | Yes             | 38        | 70.4       |
|   | No              | 10        | 18.5       |
|   | Sometimes       | 4         | 7.4        |

|  |           |    |       |
|--|-----------|----|-------|
|  | Rarely    | 2  | 3.7   |
|  | Total     | 54 | 100.0 |
| Teachers imparted training for educational purpose       | Yes       | 15 | 27.8  |
|  | No        | 30 | 55.6  |
|  | Sometimes | 7  | 13.0  |
|  | Rarely    | 2  | 3.7   |
|  | Total     | 54 | 100.0 |
| User friendly for teachers                               | Missing   | 11 | 20.4  |
|  | Yes       | 43 | 79.6  |
|  | No        | 0  | 0.0   |
|  | Sometimes | 0  | 0.0   |
|  | Rarely    | 0  | 0.0   |
|  | Total     | 54 | 100.0 |
| Wifi facility available                                  | Yes       | 15 | 27.8  |
|  | No        | 39 | 72.2  |
|  | Sometimes | 0  | 0.0   |
|  | Rarely    | 0  | 0.0   |
|  | Total     | 54 | 100.0 |
| Institute framed policy on using Social Networking Sites | Yes       | 15 | 27.8  |
|  | No        | 39 | 72.2  |
|  | Total     | 54 | 100.0 |

Source: Field Survey and Compiled from primary data

**Interpretation** : From the above table it can be seen that, out of 54 respondents following observations are made:

College/Institute allow using Social Networking Sites: As per 70.4% respondents are allowed to use Social Networking Sites in college/institute. 18.5% respondents are not allowed by the college to use Social Networking Sites, 7.4% are allowed sometimes whereas 3.7% respondents are rarely allowed by college to use Social Networking Sites.

Teachers imparted training for educational use: 27.8% respondents are given training for educational purpose, 55.6% have not been given any training, 13.0% respondents are given sometimes and 3.7% are given rarely any training about using Social Networking Sites for educational purpose.

User friendly for teachers : 79.6% respondents comment as yes on Social Networking Sites is user friendly for teachers.

Wifi facility: 27.8% respondents have agreed for Wifi facility from college, while 72.2% have not agreed to it.

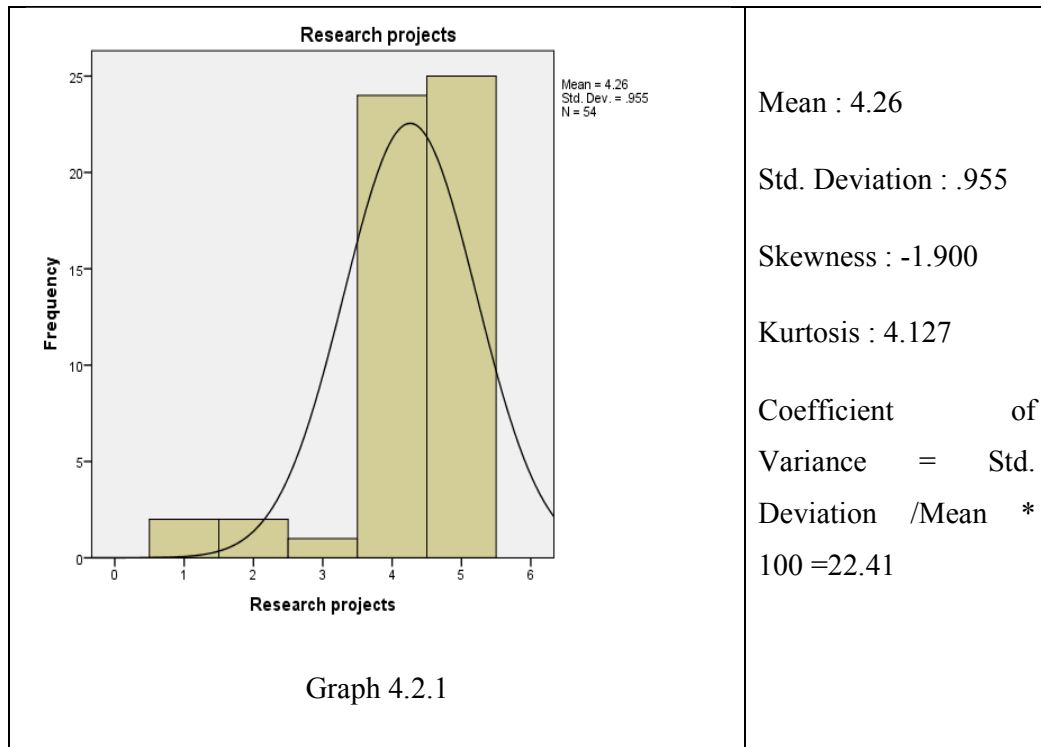
Institute framed policy on using Social Networking Sites: 27.8% respondents have framed policy on using Social Networking Sites, while 72.2% of respondents from colleges have not framed it.

#### **4.2.7 How do teachers use social networking sites for educational purpose**

##### **“Social Networking Sites are helpful for research projects”**

Respondents were asked to comment on whether Social Networking Sites are helpful for research projects. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.





Frequency distribution Table 4.2.7

| Variable                      | Response option            | Frequency | Percentage |
|-------------------------------|----------------------------|-----------|------------|
| Helpful for Research Projects | Strongly Disagree          | 2         | 3.7        |
|                               | Disagree                   | 2         | 3.7        |
|                               | Neither Agree nor Disagree | 1         | 1.9        |
|                               | Agree                      | 24        | 44.4       |
|                               | Strongly Agree             | 25        | 46.3       |
|                               | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation :**

Since Coefficient of Variance is less than 33% Mean is representative value.

Skewness : -1.900 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right

Kurtosis : 4.127 Since it is a positive value the curve is tall and narrow

Skewness and Kurtosis values further confirm the meaningfulness of Mean

From the Frequency distribution it can be seen that

3.7% respondents Strongly Disagree that Social Networking Sites are helpful for Research Projects

3.7% respondents Disagree that Social Networking Sites are helpful for Research Projects

1.9% respondents Neither Agree nor Disagree that Social Networking Sites are helpful for Research Projects

44.4% respondents Agree that Social Networking Sites are helpful for Research Projects

46.3% respondents Strongly Agree that Social Networking Sites are helpful for Research Projects

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites are helpful for Research Projects.

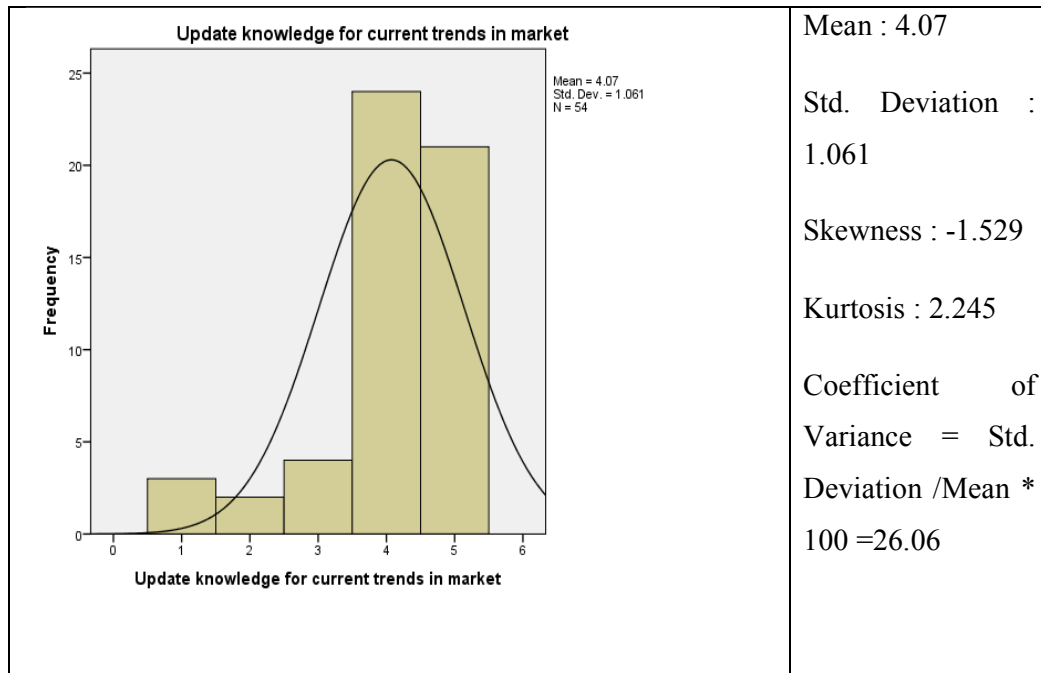
#### 4.2.8 “Useful in updating knowledge for current trends in market”

Respondents were asked to comment on whether Social Networking Sites are useful in updating knowledge for current trends in market. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Frequency distribution Table 4.2.8

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| “Useful in updating knowledge for current trends in market” | Strongly Disagree          | 3         | 5.6        |
|   | Disagree                   | 2         | 3.7        |
|   | Neither Agree nor Disagree | 4         | 7.4        |
|   | Agree                      | 24        | 44.4       |
|   | Strongly Agree             | 21        | 38.9       |
|   | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data



Interpretation :

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.529 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right

Kurtosis : 2.245 Since it is a positive value the curve is tall and narrow

From the Frequency distribution it can be seen that

9.3% respondents Strongly Disagree that Social Networking Sites is useful in updating knowledge for current trends in market

7.4% respondents Disagree that Social Networking Sites is useful in updating knowledge for current trends in market

22.2% respondents Neither Agree nor Disagree that Social Networking Sites is useful in updating knowledge for current trends in market

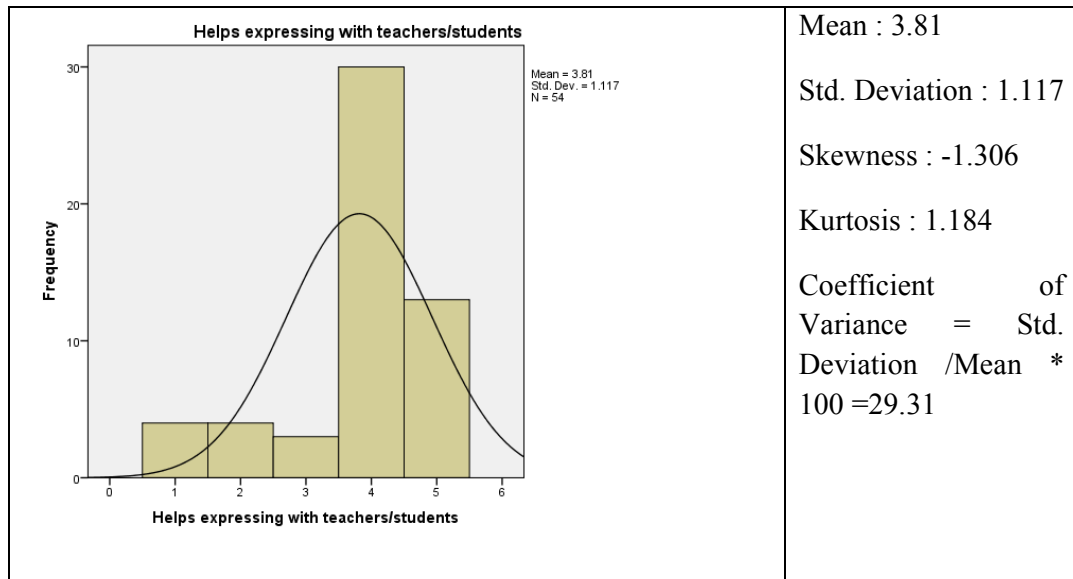
29.6% respondents Agree that Social Networking Sites is useful in updating knowledge for current trends in market

31.5% respondents Strongly Agree that Social Networking Sites Useful in updating knowledge for current trends in market

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites is useful in updating knowledge for current trends in market

#### 4.2.9 “Helps expressing with teachers/students”

Respondents were asked to comment on whether Social Networking Sites helps in expressing with teachers/students. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency distribution Table 4.2.9

| Variable                                | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Helps expressing with teachers/students | Strongly Disagree          | 4         | 7.4        |
|   | Disagree                   | 4         | 7.4        |
|   | Neither Agree nor Disagree | 3         | 5.6        |
|   | Agree                      | 30        | 55.6       |
|   | Strongly Agree             | 13        | 24.1       |
|   | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation :**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.306 Since Skewness is positive value the curve is a left skewed curve and data are piled up on right.

Kurtosis : 1.184 Since it is a positive value the curve is tall and narrow

From the Frequency distribution it can be seen that

7.4% respondents Strongly Disagree that Social Networking Sites Helps in expressing with teachers/students

7.4% respondents Disagree that Social Networking Sites Helps in expressing with teachers/students

5.6% respondents Neither Agree nor Disagree that Social Networking Sites Helps in expressing with teachers/students

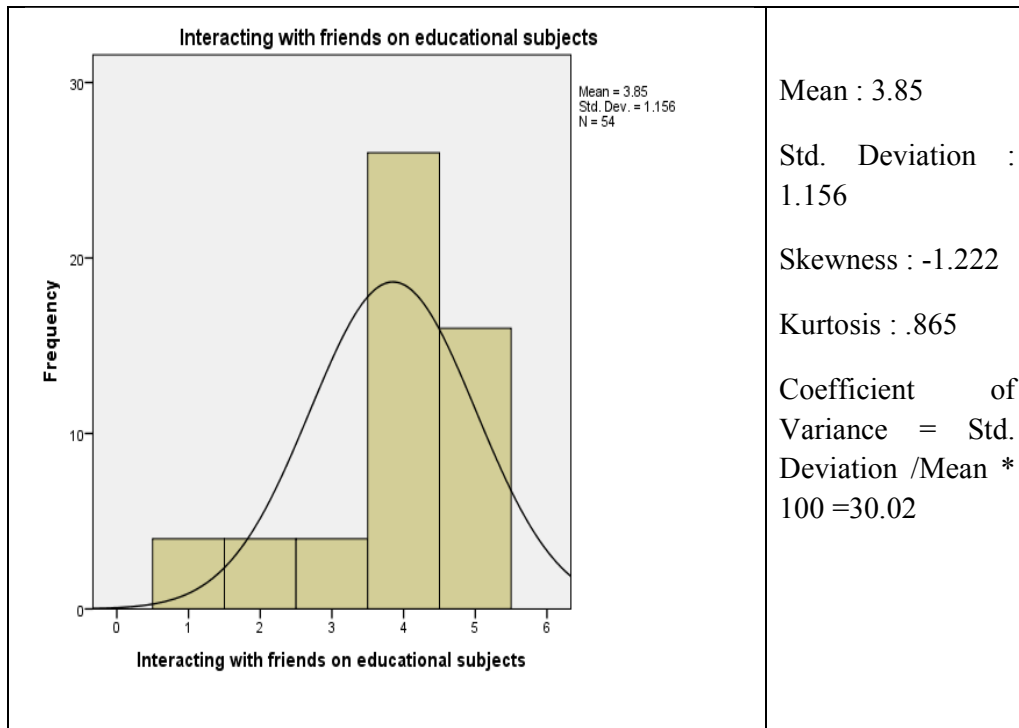
55.6% respondents Agree that Social Networking Sites Helps in expressing with teachers/students

24.1% respondents Strongly Agree that Social Networking Sites Helps in expressing with teachers/students

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites Helps in expressing with teachers/student.

**4.2.10 “Interacting with friends on educational subjects”**

Respondents were asked to comment on whether Social Networking Sites helps in interacting with friends on educational subjects. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Mean : 3.85

Std. Deviation : 1.156

Skewness : -1.222

Kurtosis : .865

Coefficient of Variance = Std. Deviation /Mean \* 100 =30.02

**Frequency distribution Table 4.2.10**

| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Interacting with friends on educational subjects | Strongly Disagree          | 4         | 7.4        |
|  | Disagree                   | 4         | 7.4        |
|  | Neither Agree nor Disagree | 4         | 7.4        |
|  | Agree                      | 26        | 48.1       |
|  | Strongly Agree             | 16        | 29.6       |
|  | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation :**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.222 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : .865 Since it is a negative value the curve is short and flat

From the Frequency distribution it can be seen that

7.4% respondents Strongly Disagree that Social Networking Sites Helps in Interacting with friends on educational subjects

7.4% respondents Disagree that Social Networking Sites Helps in Interacting with friends on educational subjects

7.4% respondents Neither Agree nor Disagree that Social Networking Sites Helps in Interacting with friends on educational subjects

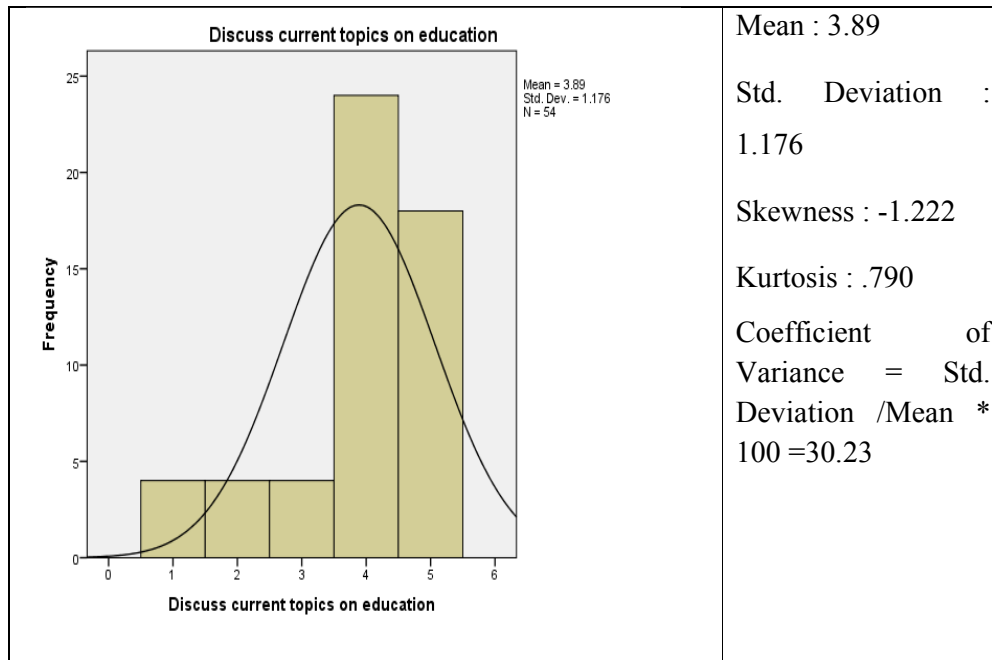
48.1% respondents Agree that Social Networking Sites Helps in interacting with friends on educational subjects

29.6% respondents Strongly Agree Helps Interacting with friends on educational subjects

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites helps in Interacting with friends on educational subjects.

#### **4.2.11 “Helps to discuss current topics on education”**

Respondents were asked to comment on whether Social Networking Sites helps to discuss current topics on education. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency distribution Table 4.2.11

| Variable                                     | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Helps to discuss current topics on education | Strongly Disagree          | 4         | 7.4        |
|  | Disagree                   | 4         | 7.4        |
|  | Neither Agree nor Disagree | 4         | 7.4        |
|  | Agree                      | 24        | 44.4       |
|  | Strongly Agree             | 18        | 33.3       |
|  | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.222 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : .790 Since it is a positive value the curve is tall and narrow

From the Frequency distribution it can be seen that

7.4% respondents Strongly Disagree that Social Networking Sites Helps to discuss current topics on education



7.4% respondents Disagree that Social Networking Sites helps to discuss current topics on education

7.4% respondents Neither Agree nor Disagree that Social Networking Sites helps to discuss current topics on education

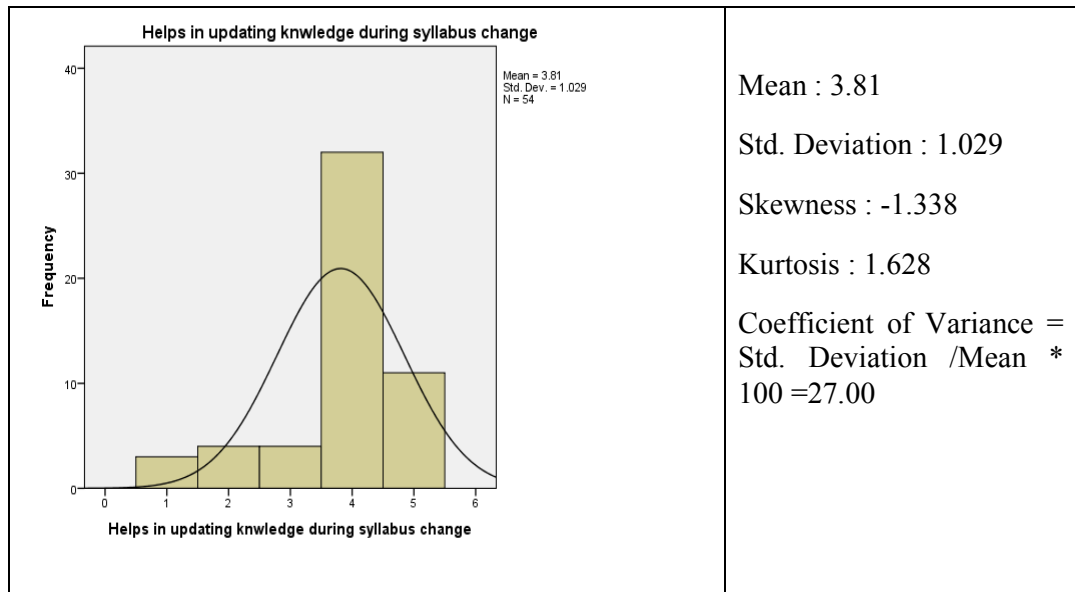
44.4% respondents Agree that Social Networking Sites helps to discuss current topics on education

33.3% respondents Strongly Agree that Social Networking Sites Helps to discuss current topics on education

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites helps to Discuss current topics on education.

**4.2.12 “Helps in updating knowledge during syllabus change”**

Respondents were asked to comment on whether Social Networking Sites are useful in updating knowledge during syllabus change. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



**Frequency distribution Table 4.2.12**

| Variable          | Response option   | Frequency | Percentage |
|-------------------|-------------------|-----------|------------|
| Helps in updating | Strongly Disagree | 3         | 5.6        |

|                                     |                            |    |       |
|-------------------------------------|----------------------------|----|-------|
| knowledge during<br>syllabus change | Disagree                   | 4  | 7.4   |
|                                     | Neither Agree nor Disagree | 4  | 7.4   |
|                                     | Agree                      | 32 | 59.3  |
|                                     | Strongly Agree             | 11 | 20.4  |
|                                     | Total                      | 54 | 100.0 |

Source: Field Survey and Compiled from primary data

### **Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.338 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : 1.628 Since it is a positive value the curve is tall and narrow

From the Frequency distribution it can be seen that

5.6% respondents Strongly Disagree that Social Networking Sites Helps in updating knowledge during syllabus change

7.4% respondents Disagree that Social Networking Sites Helps in updating knowledge during syllabus change

7.4% respondents Neither Agree nor Disagree that Social Networking Sites Helps in updating knowledge during syllabus change

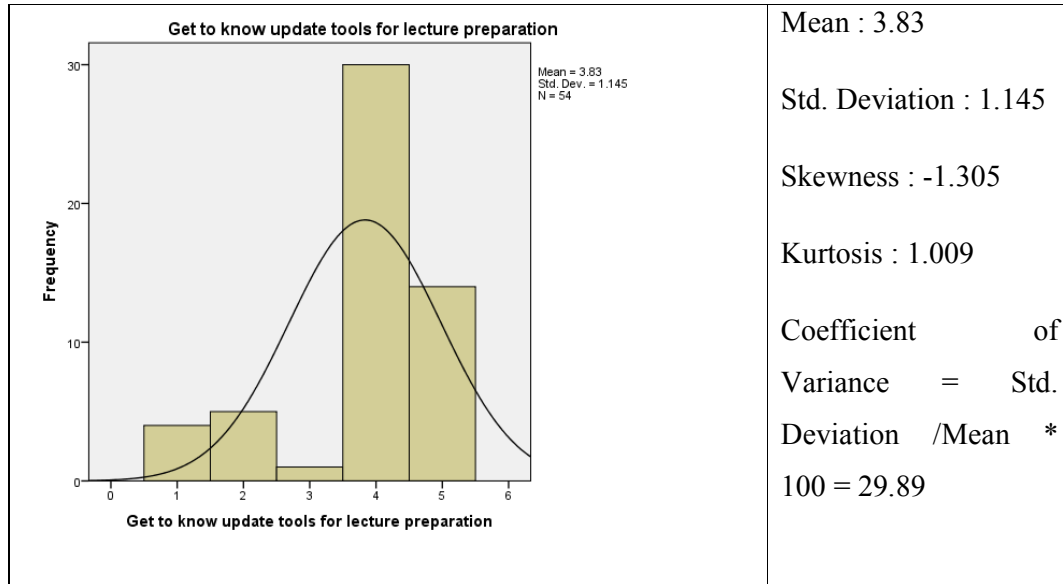
59.3% respondents Agree that Social Networking Sites Helps in updating knowledge during syllabus change

20.4% respondents Strongly Agree that Social Networking Sites Helps in updating knowledge during syllabus change

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites Helps in updating knowledge during syllabus change.

### **4.2.13 “Get to know updated tools for lecture preparation by sharing links”**

Respondents were asked to comment on whether Social Networking Sites are useful to know updated tools for lecture preparation by sharing links. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency distribution Table 4.2.13

| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Get to know updated tools for lecture preparation by sharing links | Strongly Disagree          | 4         | 7.4        |
|  | Disagree                   | 5         | 9.3        |
|  | Neither Agree nor Disagree | 1         | 1.9        |
|  | Agree                      | 30        | 55.6       |
|  | Strongly Agree             | 14        | 25.9       |
|  | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.305 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : 1.009 Since it is a positive value the curve is tall and narrow

From the Frequency distribution it can be seen that

7.4% respondents Strongly Disagree that Social Networking Sites can be used to know updated tools for lecture preparation by sharing links

9.3% respondents Disagree that Social Networking Sites can be used to know updated tools for lecture preparation. by sharing links

1.9% respondents Neither Agree nor Disagree that Social Networking Sites can be used to know updated tools for lecture preparation by sharing links

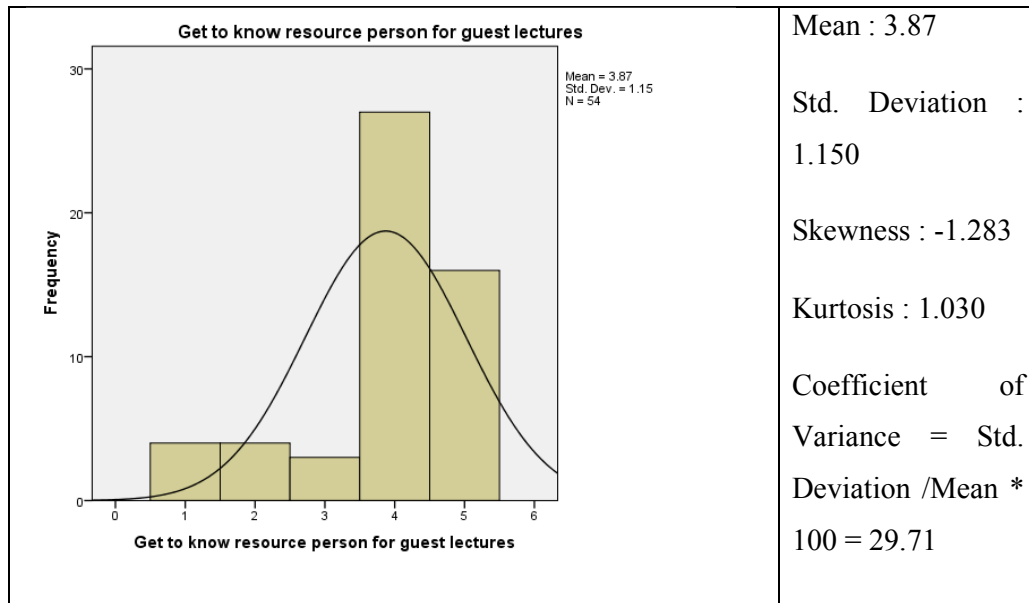
55.6% respondents Agree that Social Networking Sites can be used to know updated tools for lecture preparation by sharing links

25.9% respondents Strongly Agree that Social Networking Sites can be used to know updated tools for lecture preparation by sharing links

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites can be use to know updated tools for lecture preparation by sharing links

#### **4.2.14 “Get to know expert for suggesting for arranging resource person for guest lecturers or seminars”**

Respondents were asked to comment on whether Social Networking Sites helps to know experts for suggesting resource person for guest lecturers or seminars. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency distribution Table 4.2.14

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Get to expert for suggesting resource person for guest lectures or seminars | Strongly Disagree          | 4         | 7.4        |
|   | Disagree                   | 4         | 7.4        |
|   | Neither Agree nor Disagree | 3         | 5.6        |
|   | Agree                      | 27        | 50.0       |
|   | Strongly Agree             | 16        | 29.6       |
|   | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.283 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : 1.030 Since it is a positive value the curve is tall and narrow

From the Frequency distribution it can be seen that

7.4% respondents Strongly Disagree that Social Networking Sites can be used to know resource person for guest lecturers or seminars

7.4% respondents Disagree that Social Networking Sites can be used to know resource person for guest lecturers or seminars.

5.6% respondents Neither Agree nor Disagree that Social Networking Sites can be used to know expert for suggesting resource person for guest lecturers or seminars.

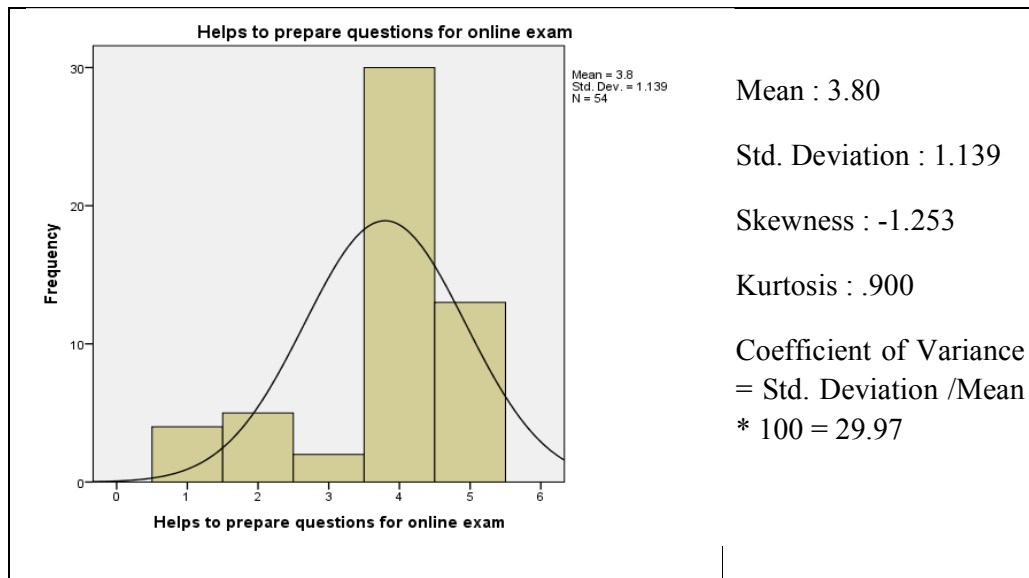
50.0% respondents Agree that Social Networking Sites can be used to know expert for suggesting resource person for guest lecturers or seminars.

29.6% respondents Strongly Agree that Social Networking Sites can be used to know expert for suggesting resource person for guest lecturers or seminars

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites can be used to know expert for suggesting resource person for guest lecturers or seminars

#### 4.2.15 “Helps to prepare questions for conducting online exam”

Respondents were asked to comment on whether Social Networking Sites helps to prepare questions for conducting online exam. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency distribution Table 4.2.15

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Helps to prepare questions for conducting online exam | Strongly Disagree          | 4         | 7.4        |
|   | Disagree                   | 5         | 9.3        |
|   | Neither Agree nor Disagree | 2         | 3.7        |
|   | Agree                      | 30        | 55.6       |
|   | Strongly Agree             | 13        | 24.1       |
|   | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Hence Mean is a representative value.

Skewness : -1.253 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : .900 Since it is a positive value the curve is tall and narrow

From the Frequency distribution it can be seen that

7.4% respondents Strongly Disagree that Social Networking Sites Helps to prepare questions for conducting online exam

9.3% respondents Disagree that Social Networking Sites Helps to prepare questions for conducting online exam

3.7% respondents Neither Agree nor Disagree that Social Networking Sites Helps to prepare questions for conducting online exam

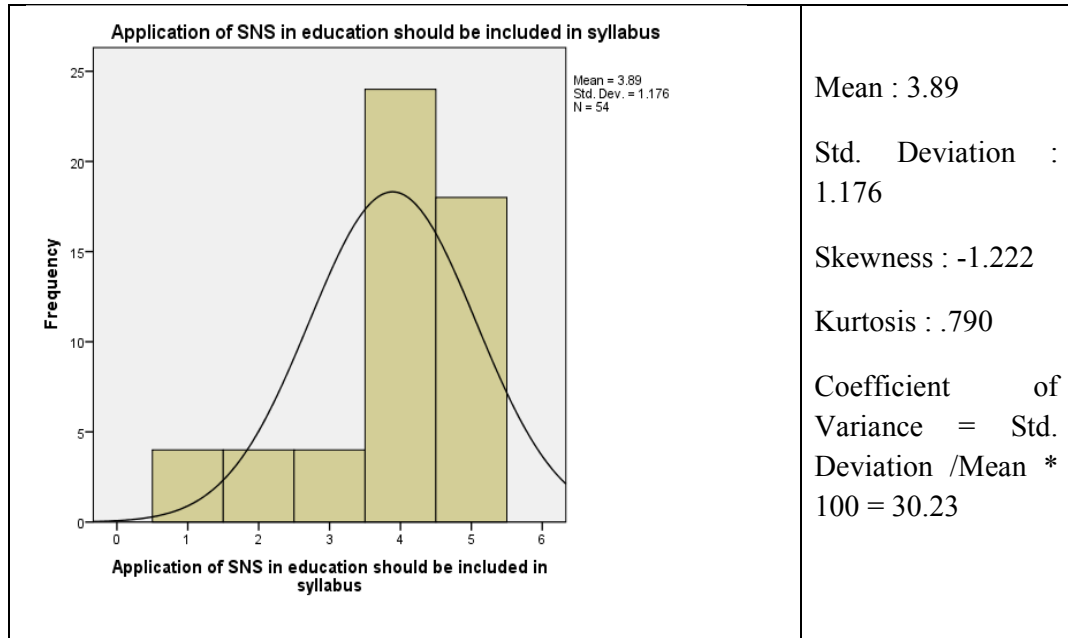
55.6% respondents Agree that Social Networking Sites Helps to prepare questions for conducting online exam

24.1% respondents Strongly Agree that Social Networking Sites Helps to prepare questions for conducting online exam

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites helps to prepare questions for conducting online exam .

**4.2.16 “Applications of Social Networking Sites in education should be included in syllabus”**

Respondents were asked to comment on whether applications of Social Networking Sites in education should be included in syllabus. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency distribution Table 4.2.16

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Applications of Social Networking Sites in education should be included in syllabus | Strongly Disagree          | 4         | 7.4        |
|   | Disagree                   | 4         | 7.4        |
|   | Neither Agree nor Disagree | 4         | 7.4        |
|   | Agree                      | 24        | 44.4       |
|   | Strongly Agree             | 18        | 33.3       |
|   | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**



Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.222 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : .790 Since it is a positive value the curve is tall and narrow

From the Frequency distribution it can be seen that

7.4% respondents Strongly Disagree that Applications of Social Networking Sites in education should be included in syllabus

7.4% respondents Disagree that Applications of Social Networking Sites in education should be included in syllabus

7.4% respondents Neither Agree nor Disagree that Applications of Social Networking Sites in education should be included in syllabus

44.4% respondents Agree that Applications of Social Networking Sites in education should be included in syllabus

33.3% respondents Strongly Agree that Applications of Social Networking Sites in education should be included in syllabus

Hence it can be concluded that majority of respondents AGREE that Applications of Social Networking Sites in education should be included in syllabus.

#### 4.2.17 “Helps in preparing class notes”

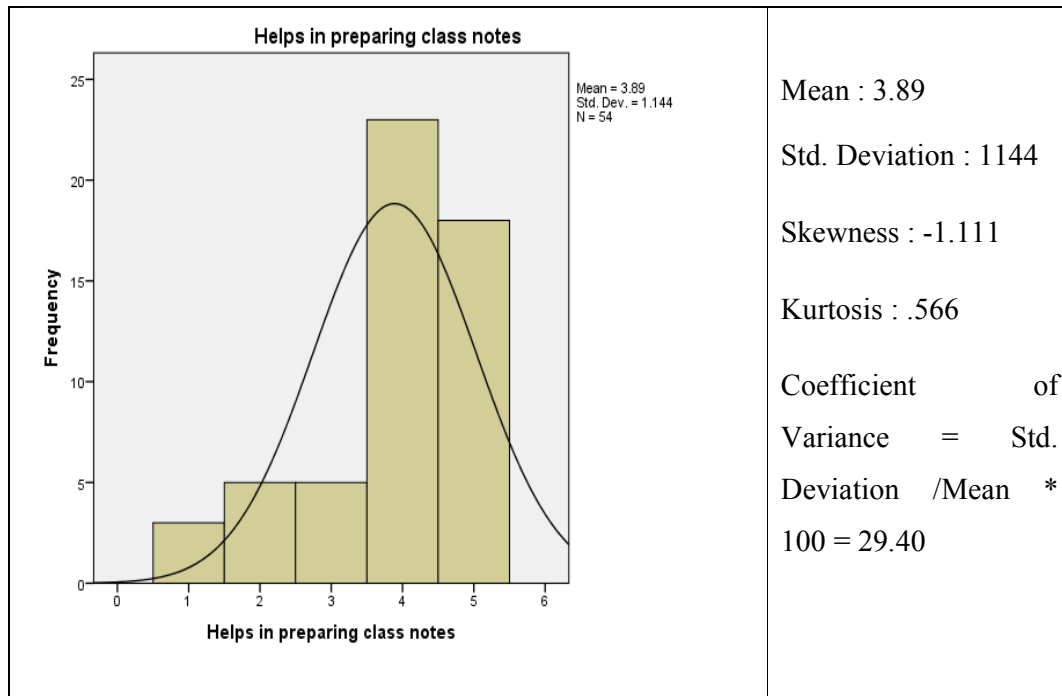
Respondents were asked to comment on whether Social Networking Sites are useful in preparing class notes. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Frequency distribution Table 4.2.17

| Variable                       | Response option            | Frequency | Percentage |
|--------------------------------|----------------------------|-----------|------------|
| Helps in preparing class notes | Strongly Disagree          | 3         | 5.6        |
|                                | Disagree                   | 5         | 9.3        |
|                                | Neither Agree nor Disagree | 5         | 9.3        |

|                |    |       |
|----------------|----|-------|
| Agree          | 23 | 42.6  |
| Strongly Agree | 18 | 33.3  |
| Total          | 54 | 100.0 |

Source: Field Survey and Compiled from primary data



**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.111 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : .566 Since it is a negative value the curve is short and flat

From the Frequency distribution it can be seen that

5.6% respondents Strongly Disagree that Social Networking Sites Helps in preparing class notes

9.3% respondents Disagree that Social Networking Sites Helps in preparing class notes

9.3% respondents Neither Agree nor Disagree that Social Networking Sites Helps in preparing class notes

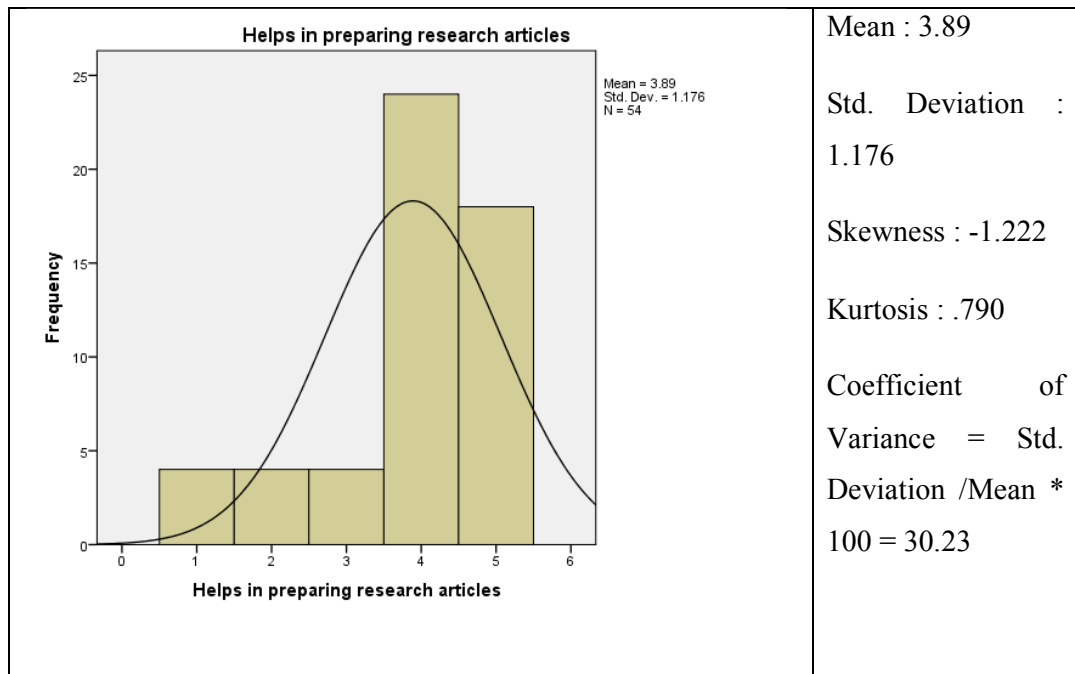
42.6% respondents Agree that Social Networking Sites Helps in preparing class notes

33.3% respondents Strongly Agree that Social Networking Sites Helps in preparing class notes

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites Helps in preparing class notes.

#### 4.2.18 “Helps in preparing research articles”

Respondents were asked to comment on whether Social Networking Sites helps in preparing research articles. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency distribution Table 4.2.18

| Variable                             | Response option            | Frequency | Percentage |
|--------------------------------------|----------------------------|-----------|------------|
| Helps in preparing research articles | Strongly Disagree          | 4         | 7.4        |
|                                      | Disagree                   | 4         | 7.4        |
|                                      | Neither Agree nor Disagree | 4         | 7.4        |
|                                      | Agree                      | 24        | 44.4       |
|                                      | Strongly Agree             | 18        | 33.3       |
|                                      | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.222 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : .790 Since it is a positive value the curve is tall and narrow

From the Frequency distribution it can be seen that

7.4% respondents Strongly Disagree that Social Networking Sites Helps in preparing research articles

7.4% respondents Disagree that Social Networking Sites Helps in preparing research articles

7.4% respondents Neither Agree nor Disagree that Social Networking Sites Helps in preparing research articles

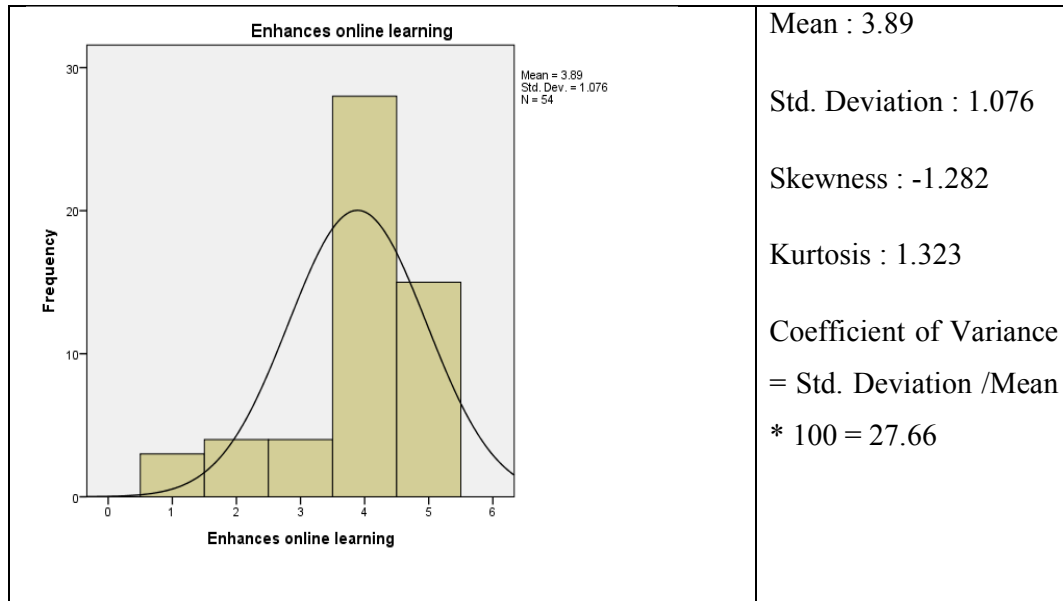
44.4% respondents Agree that Social Networking Sites Helps in preparing research articles

33.3% respondents Strongly Agree that Social Networking Sites Helps in preparing research articles

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites Helps in preparing research articles.

**4.2.19 “Enhances online learning”**

Respondents were asked to comment on whether Social Networking Sites enhances online learning. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency distribution Table 4.2.19

| Variable                 | Response option            | Frequency | Percentage |
|--------------------------|----------------------------|-----------|------------|
| Enhances online learning | Strongly Disagree          | 3         | 5.6        |
|                          | Disagree                   | 4         | 7.4        |
|                          | Neither Agree nor Disagree | 4         | 7.4        |
|                          | Agree                      | 28        | 51.9       |
|                          | Strongly Agree             | 15        | 27.8       |
|                          | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness : -1.282 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : 1.323 Since it is a negative value the curve is short and flat

From the Frequency distribution it can be seen that

5.6% respondents Strongly Disagree that Social Networking Sites Enhances online learning

7.4% respondents Disagree that Social Networking Sites Enhances online learning

7.4% respondents Neither Agree nor Disagree that Social Networking Sites Enhances online learning

51.9% respondents Agree that Social Networking Sites Enhances online learning

27.8% respondents Strongly Agree Social Networking Sites Enhances online learning

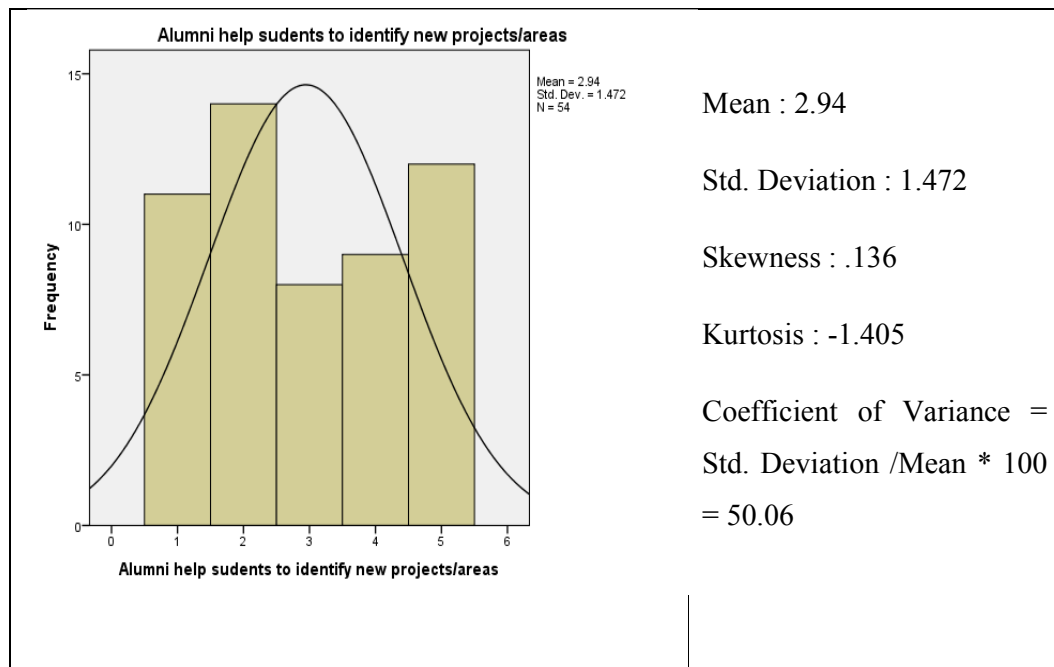
Hence it can be concluded that majority of respondents AGREE that Social Networking Sites Enhances online learning.

#### **4.2.20 “Alumni help to identify new project/areas”**

Respondents were asked to comment on whether Social Networking Sites plays a role where alumni helps to identify new project areas. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Frequency distribution Table 4.2.20 :Source: Field Survey and Compiled from primary data

| Variable                                  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Alumni help to identify new project/areas | Strongly Disagree          | 11        | 20.4       |
|   | Disagree                   | 14        | 25.9       |
|   | Neither Agree nor Disagree | 8         | 14.8       |
|   | Agree                      | 9         | 16.7       |
|   | Strongly Agree             | 12        | 22.2       |
|   | Total                      | 54        | 100.0      |



**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

20.4% respondents Strongly Disagree that Alumni help to identify new project/areas

25.9% respondents Disagree that Alumni help to identify new project/areas

14.8% respondents Neither Agree nor Disagree that Alumni help to identify new project/areas

16.7% respondents Agree that Alumni help to identify new project/areas

22.2% respondents Strongly Agree that Alumni help to identify new project/areas

Hence it can be concluded that majority of respondents DISAGREE that Alumni help to identify new project/areas

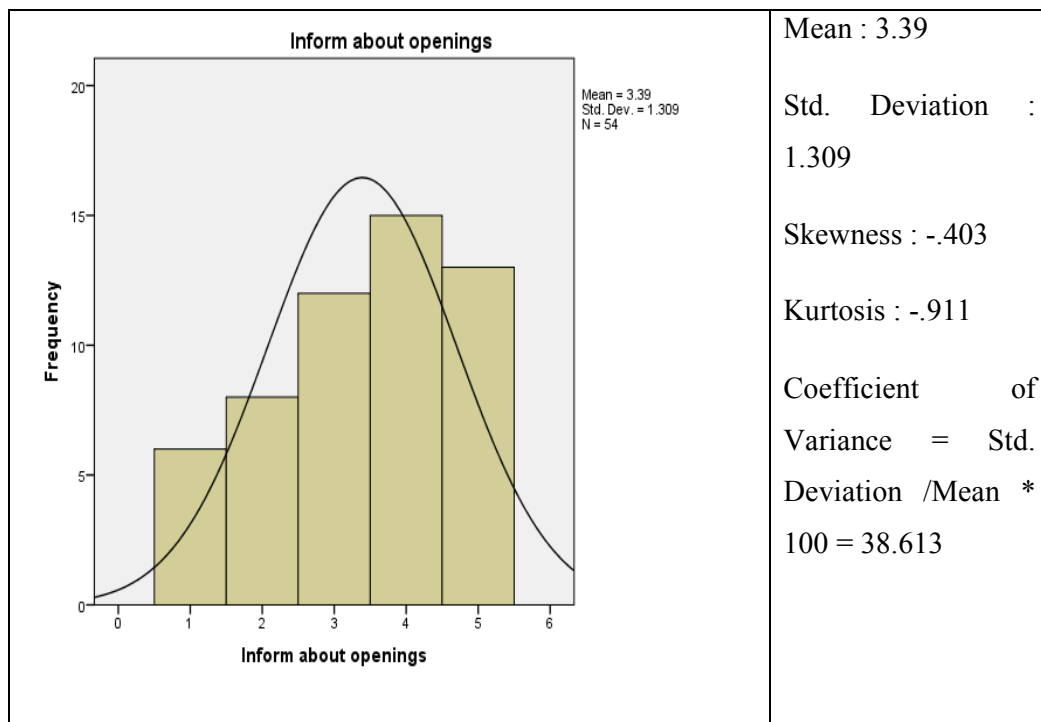
**4.2.21 “Alumni through Social Networking Sites helps to inform about job openings”**

Respondents were asked to comment on whether Alumni through Social Networking Sites helps to inform about job openings. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Frequency distribution Table 4.2.21

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Alumni through Social Networking Sites helps to inform about openings | Strongly Disagree          | 6         | 11.1       |
|   | Disagree                   | 8         | 14.8       |
|   | Neither Agree nor Disagree | 12        | 22.2       |
|   | Agree                      | 15        | 27.8       |
|   | Strongly Agree             | 13        | 24.1       |
|   | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data



**Interpretation:**



Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

From the Frequency distribution it can be seen that

11.1% respondents Strongly Disagree that Alumnus through Social Networking Sites helps to inform about openings

14.8% respondents Disagree that Alumnus through Social Networking Sites helps to inform about openings

22.2% respondents Neither Agree nor Disagree that Alumnus through Social Networking Sites helps to inform about openings

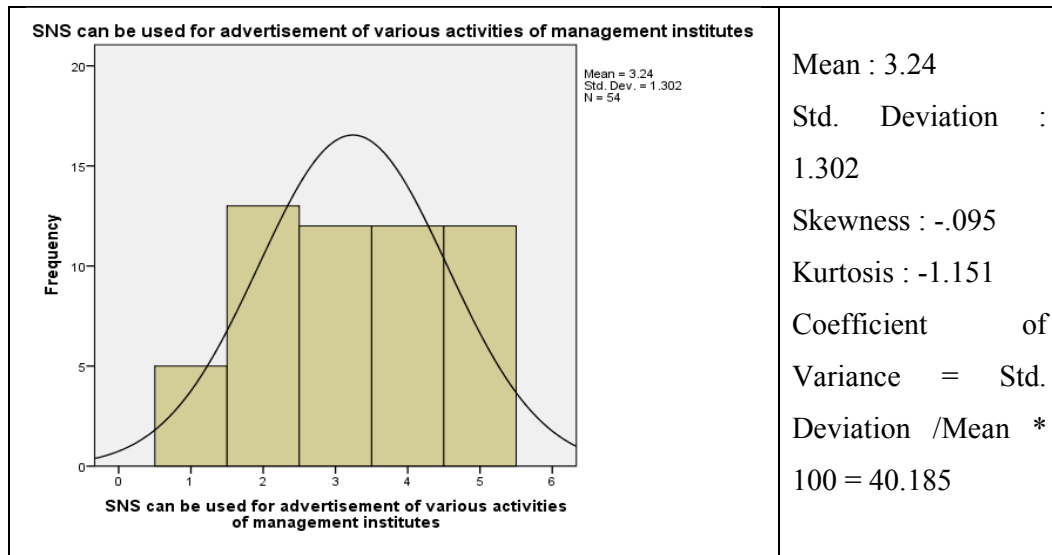
27.8% respondents Agree that Alumnus through Social Networking Sites helps to inform about openings

24.1% respondents Strongly Agree that Alumnus through Social Networking Sites helps to inform about openings

Hence it can be concluded that majority of respondents AGREE that Alumnus through Social Networking Sites helps to inform about openings.

#### **4.2.22 “Social Networking Sites can be used for advertisement of various programmes of management institute”**

Respondents were asked to comment on whether Social Networking Sites can be used for advertisement of various programmes of management institute. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency distribution Table 4.2.22

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Social Networking Sites can be used for advertisement of various activities of management institute | Strongly Disagree          | 5         | 9.3        |
|   | Disagree                   | 13        | 24.1       |
|   | Neither Agree nor Disagree | 12        | 22.2       |
|   | Agree                      | 12        | 22.2       |
|   | Strongly Agree             | 12        | 22.2       |
|   | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

### Interpretation:

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table.

From the Frequency distribution it can be seen that

9.3% respondents Strongly Disagree that Social Networking Sites can be used for advertisement of various activities of management institute

24.1% respondents Disagree that Social Networking Sites can be used for advertisement of various activities of management institute

22.2% respondents Neither Agree nor Disagree that Social Networking Sites can be used for advertisement of various activities of management institute

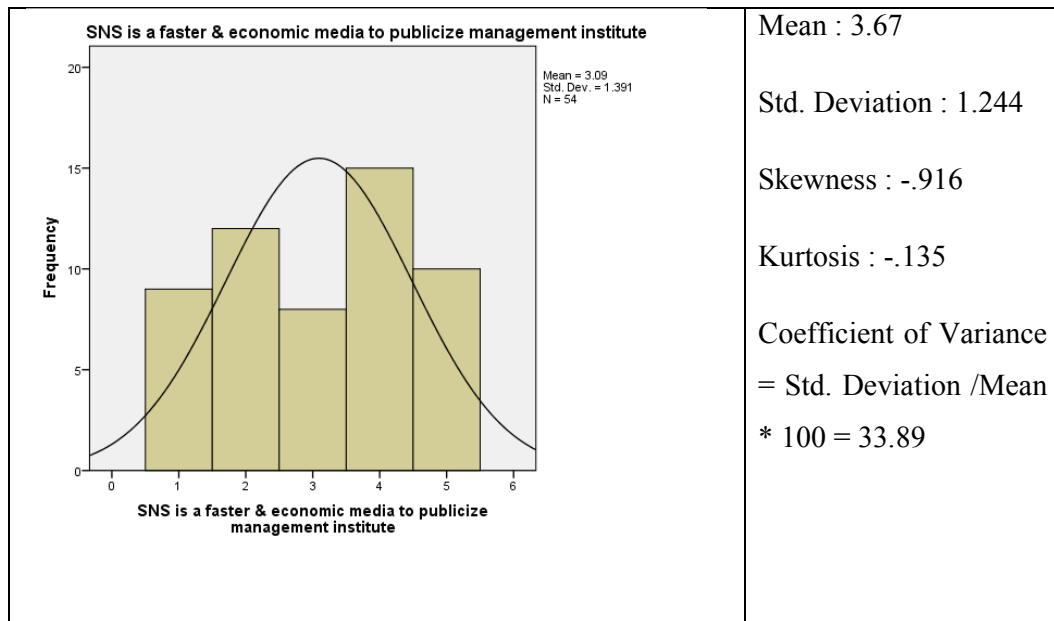
22.2% respondents Agree that Social Networking Sites can be used for advertisement of various activities of management institute

22.2% respondents Strongly Agree that Social Networking Sites can be used for advertisement of various activities of management institute

Hence it can be concluded that majority of respondents DISAGREE that Social Networking Sites can be used for advertisement of various activities of management institute

#### 4.2.23 “Social Networking Sites is a faster and economic media to publicize management institute”

Respondents were asked to comment on whether Social Networking Sites is a faster and economic media to publicize management institute. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.



Frequency distribution Table 4.2.23

| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Social<br>Networking Sites<br>is a faster and<br>economic media<br>to publicize<br>management<br>institute | Strongly Disagree          | 5         | 9.3        |
|  | Disagree                   | 6         | 11.1       |
|  | Neither Agree nor Disagree | 5         | 9.3        |
|  | Agree                      | 24        | 44.4       |
|  | Strongly Agree             | 14        | 25.9       |
|  | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table.

From the Frequency distribution it can be seen that

16.7% respondents Strongly Disagree that Social Networking Sites is a faster and economic media to publicize management institute

22.2% respondents Disagree that Social Networking Sites is a faster and economic media to publicize management institute

14.8% respondents Neither Agree nor Disagree that Social Networking Sites is a faster and economic media to publicize management institute

27.8% respondents Agree that Social Networking Sites is a faster and economic media to publicize management institute

18.5% respondents Strongly Agree that Social Networking Sites is a faster and economic media to publicize management institute

Hence it can be concluded that majority of respondents AGREE that Social Networking Sites is a faster and economic media to publicize management institute

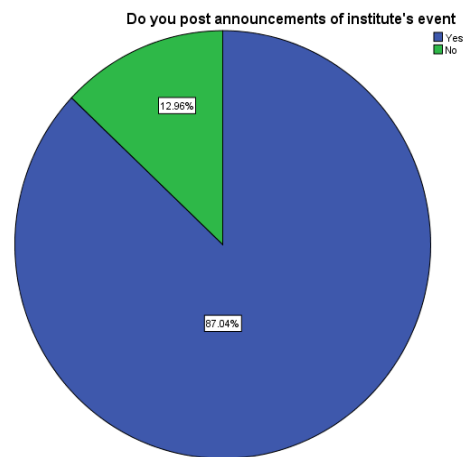
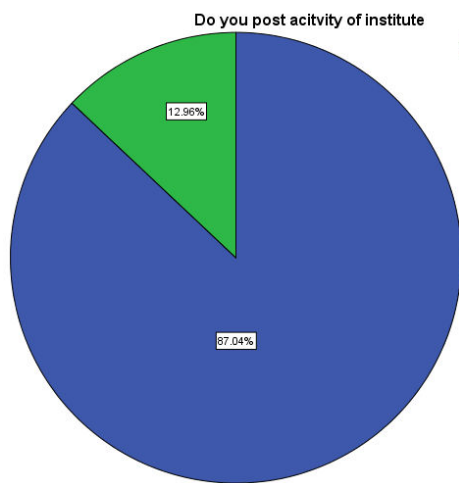
#### 4.2.24 Institute Account on Social Networking Sites

Respondents were asked to comment on whether the college/institute has a Social Networking Sites account using two response options 1-Yes, 2-No. if Yes then they were further asked to comment on do they post activity of Institute’s event (seminar/workshop/cultural event) They were also asked to tell about do they post announcements for Institute’s event (seminar/workshop/cultural event) using three response options 1-Yes, 2-No and 3-Sometimes.

**Frequency distribution Table 4.2.24**

| Variable   | Response option | Frequency | Percentage |
|--|-----------------|-----------|------------|
| Account on Social Networking Sites   | Yes             | 39        | 72.2       |
|  | No              | 15        | 27.8       |
|  | Total           | 54        | 100.0      |
| Post activity of Institute’s event (seminar/workshop/cultural event)       | Yes             | 47        | 87.0       |
|  | No              | 7         | 13.0       |
|  | Total           | 54        | 100.0      |
| Post announcements for Institute’s event (seminar/workshop/cultural event) | Yes             | 47        | 87.0       |
|  | No              | 7         | 13.0       |
|  | Sometimes       | 0         | 0.0        |
|  | Total           | 54        | 100.0      |

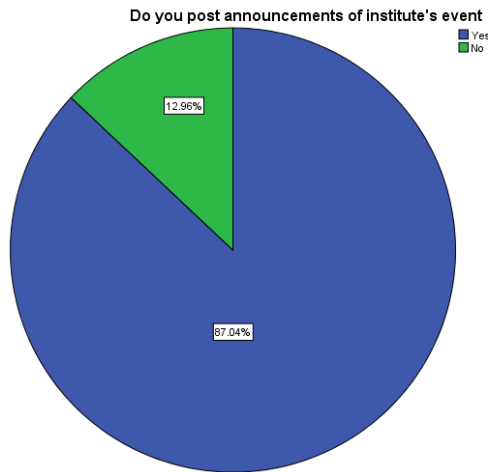
Source: Field Survey and Compiled from primary data



Graph 4.2.18 :Pie chart showing does the

Graph 4.2.19 :Pie chart showing does

College Institute post activity / of any the institute post announcement of event (seminar / workshop / cultural event) Institute's event



**Interpretation:**

From the above table it can be seen that out of 54 respondents 72.2% respondents have an account on Social Networking Sites and 27.8% do not have an account. Further 87% of them post activity of Institute's event (seminar/workshop/cultural event), 13% do not post. There are 87% respondents post announcements for Institute's event (seminar/workshop/cultural event), 13.0% do not post.

**4.2.25 Social Networking Sites used for admission**

Respondents were asked to comment on whether the college/institute uses Social Networking Sites for admission with two response option 1-Yes, 2-No. Further they were asked to comment on what percentage of admission is done through Social Networking Sites with five response options 1 - less than 10%, 2 - 10% - 30%, 3 - 30% - 50%, 4 – 50% - 70% and 5 – more than 70%.

Frequency distribution Table 4.2.25

| Variable                                      | Response option | Frequency | Percentage |
|---|-----------------|-----------|------------|
| Social Networking Sites is used for admission | Yes             | 31        | 57.4       |
|   | No              | 23        | 42.6       |
|   | Total           | 54        | 100.0      |

|  |               |    |       |
|--|---------------|----|-------|
| Percentage of admission done through Social Networking Sites | Less than 10% | 33 | 61.1  |
|  | 10% - 30%     | 21 | 38.9  |
|  | 30% - 50%     | 0  | 0.0   |
|  | 50% - 70%     | 0  | 0.0   |
|  | Total         | 54 | 100.0 |

Source: Field Survey and Compiled from primary data

### Interpretation

From the above table it can be seen that out of 54 respondents, 57.4% use Social Networking Sites for admission and 42.6% do not use it. Hence it can be seen that majority of respondents use Social Networking Sites for admission. Further 61.1% respondents say that less than 10% admissions are done through Social Networking Sites and 38.9% say 10% - 30% admission are done through Social Networking Sites.

#### 4.2.26 Suggestions offered to Govt, Universities and Institutions

##### “One should be aware of Govt. rules”

Respondents were asked to comment on whether one should be aware of Govt. rules with reference to social networking sites They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Mean : 2.56

Std. Deviation : 1.501

Skewness : .289

Kurtosis : -1.514

Coefficient of Variance = Std. Deviation /Mean \* 100 = 58.63

Frequency distribution Table 4.2.26

| Variable                     | Response option   | Frequency | Percentage |
|------------------------------|-------------------|-----------|------------|
| One should be aware of Govt. | Strongly Disagree | 21        | 38.9       |
|                              | Disagree          | 8         | 14.8       |

|       |                            |    |       |
|-------|----------------------------|----|-------|
| rules | Neither Agree nor Disagree | 5  | 9.3   |
|       | Agree                      | 14 | 25.9  |
|       | Strongly Agree             | 6  | 11.1  |
|       | Total                      | 54 | 100.0 |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table.

From the Frequency distribution it can be seen that

38.9% respondents Strongly Disagree that One should be aware of Govt. rules

14.8% respondents Disagree that One should be aware of Govt. rules

9.3% respondents Neither Agree nor Disagree that One should be aware of Govt. rules

25.9% respondents Agree for that should be aware of Govt. rules

11.1% respondents Strongly Agree for One should be aware of Govt. rules

Hence it can be concluded that majority of respondents STRONGLY DISAGREE that One should be aware of Govt. rules

**4.2.27 “Institute should schedule sessions for awareness”**

Respondents were asked to comment on whether college / institute should schedule session on awareness. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Mean : 2.54

Std. Deviation : 1.514

Skewness : .299



Kurtosis : -1.533

Coefficient of Variance = Std. Deviation /Mean \* 100 = 45.33

Frequency distribution Table 4.2.27

| Variable   | Response option            | Frequency | Percentage |
|--|----------------------------|-----------|------------|
| Institute should schedule sessions for awareness | Strongly Disagree          | 22        | 40.7       |
|  | Disagree                   | 7         | 13.0       |
|  | Neither Agree nor Disagree | 5         | 9.3        |
|  | Agree                      | 14        | 25.9       |
|  | Strongly Agree             | 6         | 11.1       |
|  | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is more than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table.

From the Frequency distribution it can be seen that

40.7% respondents Strongly Disagree that Institute should schedule sessions for awareness

13.0% respondents Disagree that Institute should schedule sessions for awareness

9.3% respondents Neither Agree nor Disagree that Institute should schedule sessions for awareness

25.9% respondents Agree that Institute should schedule sessions for awareness

11.1% respondents Strongly Agree that Institute should schedule sessions for awareness

Hence it can be concluded that majority of respondents STRONGLY DISAGREE that Institute should schedule sessions for awareness

**4.2.28 “University should issue guidelines for such sessions and usage of social networking sites by faculty and students”**

Respondents were asked to comment on whether college / institute should provide guidelines for awareness session and usage of social networking sites by faculty and students. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Mean : 1.54

Std. Deviation : .503

Skewness : -.153

Kurtosis : -2.054

Coefficient of Variance = Std. Deviation /Mean \* 100 = 32.66

Frequency distribution Table 4.2.28

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| University should issue guidelines for such sessions and usage of social networking sites by faculty and students | Strongly Disagree          | 25        | 46.3       |
|   | Disagree                   | 29        | 53.7       |
|   | Neither Agree nor Disagree | 0         | 0.0        |
|   | Agree                      | 0         | 0.0        |
|   | Strongly Agree             | 0         | 0.0        |
|   | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is a representative value.

Skewness :-1.53 Since Skewness is negative value the curve is a left skewed curve and data are piled up on right.

Kurtosis : -2.054 Since it is a negative value the curve is short and flat

Skewness and Kurtosis values further confirm the meaningfulness of Mean

From the Frequency distribution it can be seen that

46.3% respondents Strongly Disagree that University should issue guidelines for such sessions and usage of social networking sites by faculty and students

53.7% respondents Disagree that University should issue guidelines for such sessions usage of social networking sites by faculty and students

0.0% respondents Neither Agree nor Disagree that University should issue guidelines for such sessions usage of social networking sites by faculty and students

0.0% respondents Agree that University should issue guidelines for such sessions usage of social networking sites by faculty and students

0.0% respondents Strongly Agree that University should issue guidelines for such sessions usage of social networking sites by faculty and students

Hence it can be concluded that majority of respondents DISAGREE that University should issue guidelines for such sessions usage of social networking sites by faculty and students.

#### **4.2.29 “Institute should take measures for security to prevent misuse of social networking sites”**

Respondents were asked to comment on whether college / institute should take measures for security to prevent misuse of Social Networking Sites. They were offered five options 1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree and 5=Strongly Agree.

Mean : 1.93

Std. Deviation : .843

Skewness : .144

Kurtosis : -1.588

Coefficient of Variance = Std. Deviation /Mean \* 100 = 43.67

Frequency distribution Table 4.2.29

| Variable  | Response option            | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Institute should take measures for security to prevent misuse of Social Networking Sites. | Strongly Disagree          | 21        | 38.9       |
|   | Disagree                   | 16        | 29.6       |
|   | Neither Agree nor Disagree | 17        | 31.5       |
|   | Agree                      | 0         | 0.0        |
|   | Strongly Agree             | 0         | 0.0        |
|   | Total                      | 54        | 100.0      |

Source: Field Survey and Compiled from primary data

**Interpretation:**

Since Coefficient of Variance is less than 33% Mean is not a representative value. Hence interpretation is based upon frequency distribution table

Skewness : .144 Since Skewness is positive value the curve is a right skewed curve and data are piled up on left.

Kurtosis : -1.588 Since it is a negative value the curve is short and flat

From the Frequency distribution it can be seen that

38.9% respondents Strongly Disagree that Institute should take measures for security to prevent misuse of Social Networking Sites.

29.6% respondents Disagree that Institute should take measures for security to prevent misuse of Social Networking Sites.

31.5% respondents Neither Agree nor Disagree that Institute should take measures for security to prevent misuse of Social Networking Sites.

0.0% respondents Agree that Institute should take measures for security to prevent misuse of Social Networking Sites.

0.0% respondents Strongly Agree that Institute should take measures for security to prevent misuse of Social Networking Sites.

Hence it can be concluded that majority of respondents STRONGLY DISAGREE that Institute should take measures for security to prevent misuse of Social Networking Sites.

### **4.3 TESTING OF HYPOTHESIS FOR STUDENT RESPONDENTS**

**4.3.1 Hypothesis 1** : There is a significant difference in the students' usage of social networking sites with reference to location of use and the time spent.

H0 : There is no significant difference in the students' usage of social networking sites with reference to location of use and the time spent

H1: There is a significant difference in the students' usage of social networking sites with reference to location of use and the time spent

#### **For location of operating social networking sites**

Statistical test used : **Cochran Test**

Variables and measurement : Respondents were asked to comment on the location for operating social networking sites. They were given the following options

- Operate from home
- Operate from college
- Operate from cyber cafe
- Operate from their phone

Level of significance = 0.05

Table 4.3.1. 1 Test statistics

|             |         |
|-------------|---------|
| N           | 274     |
| Cochran's Q | 169.418 |
| Df          | 3       |
| Asymp. Sig  | .000    |

$Q(3)=169.418, p=0.000$

**Conclusion:** Since p value (0.000) is less than the level of significance, the null hypothesis is rejected.

**For time spent: Statistical test: Friedman test**

Variables and measurement : Respondents are asked to select the sites usage along with their duration, the following options were provided with all the social networking sites list <2 hrs a day, 2-3 hrs a day, 3-6 hrs a day, more than 6 hrs a day, once a week, once a month, rarely and never.

Level of Significance :  $\alpha = 0.05$

Table 4.3.1. 2 Ranks Table

|                | Mean Rank |
|----------------|-----------|
| Facebook       | 7.57      |
| Tweeter        | 9.61      |
| Bharat student | 9.73      |
| Yahoo I pulse  | 8.31      |
| Google plus    | 7.57      |
| LinkedIn       | 7.78      |
| Classroom 2.0  | 10.64     |
| Ning           | 10.58     |
| Academia.edu   | 10.87     |
| ed Web         | 10.95     |
| ePals          | 11.04     |
| Twiducate      | 10.72     |
| Shiksha.com    | 9.97      |
| live@edu       | 11.23     |
| Educause       | 11.39     |
| You tube       | 7.81      |
| Pintrest       | 10.91     |

Table 4.3.1.3 Test Statistics

|             |         |
|-------------|---------|
| N           | 274     |
| Chi-Square  | 945.719 |
| Df          | 16      |
| Asymp. Sig. | .000    |

$$\chi^2(17)=945.719$$

**Conclusion:** Since P value (0.000) is less than level of significance the null hypothesis is rejected. Hence the hypothesis that there is a significant difference in the students' usage of social networking sites with reference to location of use and the time spent. is proved

**4.3.2 Hypothesis 2 : Students use social networking sites mainly for communicating with friends and meeting with professionals**

H0 : Students do not use social networking sites mainly for communicating with friends and meeting with professionals

H1 : Students use social networking sites mainly for communicating with friends and meeting with professionals

**Statistical test: Kendall's W Test**

**Variables and measurement :** Respondents were asked to comment on the reason for operating social networking sites. They were given the following options

- Communicating with friends
- Academic/educational purpose
- Meeting with professionals
- Communicating with students/teachers
- Online shopping

Level of Significance :  $\alpha = 0.05$

Table 4.3.2.1 Ranks table

|                                | Mean Rank |
|--------------------------------|-----------|
| Communicating with friends     | 4.60      |
| Academic / Educational purpose | 2.54      |
| Meeting with Professionals     | 2.86      |
| Communicating with students    | 2.71      |
| Online shopping                | 2.49      |



Table 4.3.2. 2Test Statistics

|                          |        |
|--------------------------|--------|
| N                        | 274    |
| Kendall's W <sup>a</sup> | .046   |
| Chi-Square               | 44.960 |
| Df                       | 4      |
| Asymp. Sig.              | .000   |

a. Kendall's Coefficient of Concordance

From the ranks table it can be seen that

- Communicating with friends has Mean rank 4.60
- Academic/educational purpose has Mean rank 2.54
- Meeting with professionals has Mean rank 2.86
- Communicating with students/teachers has Mean rank 2.71
- Online shopping has Mean rank 2.49

**Conclusion** :from the above discussion it is concluded that since p value is 0.000 less than the level of significance ,null hypothesis is rejected and the hypothesis, Students use social networking sites mainly for communicating with friends and meeting with professionals is proved

### 4.3.3 Hypothesis 3: “Social networking sites are a useful platform for students learning process”

#### Statistical test: Sign binomial test

Variables and measurement: Respondents were asked to comment on the following statement related to above hypothesis using five point scale (1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree , 4=Agree, 5=Strongly Agree)

- a. Social Networking Sites are helpful for summer internship project/research projects.
- b. It helps in updating knowledge about the current trends in the market.
- c. Interact with friends on various educational subjects
- d. It helps to discuss the current topics relating to education.

- e. It helps in updating knowledge during syllabus change.
- f. Social Networking Sites gets to know updated tools for presentation by sharing links.
- g. Helps to prepare for online exam
- h. Application of Social Networking Sites in education should be included in syllabus
- i. It helps in preparing research article.
- j. It enhances online learning
- k. It is a supplementary tool used for enhancing students sense of classroom community.
- l. Helps to improve creativity and output

Cut point: the original 5 point scale was converted to 2-point scale using CUT POINT option as “3” in IBM SPSS 21. Hence the newly created categories were:

$\leq 3$  : disagree in learning process

$>3$  : agree in learning process

Test proportion : Test proportion was taken as 0.5. Since more than 50% of favourable responses to a particular category suggest greater approval for this category.

Hence  $P=0.5$

$H_0$  :  $P \leq 0.5$  (proportion of responses indicating “Social networking sites are a useful platform for students learning process” is less than or equal to 50%)

$H_1$  :  $P > 0.5$  (proportion of responses indicating “Social networking sites are a useful platform for students learning process” is more than 50%)

Level of significance

Table 4.3.3 1

| <b>Binomial test</b> |         |          |     |                |            |                      |
|----------------------|---------|----------|-----|----------------|------------|----------------------|
|                      |         | Category | N   | Observed Prop. | Test Prop. | Exact Sig (2-tailed) |
| Social               | Group 1 | $\leq 3$ | 101 | .37            | .50        | .000                 |

|  |         |     |     |      |     |      |
|--|---------|-----|-----|------|-----|------|
| Networking Sites are helpful for summer internship project/research projects | Group 2 | >3  | 173 | .63  |     |      |
|  | Total   |     | 274 | 1.00 |     |      |
| It helps in updating knowledge about the current trends in the market        | Group 1 | <=3 | 112 | .41  | .50 | .003 |
|  | Group 2 | >3  | 162 | .59  |     |      |
|  | Total   |     | 274 | 1.00 |     |      |
| Interact with friends on various educational subjects                        | Group 1 | <=3 | 127 | .46  | .50 | .251 |
|  | Group 2 | >3  | 147 | .54  |     |      |
|  | Total   |     | 274 | 1.00 |     |      |
| It helps to discuss the current topics relating to education                 | Group 1 | <=3 | 91  | .33  | .50 | .000 |
|  | Group 2 | >3  | 183 | .67  |     |      |
|  | Total   |     | 274 | 1.00 |     |      |
| It helps in updating knowledge during syllabus change                        | Group 1 | <=3 | 102 | .37  | .50 | .000 |
|  | Group 2 | >3  | 172 | .63  |     |      |
|  | Total   |     | 274 | 1.00 |     |      |
| Social Networking Sites gets to know updated                                 | Group 1 | <=3 | 108 | .39  | .50 | .001 |
|  | Group 2 | >3  | 166 | .61  |     |      |
|  |         |     | 274 | 1.00 |     |      |

|   |         |          |     |      |     |      |  |
|---|---------|----------|-----|------|-----|------|--|
| tools for presentation by sharing links   | Total   |          |     |      |     |      |  |
| Helps to prepare for online exam  | Group 1 | $\leq 3$ | 109 | .40  | .50 | .001 |  |
|   | Group 2 | $> 3$    | 165 | .60  |     |      |  |
|   | Total   |          | 274 | 1.00 |     |      |  |
| Application of Social Networking Sites in education should be included in syllabus  | Group 1 | $\leq 3$ | 110 | .40  | .50 | .001 |  |
|   | Group 2 | $> 3$    | 164 | .60  |     |      |  |
|   | Total   |          | 274 | 1.00 |     |      |  |
| It helps in preparing research article  | Group 1 | $\leq 3$ | 106 | .39  | .50 | .000 |  |
|   | Group 2 | $> 3$    | 168 | .61  |     |      |  |
|   | Total   |          | 274 | 1.00 |     |      |  |
| It enhances online learning   | Group 1 | $\leq 3$ | 101 | .37  | .50 | .000 |  |
|   | Group 2 | $> 3$    | 173 | .63  |     |      |  |
|   | Total   |          | 274 | 1.00 |     |      |  |
| It is a supplementary tool used for enhancing students sense of classroom community | Group 1 | $\leq 3$ | 87  | .32  | .50 | .000 |  |
|   | Group 2 | $> 3$    | 187 | .68  |     |      |  |
|   | Total   |          | 274 | 1.00 |     |      |  |

|  |         |          |     |     |     |      |
|--|---------|----------|-----|-----|-----|------|
| Helps to improve creativity and output | Group 1 | $\leq 3$ | 107 | .39 | .50 | .000 |
|  | Group 2 | $> 3$    | 167 | .51 |     |      |
|  | Total   |          | 274 |     |     |      |

**Interpretation:**

- a. Social Networking Sites are helpful for summer internship project/research projects

Observed proportion :0.63, test proportion: 0.5,  $p=0.000$

Hence more than 50% of the respondents agree that Social Networking Sites are helpful for summer internship project/research projects.

- b. It helps in updating knowledge about the current trends in the market.

Observed proportion :0.59, test proportion: 0.5,  $p=0.000$

Hence more than 50% of the respondents agree Social Networking Sites helps in updating knowledge about the current trends in the market.

- c. It helps in interacting with friends on educational subjects

Observed proportion :0.54, test proportion: 0.5,  $p=0.251$

Hence only 50% of the respondents agree Social Networking Sites helps in interacting with friends on educational subjects.

- d. It helps to discuss the current topics relating to education

Observed proportion :0.67, test proportion: 0.5,  $p=0.000$

Hence more than 50% of the respondents agree Social Networking Sites helps It helps to discuss the current topics relating to education.

- e. It helps in updating knowledge during syllabus change.

Observed proportion :0.63, test proportion: 0.5,  $p=0.000$

Hence more than 50% of the respondents agree Social Networking Sites helps in updating knowledge during syllabus change.

- f. It helps to know updated tools for presentation by sharing links.  
Observed proportion :0.61, test proportion: 0.5,  $p=0.000$   
Hence more than 50% of the respondents agree Social Networking Sites helps gets to know updated tools for presentation
- g. It helps to prepare for online exam  
Observed proportion :0.60, test proportion: 0.5,  $p=0.000$   
Hence more than 50% of the respondents agree Social Networking Sites helps to prepare questions for online exam.
- h. Application of Social Networking Sites in education should be included in syllabus  
Observed proportion :0.60, test proportion: 0.5,  $p=0.000$   
Hence more than 50% of the respondents agree Application of Social Networking Sites in education should be included in syllabus
- i. It helps in preparing research article.  
Observed proportion :0.61, test proportion: 0.5,  $p=0.000$   
Hence more than 50% of the respondents agree Social Networking Sites helps in preparing research article.
- j. It enhances online learning.  
Observed proportion :0.63, test proportion: 0.5,  $p=0.000$   
Hence more than 50% of the respondents agree Social Networking Sites helps in updating knowledge about the current trends in the market.
- k. It is a supplementary tool used for enhancing students sense of classroom community.  
Observed proportion :0.68, test proportion: 0.5,  $p=0.000$   
Hence more than 50% of the respondents agree Social Networking Sites is a supplementary tool used for enhancing students sense of classroom community

1. It helps to improve creativity and output

Observed proportion :0.61, test proportion: 0.5,  $p=0.000$

Hence more than 50% of the respondents agree Social Networking Sites helps to improve creativity and output

**Conclusion:** From the above discussion it can be seen that all variables have observed proportion more than 50% and p value less than 0.05 except one variable, whose p value is more than 0.05. Hence hypotheses “Social networking sites are a useful platform for students learning process” is proved.

#### **4.4 TESTING OF HYPOTHESIS FOR FACULTY RESPONDENTS**

##### **4.4.1 Hypothesis 4: Faculty use social networking sites for communicating with friends and educational purpose**

H0 : Faculty do not use social networking sites mainly for communicating with friends and educational purpose

H1 : Faculty use social networking sites mainly for communicating with friends and educational purpose

##### **Statistical test: One Sample Chisquare test**

Variables and measurement: Respondents were asked to comment on the reason for operating social networking sites. They were given the following options

- Communicating with friends
- Academic/educational purpose
- Communicating with students
- Online shopping
- Meeting with professionals

**Conclusion:** since p value is less than 0.05, it is concluded that the null hypothesis is rejected and the hypothesis, Faculty use social networking sites mainly for communicating with friends and educational purpose is proved

#### **4.4.2 Hypothesis 5: Faculty utilize social networking sites for teaching – learning process**

##### **Statistical test: Sign binomial test**

Variables and measurement : Respondents were also asked to comment on the following statement related to above hypothesis using five point scale (1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree , 4=Agree, 5=Strongly Agree)

- a. It helps in sharing class notes / case studies.
- b. It helps to provide project guidance.
- c. It helps to publish articles
- d. It helps to get business updates.
- e. It is a media for getting placement update

Cut point: the original 5 point scale was converted to 2-point scale using CUT POINT option as “3” in IBM SPSS 21. Hence the newly created categories were:

$\leq 3$  : do not utilize in teaching –learning process

$>3$  : utilize in teaching-learning process

Test proportion: Test proportion was taken as 0.5. Since more than 50% of favourable responses to a particular category suggest greater approval for this category.

Hence  $P=0.5$

$H_0$  :  $P \leq 0.5$  (proportion of responses indicating “Faculty utilize social networking sites for teaching –learning process” is less than or equal to 50%)

$H_1$  :  $P > 0.5$  (proportion of responses indicating “Faculty utilize social networking sites for teaching –learning process” is more than 50%)

**Level of significance**

**Table 4.4 1**



| <b>Binomial test</b>                |         |          |    |                |            |                     |
|-------------------------------------|---------|----------|----|----------------|------------|---------------------|
|                                     |         | Category | N  | Observed Prop. | Test Prop. | Exact Sig(2-tailed) |
| Sharing class notes or case studies | Group 1 | Yes      | 18 | .33            | .50        | .020                |
|                                     | Group 2 | No       | 36 | .67            |            |                     |
|                                     | Total   |          | 54 | 1.00           |            |                     |
| Provides project guidance           | Group 1 | <=3      | 13 | .24            | .50        | .000                |
|                                     | Group 2 | >3       | 41 | .76            |            |                     |
|                                     | Total   |          | 54 | 1.00           |            |                     |
| Publish articles                    | Group 1 | <=3      | 19 | .35            | .50        | .040                |
|                                     | Group 2 | >3       | 35 | .65            |            |                     |
|                                     | Total   |          | 54 | 1.00           |            |                     |
| To get business updates             | Group 1 | <=3      | 18 | .33            | .50        | .020                |
|                                     | Group 2 | >3       | 36 | .67            |            |                     |
|                                     | Total   |          | 54 | 1.00           |            |                     |
| To get placement updates.           | Group 1 | <=3      | 14 | .26            | .50        | .001                |
|                                     | Group 2 | >3       | 40 | .74            |            |                     |
|                                     | Total   |          | 54 | 1.00           |            |                     |

**Interpretation:**

- a. Social Networking Sites helps in sharing class notes or case studies.

Observed proportion: 0.67 test proportion: 0.5,  $p=0.020$

Hence more than 50% of the respondents agree Social Networking Sites helps in sharing class notes or case studies.

- b. It helps in providing project guidance.

Observed proportion :0.76, test proportion: 0.5,  $p=0.000$

Hence more 50% of the respondents agree Social Networking Sites helps in providing project guidance.

- c. It helps in publishing articles

Observed proportion :0.65, test proportion: 0.5,  $p=0.040$

Hence more than 50% of the respondents agree Social Networking Sites helps in publishing articles

- d. It helps to get business updates

Observed proportion :0.67, test proportion: 0.5,  $p=0.020$

Hence more than 50% of the respondents agree Social Networking Sites helps to get business updates.

- e. It helps to get placement updates

Observed proportion :0.74, test proportion: 0.5,  $p=0.001$

Hence more than 50% of the respondents agree Social Networking Sites helps to get placement updates.

**Conclusion:** From the above discussion it can be seen that all variables have observed proportion more than 50% and p value less than 0.05. Hence hypotheses “Faculty utilize social networking sites for teaching –learning process” is proved

#### **4.4.3 Hypothesis 6: “Social networking site act as a strategic tool in hands of management institutes to promote their courses”**

##### **Statistical test: Sign binomial test**

Variables and measurement: Respondents were asked to comment on the following statement related to above hypothesis using two options (1-Yes and 2-No)

- a. Post activity of Institute's event (seminar / workshop/ cultural event).
- b. Post announcements for Institute's event (seminar / workshop/ cultural event).

Further respondents were asked to comment on the following statement related to above hypothesis using five point scale (1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree)

- a. Social Networking Sites can be used for advertisement of various programmes of the management.
- b. Social Networking Sites is a faster and cheaper media to publicize Management institute.

Cut point: the original 5 point scale was converted to 2-point scale using CUT POINT option as "3" in IBM SPSS 21. Hence the newly created categories were:

$\leq 3$  : do not act as a strategic tool in hands of management institutes to promote their courses

$>3$  : act as a strategic tool in hands of management institutes to promote their courses

Test proportion : Test proportion was taken as 0.5. Since more than 50% of favourable responses to a particular category suggest greater approval for this category.

Hence  $P=0.5$

$H_0$  :  $P \leq 0.5$  (proportion of responses indicating Social networking sites act as a strategic tool in hands of management institutes to promote their courses is less than or equal to 50%)

$H_1$  :  $P > 0.5$  (proportion of responses indicating Social networking site act as a strategic tool in hands of management institutes to promote their courses is more than 50%)

Level of significance

Table 4.4 2

| <b>Binomial test</b>   |         |          |    |                |            |                     |
|--|---------|----------|----|----------------|------------|---------------------|
|  |         | Category | N  | Observed Prop. | Test Prop. | Exact Sig(2-tailed) |
| Post activity of Institute's event (seminar / workshop/ cultural event)                        | Group 1 | Disagree | 47 | .87            | .50        | .000                |
|  | Group 2 | Agree    | 7  | .13            |            |                     |
|  | Total   |          | 54 | 1.00           |            |                     |
| Post announcements for Institute's event (seminar / workshop/ cultural event)                  | Group 1 | Disagree | 47 | .87            | .50        | .000                |
|  | Group 2 | Agree    | 7  | .13            |            |                     |
|  | Total   |          | 54 | 1.00           |            |                     |
| Social Networking Sites can be used for advertisement of various programmes of the management. | Group 1 | <=3      | 30 | .56            | .50        | .497                |
|  | Group 2 | >3       | 24 | .44            |            |                     |
|  | Total   |          | 54 | 1.00           |            |                     |
| Social Networking Sites is a faster and cheaper media to publicize                             | Group 1 | <=3      | 16 | .30            | .50        | .004                |
|  | Group 2 | >3       | 38 | .70            |            |                     |
|  | Total   |          | 54 | 1.00           |            |                     |

|                         |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|
| Management<br>institute |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|

**Interpretation:**

- a. Post activity of Institute’s event (seminar / workshop/ cultural event)  
Observed proportion :0.87 test proportion: 0.5, p=0.000  
Hence more than 50% of the respondents agree Social Networking Sites helps to post activity of Institute’s event (seminar / workshop/ cultural event).
  
- b. Post announcements for Institute’s event (seminar / workshop/ cultural event)  
Observed proportion :0.87 test proportion: 0.5, p=0.000  
Hence more than 50% of the respondents agree Social Networking Sites helps to post announcements for Institute’s event (seminar / workshop/ cultural event).
  
- c. Social Networking Sites can be used for advertisement of various programmes of the management.  
Observed proportion :0.44, test proportion: 0.5, p=0.497  
Hence just 50% of the respondents agree that Social Networking Sites can be used for advertisement of various programmes of the management.
  
- d. Social Networking Sites is a faster and cheaper media to publicize Management institute  
Observed proportion :0.70 test proportion: 0.5, p=0.004  
Hence more than 50% of the respondents agree Social Networking Sites is a faster and cheaper media to publicize Management institute.

**Conclusion:** From the above discussion it can be seen that out of four variables, three variables have observed proportion more than 50% and p value which is 0.000 and is less than 0.05. Hence the hypothesis “Social networking sites act as a strategic tool in hands of management institutes to promote their courses” is proved.

**CHAPTER V**

**FINDINGS, CONCLUSIONS**

**AND**

**SUGGESTIONS**

In this research on “A Study of Online Social Networking Sites in Academia With special reference to Management Institutes in Pune City”, the researcher has examined various literatures dealing with Social Networking. The current research has primarily examined the role of Social Networking Sites among management students and faculty members. The study also has attempted to find the usage of social networking sites by students and faculty members of management institutes.

With the emergence of Web 2.0 technology, where social networking sites, is a succession from websites which are static to a more collaborative, interactive and reactive website design. There are a variety of tools online for publishing multimedia content, frequently in a range of formats including text, video, audio, and pictures. It facilitates interactions to cross one or more stages or services through sharing links, and give rise to different degrees of engagement by users who can read, answer to and republish immense amount of information freely and easily. Users of Social networking are clients of information who act in new ways, repurposing and sharing data as hybrid creators and users, individually and increasingly in groups. The choice of tools and services is changing rapidly, search for new techniques to combine them and increasingly employ in collaborative content creation.

## **5.1 FINDINGS: From Student Respondents**

In today’s generation, more number of students uses smart phones (81.5%) as well as social networking sites, since in this digital world it has become more common to use these sites for a tool for communicating. From this study it has been observed that (29.8%) of students are using social networking sites for about maximum 2-3 hours in a week and further 26.8% students use these sites for 1-2 hours in a week. It is found that there is no uniformity in the location to operate social networking sites. From the options given to students as to which location do they operate social networking sites, it was discovered that as the students spend most of their time in a day in their college, majority of students (36.5%) operate from management institute/college. From the given examples of social networking sites, there was no uniformity in the using the sites. Following are the findings for the usage of sites by the students.

It is observed that from the given option student respondents (23.7%) use Facebook for less than two hours, while 26.8% respondents use Facebook for two to three hours per day.

It is observed that Tweeter is used by 15.7% of respondents for less than two hours and 12.6% of respondents use Tweeter rarely.

It is observed that Bharat student is used by 18.5% of respondents for less than two hours and 22.5% of respondents use Bharat student once a month, while 19.7% of respondents use Bharat student rarely and 18.2% do not use it.

It is found that Yahoo I pulse is used by 3.7% of respondents for less than two hours and 14.5% of respondents use Yahoo I pulse once a month, while 13.8% of respondents use Yahoo I pulse rarely and 44.9% do not use this site.

It is found that Google plus is used by 23.7% of respondents for less than two hours and 26.8% of respondents use Google plus for two –three hours, 10.5% use Google plus once a month, while 14.2% of respondents do not use this social networking site.

It is found that LinkedIn is used by 23.7% of respondents for less than two hours and 26.8% of respondents use LinkedIn for two –three hours, 8.3% of respondents use LinkedIn once a month, while 16.3% respondents do not use this site.

It is observed that Classroom 2.0 is used by 4.3% of respondents for less than two hours, 17.5% use Classroom 2.0 once a month, while 21.2% respondents use Classroom 2.0 rarely 25.5% respondents do not use this site.

It is found that Ning is used by 3.3% of respondents for less than two hours and 28% use Ning rarely while 28% respondents do not use it.

It is found that Academia.edu is used by 12.9% respondents for less than two hours, 5.5% use Academia.edu once a week, 18.2% respondents use Academia.edu once a month, while 28.3% respondents do not use this social networking site.



It is found that edWeb is used by 4% respondents for less than two hours and 3.7% respondents use edWeb once a week, 17.8% respondents use edWeb once a month, while 24.6% respondents rarely use edWeb and 34.1% respondents do not use this social networking site.

It is noted that ePals is used by 3.6% of respondents for less than two hours, 5.5% respondents once in a week, 17.5% respondents use ePals once in a month, 21.2% respondents use it rarely and 36.3% respondents do not use this social networking site.

It is observed that twiducate is used by 2.4% respondents for less than two hours, 1.5% respondents use twiducate once in a week, 21.5% of respondents use twiducate in a month, 21.2% respondents use it rarely and 37.5% respondents do not use this social networking site.

It is noted that Shiksha.com is used by 20.9% respondents for less than two hours, 10.5% respondents use for two- three hours, while in a week it is used by 1.8% respondents, 8.9% respondents use Shiksha.com once in a month, 11.1% respondents use it rarely and 31.1% respondents do not use this social networking site.

It is noted that live@edu is used by 4.3% respondents for less than two hours, while in a month it is used by 14.2% respondents, 36% respondent's use it rarely and 31.0% respondents do not use this social networking site.

It is noted that Educause is used by 3.6% respondents for less than two hours, while in a week it is used by 2.2% respondents, 12% respondents use Educause once in a month, 34.8% respondents use it rarely and 31.6% respondents do not use this social networking site.

It is observed that You tube is used by 23.7% respondents for less than two hours, 24.6% respondents use You tube for two – three hours while in a week it is used by 4.6% respondents, 10.5% respondents use You tube once in a month, 6.8% respondents use it rarely and 14.2% do not use this social networking site.

It is found that Pinterest is used by 6.5% respondents for less than two hours, 3.7% respondents use this site for two-three hours, in a week, it is used by 14.8% respondents in a month, while it is used by 32.3% respondents rarely, and 21.2% respondents do not use this social networking site.

To find out the reasons for using social networking sites by students, they were given few options. Students have opted for communicating with friends and the priority gradually then moves to meeting with professionals, online shopping and academic or educational purpose. As students find these sites more useful for communicating among friends and also at the same time they want to strengthen their network which would definitely help them in future

From the management institutes under study, it is observed that most of the management institute/college allows students to use social networking sites. Further many colleges have not conducted workshop for social networking sites/ICT. It is found that only few of respondents reveal that the workshop conducted has included an academic purpose and have specifically conducted workshop on cyber crime/laws/information security. There are some colleges who also offer wi-fi facility. Institutes have also framed policy for usage of social networking sites by students and faculty. It is observed that, majority of students respondents (64%) are of the opinion that social networking sites is user friendly, 16.6% of respondents agreed to face problems /threats in using social networking sites, further 46.8% of respondents are aware of IT Act and 46.8% respondents are aware of plagiarism.

For the educational/academic usage following are the findings: It is observed that there are majority of students agree on social networking sites are helpful for summer internship / research projects. Students share important information and also get guidance accordingly through the experts by using these sites. They also get updates and are useful in updating knowledge regarding the current trends in the market/industry. It has been observed that students neither agree nor disagree for social networking sites helps in expressing with teachers/students. Social networking sites do help students in interacting with friends on educational

subjects. It is observed that social networking sites help the respondents as a platform for interaction and discussion of current topics on education. These sites help the student respondents to update on the subjects during syllabus revision as well as get to know updated tools for presentation by sharing links.

It is found that social networking sites help the student respondents as a platform to give their suggestions for arranging resource person for guest lectures and seminars. It has been observed that majority of students agree that social networking sites helps to prepare for online exam by sharing links or posting the informative content useful to the students.

It has been observed that majority of students agree for applications of social networking sites in education should be included in syllabus. These sites help the students in preparing class notes as teachers can share their notes in the group. It has been observed that social networking sites helps students in preparing research articles. By doing above activities online, majority of students agree for social networking sites helps in enhancing online learning. Social networking sites help students to know professionals of their areas of interest. These social networking sites are a supplementary learning tool used for enhancing students' sense of classroom community. Most of the students agree that social networking sites helps to improve their creativity and output.

It has been found that social networking sites allow alumni to share job openings with friends. It helps to share important links which helps to guide/practice them for aptitude test. It has been observed that most of the students agree that social networking sites are useful in educational purpose and also would like to learn the usage of social networking sites for educational purpose. It is found that most of the students do not agree or disagree that one should be aware of the Government rules regarding the use of social networking sites. It has been observed that most of the students disagree that their college /institute should schedule sessions for awareness of advantages and disadvantages of using social networking sites. It has been observed that most of the students do not agree or disagree that University should provide guidelines for sessions on creating awareness of usage of social networking sites. It has been observed that most of

the students disagree that their institute or college should take measures for security regarding usage of social networking sites.

## **5.1 FINDINGS: From Faculty Respondents**

From the analyzed data the following findings is inferred. The major conclusions and the resultant suggestions are given below:

It has been observed that more number of female faculty with a percentage of 55.6% have participated in the study, also there are more Post graduates (72.2%) than Doctorate. It is noted that in the current era most of the faculty are using smart phone (77.8%) and many faculty members (79.6%) are using Social networking sites. The duration of usage of social networking sites by faculty members for 3-4 hours is the maximum (64.8%), 3.7% faculty respondents use them for 2-3 hours in a week while 11.1% faculty respondents use social networking sites for more than 5 hours in a week. Hence maximum usage of social networking sites is 3-4 weeks by the faculty respondents. Faculty members operate social networking sites from home, college or through their phones. From this study it is found that majority of faculty respondents (70%) operate social networking sites from college. Faculty members were given some examples of social networking sites, to find out which sites they operate and their duration to operate. Following are the findings for these examples provided

It is observed that most of the respondents (50%) use Facebook for less than two hours, while 5.6% respondents use Facebook for more than six hours per day.

It is observed that Tweeter is used by 33% respondents for less than two hours and 22.2% respondents use Tweeter rarely.

It is observed that Bharat student is used by 3.7% respondents for less than two hours and 20.4% respondents use Bharat student once a month, while majority of respondents use Bharat student rarely and 48.1% do not use it.

It is found that Yahoo I pulse is used by 31.5% respondents for less than two hours while majority of respondents use Yahoo I pulse rarely and 31.4% do not use this site.

It is found that Google plus is used by 46.3% respondents for less than two hours and 13% respondents use Google plus for two –three hours, 5.6% use Google plus once a month, while 20.4% respondents do not use this social networking site.

It is found that LinkedIn is used by 37.03% respondents for less than two hours and 16.7% respondents use LinkedIn for two –three hours, 14.8% use LinkedIn once a month, while 9.2% respondents do not use this site.

It is observed that Classroom 2.0 is used by 3.7% respondents for less than two hours, 9.3% use Classeiim2.0 once a month, while 25.9% respondents use Classroom 2.0 rarely 64.8% respondents do not use this site.

It is found that Ning is used by 3.7% respondents for less than two hours and 35.2% use Ning rarely while 64.8% respondents do not use it.

It is found that Academia.edu is used by 31.5.9% respondents for less than two hours and 18.5% respondents use Academia.edu for two –three hours, 7.4% use Academia.edu once a week, 22.2% respondents use Academia.edu once a month, while 20.4% respondents do not use this social networking site.

It is found that edWeb is used by 20.4% respondents for less than two hours and 7.4% respondents use edWeb once a week, 27.8% respondents use edWeb once a month, while 20.4% respondents rarely use edWeb and 38.8% respondents do not use this social networking site.

It is noted that ePals is used by 1.9% respondents once in a week, 16.7% respondents use ePals once in a month, 33.3% respondents use it rarely and 48.1% respondents do not use this social networking site.

It is observed that twiducate is used by 3.71% respondents use twiducate once in a month, 42.6% respondents use it rarely and 53.7% respondents do not use this social networking site.

It is noted that Shiksha.com is used by 18.5% respondents for less than two hours, while in a week it is used by 1.9% respondents, 18.5% respondents use Shiksha.com once in a month, 33.3% respondents use it rarely and 27.8% respondents do not use this social networking site.

It is noted that live@edu is used by 9.3% respondents, 20.4% respondents use live@edu once in a month, 35.2% respondents use it rarely and 38.8 respondents do not use this social networking site.

It is noted that Educause is used in a week it is used by 13.0% respondents, 18.5% respondents use Shiksha.com once in a month, 22.2% respondents use it rarely and 46.2% respondents do not use this social networking site.

It is observed that You tube is used by 22.2% respondents for less than two hours, while in a week it is used by 42.5% respondents, 20.3% respondents use You tube once in a month, 11.1% respondents do not use this social networking site.

It is found that Pintrest is used by 1.9% respondents for less than two hours, while in a month it is used by 16.7% respondents, 40.7% respondents use Pintrest rarely, and 40.7% respondents do not use this social networking site.

Social networking sites are used by faculty for various reasons, for communicating among friends, educational, communication with students, online shopping and meeting with professionals. It has been observed that the majority faculty respondents (72.2%) use social networking sites for communication, further it is used for academic (68.5%) and communicating with students and it also been used for meeting and interacting with professionals and (61.1%) lastly for online shopping. . Hence faculty members are also using social networking sites as a communication tool and for academic purpose where they can even use it for research purpose. Management colleges / institutes have offered the faculty (70.4%) to use social networking sites. Further there are many faculty members (55.6%) who have not been given any kind of training for using the social networking sites for educational purpose. Faculty members find using social networking as user friendly and moreover, there are many management colleges where there is no Wifi facility and few colleges are having this facility. It is also observed that majority of faculty (72.2%) members from management colleges have not framed any policy for using social networking sites.

Social networking sites are also used for teaching-learning, as there are majority of faculty members of the opinion that social networking sites are helpful for research projects. It is useful in updating knowledge regarding the current trends in the

market/industry. Social networking sites help the faculty to express their thoughts with teachers/students. It is found that many of the faculty members agree on social networking sites helping interacting with friends on educational subjects and these sites act as a platform for interaction and discussion of current topics on education helps which further helps the respondents to update on the subjects during syllabus revision. Faculty, also agree to include the important aspects of social networking sites in the curriculum of the students. Faculty share important links to demonstrate to the students' important sessions through the use of tools and technology. Profiles of professionals are available on LinkedIn. By searching for experts in the respective field, social networking sites become a platform for arranging resource person for guest lectures and seminars. By using these sites, faculty can prepare and upload their notes for the students to refer. They can refer to the sites such as Academia.edu to read and prepare their own research articles. By doing these activities online, definitely, online learning is on the rise. Faculty has observed that by having their alumni contacts maintained, they help the students to identify new projects, inform about job openings.

Social networking sites can be used by the institutes for promoting their courses as it is a faster and economic means to publicize management institute/colleges. It is observed that management institute/college (72.2%) have an account on social networking sites and also post activities of the management institute / college. Further announcement for seminar/workshop/cultural event are also posted by the management institute/college (87%). It is observed that management institutes/colleges are using social networking sites for their admission, but only a few of them are taking this advantage. 57.4% use social networking sites for admission and 42.6% do not use it. Further 61.1% respondents are of the opinion that less than 10% admissions are done through social networking sites and 38.9% say 10% - 30% admission are done through social networking sites. Faculty do not completely feel that the entire responsibility lies on them for any kind of issues created in the institute regarding social networking sites. They are of the opinion that the University should provide guidelines for scheduling sessions on security awareness and the usage of these sites by faculty and students.

## **5.2 CONCLUSIONS**

Social networking sites have become well-liked in the present days. The objective of this research among students and faculty members of management institutes/colleges is to shed light on the usage of social networking sites by them. For the most part of the public particularly students have been fond of social networking sites. Students, instead of spending their spare time in educational or entertainment purposes, they are



more often hooked with social networking sites. Thus, the researcher conducted this research to find out usage of social networking sites in academia by management students and faculty. The researcher found out that, as social networking sites are used for sharing information, this can be helpful for students of management institutes/colleges for their summer internship project / research projects.

It is revealed that social networking sites are a useful media for providing professional information to students. It is therefore concluded that students are using social networking sites for their communication, an opportunity to get themselves introduced to the professionals in their field, hence strengthening their network which could be used in future. They get guidance for their projects and their academics related queries also.

The researcher found out that, as social networking sites which are used for sharing information, this can be helpful for faculty members of management institutes/colleges for their research projects. It can help in updating knowledge regarding the current trends in the market and interaction on topics among friends with respect to academics. Social networking sites as seen from the past studies in the West, has been used by the students for entertainment for the most of the time and to some extent for educational purpose. The researcher in this study has proved that in management colleges/institutes in Pune city, students and teachers are increasing their focus on using social networking sites not just for entertainment but also for educational purpose.

To conclude, the Social Networking sites in academia are useful for the faculty and students in management Institute in Pune. These sites are the essential part of their life and they are extensively using the social sites for the communicating tool, learning process and also to get updated. In addition to this the management institutes are now coming up with strategies to guide the students and faculty through Social networking site.

## **STATISTICAL CONCLUSIONS:**

From the hypothesis testing it is found that

- For hypothesis 1, since P value (0.000) is less than level of significance it is concluded that there is a significant difference in the students' usage of social networking sites with reference to location of use and the time spent is proved.
- For hypothesis 2, as P value is 0.000 less than the level of significance it is concluded that Students use social networking sites mainly for communicating with friends and meeting with professionals is proved.
- As per the hypothesis 3, all variables have observed proportion more than 50% and p value less than 0.05 except one variable, whose Value is more than 0.05. Hence hypotheses "Social networking sites are a useful platform for students learning process" is proved.
- For hypothesis 4, since P value is less than 0.05, it is concluded that Faculty use social networking sites mainly for communicating with friends and educational purpose.
- For hypothesis 5, all variables have observed proportion more than 50% and p value less than 0.05. Hence hypotheses "Faculty utilize social networking sites for teaching –learning process" is proved.
- For hypothesis 6, it is seen that out of four variables, three variables have observed proportion more than 50% and p value which is 0.000 and is less than 0.05. Hence the hypothesis "Social networking sites act as a strategic tool in hands of management institutes to promote their courses" is proved.

## **5.3 SUGGESTIONS**

### **Common Suggestions**

- As Facebook is the most common site preferred by the faculty and the students, here are some suggestions that can be followed

- Faculty should create a friend list named as the student batch and fine tune the privacy settings, so that things would be managed as to what the students can view.
- Facebook group can be created per course; hence relevant discussion about topics regarding their academics can be done using discussion board.
- Rich content such as interesting articles, videos, news clips Web sites etc. can be shared through Wall. Students can be invited to do the same.
- Students can be briefed about appropriate online activities, including to keep passwords private, never speak to strangers online, and to treat others respectfully. Users can be updated with dynamic content through Facebook in education page.

**For Management Institute/College:**

- Management colleges/institutes should conduct hands on workshop on the usage of Social networking sites for students' academic purpose. By doing this the students will be briefly educated about the categories of social networking sites and their usage accordingly.
- The most economic and fast media for branding of Management colleges/institutes is done through social networking sites. Colleges should make a maximum utilization of these sites to achieve this. This branding of the institute relates to institution ranking which affects their admissions.
- Management colleges should maintain the alumni database and make use of social networking sites for placement activity. This will help in forming and registering the alumni association. Alumni can then coordinate and schedule different activities for the institute.
- Management colleges should frame policy for the use of social networking sites which should be implemented under proper control. It was found that few institutes framed policies for the usage of social networking sites, hence proper usage with restrictions to the social networking sites for students and faculty should be done. These should be using simple English, without any ambiguity, crystal clear and displayed in the computer laboratory.

- Seminar or guest lecture should be scheduled for management students and teachers which would create an awareness of the negative aspects of social networking sites as it was found that few institutes conduct workshops relating to cyber security or information security. This will deal with the privacy and security issues of the user.
- Management colleges should motivate students to use social networking sites for educational purpose, as it is not just a source of entertainment and their capability of learning online should increase.
- Institutes should try to adopt a internal policy of having a subject in the course where assignments, notes should be uploaded on these sites, where by the usage of them is increased in a productive manner
- Institutes must install firewall and antivirus and regularly update it for protection, as social networking sites are based on internet and should be safe from any kind of virus attack or malicious code.

#### **For Governing Body/Universities**

- As there are audits from the university authorities in the management institutes for their proper functioning, there should also be audits from the governing body/University to check and interact with the students on the usage of social networking sites for an educational purpose.
- University should motivate students to make their own social networking site for all the students under the purview of University. The students can thus share information across the University level. An effective database of all the students can be thus generated which would help in conducting different activities and placement too. Such students should be awarded.
- Government body/ University should frame specific policy for use of social networking sites for management institutes/colleges. As the syllabus is updated regularly from the university authorities, a policy should be framed as to specifying the types of social networking sites and the purpose of usage.

#### **For Students**

- The students should be allowed to work on social networking sites for a scheduled time under proper supervision, otherwise there is an addiction created among the students.
- Students should not post personal details like their phone number or residential address as these details could be misused.
- Students should keep changing their passwords and should not disclose it to anyone for security and privacy reasons.
- Students should attempt to make use of technologies available on social networking sites for performing activities conducted academically such as uploading their solved assignments on these sites, taking help from these sites for their summer internship projects and research purpose.
- Students should prepare their presentations using these sites, refer to the notes shared by the teachers hence could enhance their task of online learning.
- Students should develop a customized social networking site for teachers and students so that they can share authentic information, which could help them for educational purpose.
- As it indicates, networking sites, they should build their networks which could be utilized for their placements too.
- To have a self control while working on these sites, so that they do not become addicted to it, this can lead to negative effects.
- Students should stay away from clicking on links in online advertising. These may be links to viruses or other forms of malicious content which would be harmful.
- Students should get familiar with the privacy policies of the sites operated, so that it can be customized with privacy settings to control who sees what information.
- Students should get rid of negative posts or pictures, because as it has been observed that during job interviews, company officials do observe the student's behavior on social networking sites.
- They should avoid posting any material that might hurt the feelings of any individual or a community.

#### **For Teachers / Academicians**

- As social networking sites can be incorporated into classroom teaching and used to bond students and families with teachers outside of the classroom, teachers should consider ways to avoid potential issues.
- Teachers should keep changing their passwords and should not disclose it to anyone for security and privacy reasons.
- Social networking sites can be great for informing students and families of important updates related to class work, projects, classroom reminders, and relevant community events.
- They should consider restrictions between professional and personal lives. If they wish to connect and interact with students and their families online, they should make sure to keep postings and photos which are suitable and professional.
- The standards for teachers embrace the expectation that they should model, teach, and advocate the safe, ethical, and legal use of technology. So, the responsibility is on teachers to be aware and meticulous in using technology in appropriate and productive ways.
- It is recommended using safe, secure internet programs such as ePals for students to put into practice digital manners and suitable interactions. The conception is that light conversation is not adequate. Teachers must model, supervise, and directly teach students to be savvy and safe digital citizens within and beyond classroom walls.
- It is suggested that teachers should use Password-protected blog sites and institute-approved sites are probably safer places to socially connect with the students
- They should incorporate certain assignments for some subjects to be uploaded on these sites creating a connectedness among students and teachers.
- They can use google docs for uploading their notes for easy access to the students.
- They should avoid posting any material that might hurt the feelings of any individual or a community.
- They can design small projects to be give as assignments online to students which could be done in groups.

#### **5.4 SCOPE FOR FURTHER RESEARCH**

The researcher for her study has taken management institutes in Pune city offering MBA courses affiliated to Savitribai Phule University and AICTE. Research could be performed in cities other than Pune city, within Maharashtra state or outside Maharashtra. Further study could be done for other than management institutes like engineering colleges or any other stream of graduation. As technology is changing rapidly, new social networking sites are developed and some become obsolete, there also remain many features which are still not known, hence research could be undertaken considering these new sites. There can be comparison done among the usage in different cities or universities.

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|----------------|--|--|--|--|--|--|--|--|
| Tweeter        |  |  |  |  |  |  |  |  |
| Bharat Student |  |  |  |  |  |  |  |  |
| Yahoo I pulse  |  |  |  |  |  |  |  |  |
| Google plus    |  |  |  |  |  |  |  |  |
| LinkedIn       |  |  |  |  |  |  |  |  |
| Classroom 2.0  |  |  |  |  |  |  |  |  |
| Ning           |  |  |  |  |  |  |  |  |
| Academia.edu   |  |  |  |  |  |  |  |  |
| ed Web         |  |  |  |  |  |  |  |  |
| ePals          |  |  |  |  |  |  |  |  |
| Twiducate      |  |  |  |  |  |  |  |  |
| Shiksha.com    |  |  |  |  |  |  |  |  |
| live@edu       |  |  |  |  |  |  |  |  |
| Educause       |  |  |  |  |  |  |  |  |
| Youtube        |  |  |  |  |  |  |  |  |
| Pintrest       |  |  |  |  |  |  |  |  |

Question 6 : Why do you use social networking sites ?

|   | Yes | No | Sometimes | Rarely |
|---|-----|----|-----------|--------|
| For Communication with the friends and relatives            |     |    |           |        |
| For academic /educational purpose                           |     |    |           |        |
| For communicating with students                             |     |    |           |        |
| For online shopping   |     |    |           |        |
| For meeting with professionals in my area of specialization |     |    |           |        |

Question 7 :About the facilities provided by college: Select the option

|   | Yes | No | Sometimes | Rarely |
|---|-----|----|-----------|--------|
| Does your institute offer use of social networking sites?   |     |    |           |        |
| Has the institute imparted teachers training for proper use |     |    |           |        |

|   |  |  |  |  |
|---|--|--|--|--|
| of social networking sites for educational purpose                        |  |  |  |  |
| Is operating social networking sites user friendly for teachers           |  |  |  |  |
| Is Wifi facility available  |  |  |  |  |
| Has the institute framed any rules for the use of social networking sites |  |  |  |  |

Question 8: If your institute has framed rules regarding the use of social networking sites please list them

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Question 9: How do teachers use social networking sites for educational purpose  
Select the option

|   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| Social networking sites are helpful for research projects                                 |                |       |         |          |                   |
| It helps in updating knowledge about the current trends in the market                     |                |       |         |          |                   |
| Social networking sites help teachers in expressing themselves with students or teachers. |                |       |         |          |                   |
| I am regularly interacting with my net-friends on various educational subjects            |                |       |         |          |                   |
| It helps me to discuss current topics relating to education                               |                |       |         |          |                   |
| Helps in updating knowledge during syllabus change  |                |       |         |          |                   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Get to know updated tools for presentation by sharing links                          |  |  |  |  |  |
| To know expert for suggesting resource person for arranging guest lectures /seminars |  |  |  |  |  |
| Helps to prepare questions for conducting online exam                                |  |  |  |  |  |
| Applications of social networking sites in education should be included in syllabus  |  |  |  |  |  |
| Helps in preparing class notes   |  |  |  |  |  |
| Helps in preparing research articles   |  |  |  |  |  |
| Use of social networking sites enhances online learning                              |  |  |  |  |  |

Question 10: How do teachers use social networking sites for getting professional information

Select the option

|  | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| Social networking sites helps in sharing class notes/ case studies |                |       |         |          |                   |
| Social networking sites helps to provide project guidance          |                |       |         |          |                   |
| It helps to publish articles                                       |                |       |         |          |                   |
| It helps to get business updates                                   |                |       |         |          |                   |
| It is a media for getting placement update                         |                |       |         |          |                   |

Question 13: Do you think that you will achieve better results if social networking sites are integrated into lessons?



Yes                       No                       Don't know

Question 11 : Use of social networking sites (SNS) for placement activities, and updating knowledge

|   | Strongly agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| Alumni members help the students to identify new / summer project titles/areas/avenues                                      |                |       |         |          |                   |
| Management Institute's alumni help to inform about job opening  |                |       |         |          |                   |
| Social networking sites can well be used for developing and advertising the various programmes of the management institutes |                |       |         |          |                   |
| Social networking sites is a faster and cheaper media to publicize Management Institute                                     |                |       |         |          |                   |

Question 12 : Institute Branding, announcements

|   | Yes | No |
|---|-----|----|
| Does your institute have account on social networking site ?                        |     |    |
| Do you post activities for Institute's Event (seminar / Workshop / Cultural event)? |     |    |

If yes... Mention the name \_\_\_\_\_

|  | Yes | No | Sometimes |
|--|-----|----|-----------|
| Do you load announcements for Institute's Event (seminar / Workshop / Cultural event)? |     |    |           |
| Do you use social networking sites for admission purpose                               |     |    |           |

If you are using social networking sites also for admission, then what percentages of admissions have been done through this?

Less than 10%                       10% - 30%                       30% - 50%

50% - 70%

more than 70%

Question 13 :Steps taken by institute / university for use of social networking sites

|   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I am aware of the various Govt. regulations, cyber laws   |                |       |         |          |                   |
| Management Institutes conduct special sessions on this vital aspect of govt. regulations dealing with social networking sites   |                |       |         |          |                   |
| Our university should issue guidelines to the Management Institutes for such session and the usage of social networking sites by the Faculty as well as the students. |                |       |         |          |                   |
| Our institution should take adequate security measures to prevent misuse of social networking sites.  |                |       |         |          |                   |

Question 14: Steps taken for prevention of misuse of social networking sites

Please specify in brief Steps taken for prevention of misuse of social networking sites

Question 15 : Please rate the following harmful effects/problems faced from use of Social Networking sites, on priority order

Select the option

|                                | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|---|---|---|---|---|
| Creation of false/fake profile |   |   |   |   |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Offensive, threatening or hate content                       |  |  |  |  |  |
| Promotion of illegal or immoral conduct behavior or material |  |  |  |  |  |
| Waste of time  |  |  |  |  |  |
| Virus, Trojan, worm or any other form of malicious code      |  |  |  |  |  |
| Cyber bullying   |  |  |  |  |  |
| Others...please mention                                      |  |  |  |  |  |



|                |  |  |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|--|--|
| Bharat Student |  |  |  |  |  |  |  |  |
| Yahoo I pulse  |  |  |  |  |  |  |  |  |
| Google plus    |  |  |  |  |  |  |  |  |
| LinkedIn       |  |  |  |  |  |  |  |  |
| Classroom 2.0  |  |  |  |  |  |  |  |  |
| Ning           |  |  |  |  |  |  |  |  |
| Academia.edu   |  |  |  |  |  |  |  |  |
| ed Web         |  |  |  |  |  |  |  |  |
| ePals          |  |  |  |  |  |  |  |  |
| Twiducate      |  |  |  |  |  |  |  |  |
| Shiksha.com    |  |  |  |  |  |  |  |  |
| live@edu       |  |  |  |  |  |  |  |  |
| Educause       |  |  |  |  |  |  |  |  |
| Youtube        |  |  |  |  |  |  |  |  |
| Pintrest       |  |  |  |  |  |  |  |  |

Question 6 : Why do you use social networking sites ?

| <b>Purpose</b>   | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|
| Communication with the friends and relatives                 |            |           |
| For academic / educational purpose                           |            |           |
| For meeting with professionals in my area of specialization. |            |           |
| For communicating with teachers students                     |            |           |
| Online shopping  |            |           |

Question 7 :About the institution: Select the option

|  | Yes | No | I don't know |
|--|-----|----|--------------|
| Does your institute offer use of social networking sites?  |     |    |              |
| Has the institute conducted any workshops / guest lectures about social networking sites or Information Communication Technology |     |    |              |

|  |  |  |  |
|--|--|--|--|
| if Yes... did this include topics for educational / academic use                   |  |  |  |
| Has the institute conducted workshop on cyber crime / laws or information security |  |  |  |
| Is Wifi facility available   |  |  |  |
| Has the institute framed any rules for the use of social networking sites          |  |  |  |

Question 8: If your institute has framed rules regarding the use of social networking sites please list them

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Question 9: Awareness & operating SNS :Select the option

|  | Yes | No | I don't know |
|--|-----|----|--------------|
| Is it user friendly for you?   |     |    |              |
| Did you face any problems / threats in using social networking sites |     |    |              |
| Are you aware of IT Act?   |     |    |              |
| Are you aware of plagiarism?   |     |    |              |

Question 10: How do students use social networking sites for educational purpose

Select the option

|   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| Social networking sites are helpful for summer internship projects /research projects |                |       |         |          |                   |
| It helps in updating knowledge about the current trends in the market                 |                |       |         |          |                   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Social networking sites help students in expressing themselves with students or teachers.                |  |  |  |  |  |
| I am regularly interacting with my net-friends on various educational subjects                           |  |  |  |  |  |
| It helps me to discuss current topics relating to education  |  |  |  |  |  |
| Helps in updating knowledge during syllabus change   |  |  |  |  |  |
| Get to know updated tools for presentation by sharing links  |  |  |  |  |  |
| To know expert for suggesting resource person for arranging guest lectures /seminars                     |  |  |  |  |  |
| Helps to prepare for online exam   |  |  |  |  |  |
| Applications of social networking sites in education should be included in syllabus                      |  |  |  |  |  |
| Helps in preparing class notes   |  |  |  |  |  |
| Helps in preparing research articles   |  |  |  |  |  |
| Use of social networking sites enhances online learning  |  |  |  |  |  |
| Helps to know professionals of my areas of interest  |  |  |  |  |  |
| It is used as a supplementary learning tool, is used for enhancing students sense of classroom community |  |  |  |  |  |
| Using social networking sites allows to improve my creativity & output                                   |  |  |  |  |  |

Question 11: Activities performed regarding placement:

|  | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| Allows to share the job openings                             |                |       |         |          |                   |
| Shares links for practicing aptitude test                    |                |       |         |          |                   |
| Share links for Videos helping for preparation of interviews |                |       |         |          |                   |

Question 12: Do you think that you will achieve better results if social networking sites are integrated into lessons?

Yes       No       Don't know

Question 13 :Some statements relating to use of Social Networking sites are given below. Which of the option provided for, most appropriately suit your views?

|   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| Social networking Sites are useful for me in educational purpose.                               |                |       |         |          |                   |
| I would very much like to learn as to usage of social networking sites for educational purpose. |                |       |         |          |                   |

Question 14 :Steps taken by institute / university for use of social networking sites

|  | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| I am aware of the various Govt. regulations, cyber laws  |                |       |         |          |                   |
| Management Institutes conduct special sessions on this vital aspect of govt. regulations dealing with social |                |       |         |          |                   |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
| networking sites   |  |  |  |  |  |
| Our university should issue guidelines to the Management Institutes about the use of social networking sites by the Faculty as well as the students. |  |  |  |  |  |
| Our institution should take adequate security measures to prevent misuse of social networking sites.   |  |  |  |  |  |

Question 15: Problems in using social networking sites

What are the problems? Please list. (In order of priority)

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Question 16 : Please rate the following harmful effects/problems from use of Social Networking sites, on priority order

Select the option

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Creation of false/fake profile                               |   |   |   |   |   |
| Offensive, threatening or hate content                       |   |   |   |   |   |
| Promotion of illegal or immoral conduct behavior or material |   |   |   |   |   |
| Waste of time  |   |   |   |   |   |
| Virus, Trojan, worm or any other form of malicious code      |   |   |   |   |   |
| Cyber bullying   |   |   |   |   |   |
| Online Fraud   |   |   |   |   |   |

**List of NAAC Accreditation Colleges / Recognized Institutes**

| Sr. No. | College   | District | Faculty                      | Aided/ Un-aided | Accreditation | Governing Board of Accreditation | CGPA  | Grade | Date       | Duration Upto | Re-accreditation | CGPA | Grade | Date       | Duration Upto | 3rd Cycle Re-accreditation | CGPA | Grade | Date       | Duration Upto |
|---------|---|----------|------------------------------|-----------------|---------------|----------------------------------|-------|-------|------------|---------------|------------------|------|-------|------------|---------------|----------------------------|------|-------|------------|---------------|
| 1       | Marathwada Mitra Mandal's College of Commerce 302/A, Deccan Gymkhana, Pune 411004   | Pune     | Arts/Commerce/Science        | Aided           | Yes           | NAAC                             | 73.30 | B     | 01.10.2002 | 30.09.2007    | Yes              | 3.19 | A     | 21.04.2012 | 20.04.2017    |                            |      |       |            |               |
| 2       | Indrayani Vidyamandir's Indrayani Arts, Commerce & Science Mahavidyalaya, Talegaon-Chakan Road, Talegaon Dabhade, Taluka - Mawal, District - Pune 410507.                                     | Pune     | Arts/Commerce/Science        | Aided           | Yes           | NAAC                             | 72.00 | B     | 16.02.2004 | 15.02.2009    | Yes              | 2.56 | B     | 05.01.2013 | 04.01.2018    |                            |      |       |            |               |
| 3       | (PDEA) Pune District Education Association's Annasaheb Magar Arts, Commerce & Science Mahavidyalaya, Mahadev Nagar, Hadapsar, Pune 411028.  | Pune     | Arts/Commerce/Science        | Aided           | Yes           | NAAC                             | 0     | B++   | 16.02.2004 | 15.02.2009    | Yes              | 3.08 | A     | 15.09.2012 | 14.09.2017    |                            |      |       |            |               |
| 4       | Adarsha Shikshan Mandal's Adarsha Comprehensive College of Education and Research, 47/16, Erandawane, Karve Road, Pune 411004.  | Pune     | Education/Physical Education | Aided           | Yes           | NAAC                             | 0     | B+    | 08.01.2004 | 07.01.2009    | Yes              | 2.70 | B     | 05.01.2013 | 04.01.2018    |                            |      |       |            |               |
| 5       | Jaihind Sindhu Education (J.H.S.E.) Trust's Manghanmal Udharan College of Commerce, Opposite Jijamata Hospital, Pimpri, Pune 411017.  | Pune     | Arts/Commerce/Science        | Aided           | Yes           | NAAC                             | 0     | B     | 21.03.2003 | 20.03.2008    | Yes              | 2.21 | B     | 28.03.2010 | 27.03.2015    |                            |      |       |            |               |
| 6       | Sadhu Vaswani Mission's St. Mira College for Girls, (Arts, Commerce & Science) 6, Koregaon Road, Taluka - Haveli, Pune 411001.  | Pune     | Arts/Commerce/Science        | Aided           | Yes           | NAAC                             | 80.15 | B++   | 01.10.2002 | 09.01.2007    | Yes              | 3.03 | A     | 21.04.2012 | 20.04.2017    |                            |      |       |            |               |
| 7       | Deccan Education Society's Brihan Maharashtra College of Commerce (BMCC) 845, Shivajinagar, Pune 411004.  | Pune     | Arts/Commerce/Science        | Aided           | Yes           | NAAC                             | 86.65 | A     | 21.03.2003 | 20.03.2008    | Yes              | 3.15 | A     | 31.12.2009 | 30.12.2014    | Yes                        | 3.16 | A     | 01.05.2015 | 30.04.2020    |
| 8       | "Ekmeke Sahay Karu Awaghe Dharu Supanth" Ambegaon Taluka Vidya Vikas Mandal's B.D.Kale Mahavidyalaya (Arts, Science & Commerce), Ghodegaon, A/p. & Taluka - Ambegaon, District - Pune 412408. | Pune     | Arts/Commerce/Science        | Aided           | Yes           | NAAC                             | 0     | B     | 16.02.2004 | 15.02.2009    | Yes              | 2.73 | B     | 30.11.2011 | 29.11.2016    |                            |      |       |            |               |
| 9       | Shikshan Prasarak Mandal's Sir Parshurambhau (S.P.) College, Sadashiv Peth, Tilak Road, Pune 411030.  | Pune     | Arts/Commerce/Science        | Aided           | Yes           | NAAC                             | 0     | A     | 08.01.2004 | 07.01.2009    | Yes              | 3.32 | A     | 10.03.2012 | 09.03.2017    |                            |      |       |            |               |
| 10      | Mugutrao Sahebrao (M.S.) Kakade Arts, Commerce & Science College, Someshwamagar, Taluka - Baramati, District - Pune 412306.   | Pune     | Arts/Commerce/Science        | Aided           | Yes           | NAAC                             | 72.80 | B     | 16.02.2004 | 15.02.2009    | Yes              | 2.55 | B     | 10.03.2012 | 09.03.2017    |                            |      |       |            |               |

|    |  |      |                              |          |     |      |       |     |            |            |     |      |   |            |            |  |  |  |  |  |
|----|--|------|------------------------------|----------|-----|------|-------|-----|------------|------------|-----|------|---|------------|------------|--|--|--|--|--|
| 68 | (N.E.S.) Naigaon Education Society Mumbai's Daund Taluka Arts & Commerce College, Daund, Taluka - Daund, District - Pune 413801.   | Pune | Arts/Commerce/Science        | Aided    | Yes | NAAC | 67.25 | C++ | 16.09.2004 | 15.09.2009 | No  |      |   |            |            |  |  |  |  |  |
| 69 | Warvand Gram Shikshan Sanstha's Eknath Sitaram Divekar Arts & Science College, Warvand, A/p. Warvand, Taluka - Daund, District - Pune 412215.  | Pune | Arts/Commerce/Science        | Aided    | Yes | NAAC | 0     | C+  | 16.09.2004 | 15.09.2009 | No  |      |   |            |            |  |  |  |  |  |
| 70 | Vidya Pratishan's College of Education (B.Ed.), Vidyanagar, MIDC, Baramati, Taluka - Baramati, District - Pune 413133.   | Pune | Education/Physical Education | Un-Aided | Yes | NAAC | 81.90 | B++ | 21.03.2003 | 20.03.2008 | Yes | 2.96 | B | 04.09.2010 | 03.09.2015 |  |  |  |  |  |
| 71 | Rajgad Dnyanpeeth's Sou. Nirmalatai Thopate College of Education, Bhor, Taluka - Bhor, District - Pune   | Pune | Education/Physical Education | Un-Aided | Yes | NAAC | 81.50 | B++ | 28.02.2005 | 27.02.2010 | Yes | 3.11 | A | 2015       | 2020       |  |  |  |  |  |
| 72 | Shri Saint Tukaram Shikshan Prasarak Mandal's Adhyapak (B.Ed.) Mahavidyalaya, Vadgaon Mawal, Taluka - Mawal, District - Pune 412106.   | Pune | Education/Physical Education | Un-Aided | Yes | NAAC | 0.00  | B   | 28.02.2005 | 27.02.2010 | No  |      |   |            |            |  |  |  |  |  |
| 73 | Agricultural Development Trust's Sharadabai Pawar College of Education (B.Ed.) for Women, Shardanagar, Taluka - Baramati, District - Pune 413115.  | Pune | Education/Physical Education | Un-Aided | Yes | NAAC | 1.82  | C   | 08.01.2011 | 07.01.2016 | No  |      |   |            |            |  |  |  |  |  |
| 74 | Navsahyadri Charitable Trust, Pune's College of Education (B.Ed. & M.Ed.), Chakan, Address: P.O.- Chakan, Taluka - Khed, District - Pune 410501.   | Pune | Education/Physical Education | Un-aided | Yes | NAAC | 2.01  | B   | 14.09.2015 | 13.09.2020 | No  |      |   |            |            |  |  |  |  |  |
| 75 | Abhinav Education Society's College of Education (B.Ed., M.Ed.) Address: Ambegaon Bk., Katraj - Dehuroad Bypass, Taluka - Haveli, District-Pune 411046. (excluding Corporation Area)         | Pune | Education/Physical Education | Un-aided | Yes | NAAC | 2.16  | B   | 01.05.2015 | 30.04.2020 | No  |      |   |            |            |  |  |  |  |  |
| 76 | (Maharashtra Academy of Engineering & Educational Research) Mace's Arts, Commerce & Science College (MIT Campus), Survey no. 123, Saraswati Vishwa, A Wing, Paud Road, Kothrud, Pune 411038. | Pune | Arts/Commerce/Science        | Un-Aided | Yes | NAAC | 3.15  | A   | 15.09.2012 | 14.09.2017 | No  |      |   |            |            |  |  |  |  |  |
| 77 | Shri Chanakya Education Society's Indira College of Commerce & Science, "Dhurv", 89/2-A, New Pune-Mumbai Highway, Wakad Police Chowki, Tathwade, Taluka - Mulshi, Pune 411033.               | Pune | Arts/Commerce/Science        | Un-Aided | Yes | NAAC | 2.90  | B   | 29.01.2009 | 28.01.2014 | Yes | 3.12 | A | 03.03.2015 | 02.03.2020 |  |  |  |  |  |

|    |  |      |                           |              |     |      |      |     |            |            |     |      |   |            |            |  |  |  |  |
|----|--|------|---------------------------|--------------|-----|------|------|-----|------------|------------|-----|------|---|------------|------------|--|--|--|--|
| 78 | Sinhgad Technical Education Society's<br>Sinhgad Arts & Commerce College, Mumbai-<br>Pune Bypass Highway, Talulka - Narhe, Near<br>Gaurang Society, Behind Bank of<br>Maharashtra, Off. Smt. Kashibai Navale<br>Hospital, Narhe, District - Pune 411041. | Pune | Arts/Comme<br>rce/Science | Un-<br>Aided | Yes | NAAC | 2.55 | B   | 05.07.2012 | 04.07.2017 | No  |      |   |            |            |  |  |  |  |
| 79 | Sinhgad Technical Education Society's<br>Sinhgad College of Commerce, Opp. PMC<br>Octroi Post, Kondhwa-Saswad Road,<br>Kondhwa Bk., Pune 411048.   | Pune | Arts/Comme<br>rce/Science | Un-<br>Aided | Yes | NAAC | 2.36 | B   | 16.09.2011 | 15.09.2016 | No  |      |   |            |            |  |  |  |  |
| 80 | Karve Institute of Social Service, 18, Hillside,<br>Karvenagar, Pune 411052.   | Pune | Arts/Comme<br>rce/Science | Un-<br>Aided | Yes | NAAC | 0    | B++ | 03.05.2004 | 02.05.2009 | Yes | 3.29 | A | 28.03.2010 | 27.03.2015 |  |  |  |  |
| 81 | Sinhgad Technical Education Society's<br>Sinhgad College of Science, Survey No. 9/1/5<br>& 9/2/4, Off. Western Bypass Highway,<br>Ambegaon Bk., District - Pune 411041.  | Pune | Arts/Comme<br>rce/Science | Un-<br>Aided | Yes | NAAC | 2.84 | B   | 30.11.2011 | 29.11.2016 | No  |      |   |            |            |  |  |  |  |
| 82 | Kannad Sangh Pune's Kaveri Science &<br>Commerce College, Sr. no. 36, Dr. Kalmadi<br>Shamarao Jr. College Campus, Ganeslnagar,<br>Near CDSS, Erandwane, Pune 411038.   | Pune | Arts/Comme<br>rce/Science | Un-<br>aided | Yes | NAAC | 2.37 | B   | 14.09.2015 | 13.09.2020 | No  |      |   |            |            |  |  |  |  |
| 83 | Progressive Education Society's (IMCD)<br>Institute of Management and Career<br>Development (M.C.A.), Modern High School<br>Compound, Sector No. 21, Yamanagar,<br>Nigdi, Pune 411044.   | Pune | Managemen<br>t            | Un-<br>Aided | Yes | NAAC | 2.41 | B   | 08.07.2013 | 07.07.2018 | No  |      |   |            |            |  |  |  |  |
| 84 | Audyogik Tantra Shikshan Sanstha's Institute<br>of Industrial & Computer Management &<br>Research (I.I.C.M.R.), Plot No. HS 2, Sector<br>27-A, Near Sant Tukaram Garden,<br>Pradhikaran, Nigdi, Pune 411044.   | Pune | Managemen<br>t            | Un-<br>Aided | Yes | NAAC | 2.52 | B   | 08.07.2013 | 07.07.2018 | No  |      |   |            |            |  |  |  |  |
| 85 | (Maharashtra Academy of Engineering and<br>Educational Research) Maceer's (MITSOM)<br>MIT School of Management, Survey No. 123,<br>Saraswati Vishwa Building, A Wing, Paud<br>Road, Pune 411038.   | Pune | Managemen<br>t            | Un-<br>Aided | Yes | NAAC | 3.37 | A   | 21.02.2014 | 20.02.2019 | No  |      |   |            |            |  |  |  |  |
| 86 | Progressive Education Society's Modern<br>College of Pharmacy, Sector No. 21,<br>Yamanagar, Nigdi, Pune 411044.  | Pune | Pharmacy                  | Un-<br>Aided | Yes | NAAC | 2.83 | B   | 21.02.2014 | 20.02.2019 | No  |      |   |            |            |  |  |  |  |



|     |  |            |                       |          |     |      |       |     |            |            |     |      |   |            |            |  |  |  |  |  |
|-----|--|------------|-----------------------|----------|-----|------|-------|-----|------------|------------|-----|------|---|------------|------------|--|--|--|--|--|
| 98  | G.H. Raison Educational And Medical Foundation's G.H. Raison Institute of Engineering & Technology, Address: Gat No. 1200, Domkhel Road, Wagholi, Pune Taluka: Haweli (excluding Corporation Area) District: Pune. | Pune       | Engineering           | Un-aided | Yes | NAAC | 0     | B   | 05.05.2014 | 04.05.2019 | No  |      |   |            |            |  |  |  |  |  |
| 99  | (AISSMS) All India Shri. Shivaji Memorial Society's College of Hotel Management & Catering Technology, 55-56, Shivajinagar, Pune 411005.   | Pune       | Management            | Un-aided | Yes | NAAC | 3.15  | A   | 01.05.2015 | 30.04.2020 | No  |      |   |            |            |  |  |  |  |  |
| 100 | Dr. D. Y. Patil Pratishthan's Padmashree Dr. D. Y. Patil Institute of Management Studies (for 3 years), S. No. 29, Behind Akurdi Railway Station, Nigdi Pradhikaran, Akurdi, Pune 411044.                          | Pune       | Management            | Un-aided | Yes | NAAC | 3.09  | A   | 01.05.2015 | 30.04.2020 | No  |      |   |            |            |  |  |  |  |  |
| 101 | Dr. Bhaskar Pandurang Hivale Education (B.P.H.E.) Society's Ahmednagar College (Arts, Commerce & Science), P.B.No. 21, Ahmednagar Station Road, Ahmednagar 414001.   | Ahmednagar | Arts/Commerce/Science | Aided    | Yes | NAAC | 0     | A   | 08.01.2004 | 07.01.2009 | Yes | 3.10 | A | 30.11.2011 | 29.11.2016 |  |  |  |  |  |
| 102 | Mula Education Society's Shri Dnyaneshwar Mahavidyalaya (Arts, Commerce & Science), A/p. Newasa, Taluka - Newasa, Dist. Ahmednagar 414603.   | Ahmednagar | Arts/Commerce/Science | Aided    | Yes | NAAC | 62.90 | C+  | 08.01.2004 | 07.01.2009 | Yes | 1.82 | C | 27.03.2011 | 26.03.2016 |  |  |  |  |  |
| 103 | Mula Education Society's Arts, Commerce & Science College, Sonai, Post: Sonai, Taluka - Newasa, District - Ahmednagar 414105.  | Ahmednagar | Arts/Commerce/Science | Aided    | Yes | NAAC | 0     | C++ | 21.03.2003 | 20.03.2008 | Yes | 2.44 | B | 30.11.2011 | 29.11.2016 |  |  |  |  |  |
| 104 | Pravara Rural Education Society's Padmashri Vitthalrao Vikhe Patil College of Arts, Science & Commerce, Pravaranagar, A/P Loni, Taluka - Rahata, District - Ahmednagar 413713.                                     | Ahmednagar | Arts/Commerce/Science | Aided    | Yes | NAAC | 0     | A+  | 08.01.2004 | 07.01.2009 | Yes | 3.61 | A | 10.03.2012 | 09.03.2017 |  |  |  |  |  |
| 105 | Shirdi Sai Rural Institute's Arts, Commerce & Science College, Rahata, (Pimplas) Taluka - Rahata, District - Ahmednagar 423107.  | Ahmednagar | Arts/Commerce/Science | Aided    | Yes | NAAC | 3.15  | A   | 15.09.2012 | 14.09.2017 | No  |      |   |            |            |  |  |  |  |  |
| 106 | Ahmednagar Jilha Maratha Vidya Prasarak Samaj's New Arts, Commerce and Science College, Sambhaji nagar, Parner, Taluka - Pamer, Dist. Ahmednagar 414302.   | Ahmednagar | Arts/Commerce/Science | Aided    | Yes | NAAC | 78.00 | B+  | 08.01.2004 | 07.01.2009 | Yes | 2.81 | B | 10.03.2012 | 09.03.2017 |  |  |  |  |  |
| 107 | Parth Vidya Prasarak Mandal's Babuji Avhad Arts & Commerce College, Fule Nagar, Parthardi, Nagar Road, Taluka - Parthardi, District - Ahmednagar 414102.   | Ahmednagar | Arts/Commerce/Science | Aided    | Yes | NAAC | 0     | B++ | 16.09.2004 | 15.09.2009 | Yes | 3.11 | A | 05.01.2013 | 04.01.2018 |  |  |  |  |  |



PUNE

## List of AICTE Approved Institutions having NBA Accredited Courses (2017)

| Sno | Institute Name                       | State       | District | Type              | Affiliating University   | Program                    | Level          | Co         |
|-----|--------------------------------------|-------------|----------|-------------------|--------------------------|----------------------------|----------------|------------|
| 1   | DR D Y PATIL INSTITUTE OF TECHNOLOGY | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ELE CO EN  |
| 2   | DR D Y PATIL INSTITUTE OF TECHNOLOGY | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | CO EN      |
| 3   | DR D Y PATIL INSTITUTE OF TECHNOLOGY | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | INS EN     |
| 4   | DR D Y PATIL INSTITUTE OF TECHNOLOGY | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ME EN      |
| 5   | MAEER S MIT SCHOOL OF MANAGEMENT     | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | MANAGEMENT                 | POST GRADUATE  | MA AD      |
| 6   | MAEER S MIT SCHOOL OF MANAGEMENT     | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | MANAGEMENT                 | POST GRADUATE  | MA AD      |
| 7   | MIT ACADEMY OF ENGINEERING           | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | CH EN      |
| 8   | MIT ACADEMY OF ENGINEERING           | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | CO EN      |
| 9   | MIT ACADEMY OF ENGINEERING           | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ELE EN     |
| 10  | MIT ACADEMY OF ENGINEERING           | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ELE TEL EN |
| 11  | MIT ACADEMY OF ENGINEERING           | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | INF TEC    |
| 12  | MIT ACADEMY OF ENGINEERING           | Maharashtra | PUNE     | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ME EN      |



| TECHNOLOGY |  |             |      |                   |                             |                                  |                   |                  |
|------------|--|-------------|------|-------------------|-----------------------------|----------------------------------|-------------------|------------------|
| 14         | VISHWAKARMA<br>INSTITUTE OF<br>INFORMATION<br>TECHNOLOGY | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ELE<br>CO<br>EN  |
| 15         | VISHWAKARMA<br>INSTITUTE OF<br>INFORMATION<br>TECHNOLOGY | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | INF<br>TEC       |
| 16         | VISHWAKARMA<br>INSTITUTE OF<br>INFORMATION<br>TECHNOLOGY | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ME<br>EN         |
| 17         | VISHWAKARMA<br>INSTITUTE OF<br>INFORMATION<br>TECHNOLOGY | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | CO<br>EN         |
| 18         | VISHWAKARMA<br>INSTITUTE OF<br>INFORMATION<br>TECHNOLOGY | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ME<br>EN         |
| 19         | VISHWAKARMA<br>INSTITUTE OF<br>INFORMATION<br>TECHNOLOGY | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ELE<br>CO<br>EN  |
| 20         | INDIRA<br>INSTITUTE OF<br>MANAGEMENT                     | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | MANAGEMENT                       | POST<br>GRADUATE  | MA<br>AD         |
| 21         | MAHARASHTRA<br>INSTITUTE OF<br>TECHNOLOGY<br>PUNE        | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | CIV              |
| 22         | MAHARASHTRA<br>INSTITUTE OF<br>TECHNOLOGY<br>PUNE        | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | CO<br>EN         |
| 23         | MAHARASHTRA<br>INSTITUTE OF<br>TECHNOLOGY<br>PUNE        | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ELE<br>TEL<br>EN |
| 24         | MAHARASHTRA<br>INSTITUTE OF<br>TECHNOLOGY<br>PUNE        | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | INF<br>TEC       |
| 25         | MAHARASHTRA<br>INSTITUTE OF                              | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ME<br>EN         |





|    |  |             |            |                   |                          |                            |                |                  |
|----|--|-------------|------------|-------------------|--------------------------|----------------------------|----------------|------------------|
|    | INSTITUTE OF TECHNOLOGY PUNE                 |             | Pune, Pune |                   | AND TECHNOLOGY           | GRADUATE                   | ENI<br>PA      |                  |
| 27 | MAHARASHTRA INSTITUTE OF TECHNOLOGY PUNE     | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | PEI<br>ENI       |
| 28 | MAHARASHTRA INSTITUTE OF TECHNOLOGY PUNE     | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | PEI<br>ENI       |
| 29 | MAHARASHTRA INSTITUTE OF TECHNOLOGY PUNE     | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | POI<br>ENI       |
| 30 | PIMPRI CHINCHWAD COLLEGE OF ENGINEERING      | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ME<br>ENI        |
| 31 | PIMPRI CHINCHWAD COLLEGE OF ENGINEERING      | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ELE<br>CO<br>ENI |
| 32 | PIMPRI CHINCHWAD COLLEGE OF ENGINEERING      | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | CO<br>ENI        |
| 33 | PIMPRI CHINCHWAD COLLEGE OF ENGINEERING      | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | INF<br>TEC       |
| 34 | PIMPRI CHINCHWAD COLLEGE OF ENGINEERING      | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ME<br>ENI        |
| 35 | PIMPRI CHINCHWAD COLLEGE OF ENGINEERING      | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ELE<br>CO<br>ENI |
| 36 | PIMPRI CHINCHWAD COLLEGE OF ENGINEERING      | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | CO<br>ENI        |
| 37 | JSPM S RAJARSHI SHAHU COLLEGE OF ENGINEERING | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | CO<br>ENI        |
| 38 | JSPM S RAJARSHI                              | Maharashtra | PUNE       | Unaided - Private | University of            | ENGINEERING                | UNDER          | INF              |



|    |  |             |      |                   |                          |                            |                  |             |
|----|--|-------------|------|-------------------|--------------------------|----------------------------|------------------|-------------|
|    | SHAHU COLLEGE OF ENGINEERING                                   |             |      |                   | Pune, Pune               | AND TECHNOLOGY             | GRADUATE         | ENI         |
| 40 | JSPM S RAJARSHI SHAHU COLLEGE OF ENGINEERING                   | Maharashtra | PUNE | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE   | CIV         |
| 41 | JSPM S RAJARSHI SHAHU COLLEGE OF ENGINEERING                   | Maharashtra | PUNE | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UG 2nd Yr DIRECT | CO ENI      |
| 42 | JSPM S RAJARSHI SHAHU COLLEGE OF ENGINEERING                   | Maharashtra | PUNE | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE   | ELE TEL ENI |
| 43 | DR D Y PATIL INSTITUTE OF PHARMACEUTICAL SCIENCES AND RESEARCH | Maharashtra | PUNE | Unaided - Private | University of Pune, Pune | PHARMACY                   | UNDER GRADUATE   | PHI         |
| 44 | COLLEGE OF ENGINEERING PUNE                                    | Maharashtra | PUNE | Government        | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE   | CO ENI      |
| 45 | COLLEGE OF ENGINEERING PUNE                                    | Maharashtra | PUNE | Government        | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE    | CO ENI      |
| 46 | COLLEGE OF ENGINEERING PUNE                                    | Maharashtra | PUNE | Government        | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE   | INF TEC     |
| 47 | COLLEGE OF ENGINEERING PUNE                                    | Maharashtra | PUNE | Government        | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE   | INS CO ENI  |
| 48 | COLLEGE OF ENGINEERING PUNE                                    | Maharashtra | PUNE | Government        | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE    | PRO INS     |
| 49 | COLLEGE OF ENGINEERING PUNE                                    | Maharashtra | PUNE | Government        | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE    | BIC INS     |
| 50 | COLLEGE OF ENGINEERING PUNE                                    | Maharashtra | PUNE | Government        | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE   | ELE ENI     |
| 51 | COLLEGE OF ENGINEERING PUNE                                    | Maharashtra | PUNE | Government        | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE    | PO' AN      |
| 52 | COLLEGE OF ENGINEERING PUNE                                    | Maharashtra | PUNE | Government        | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE    | EM SY:      |
| 53 | COLLEGE OF ENGINEERING   | Maharashtra | PUNE | Government        | University of Pune, Pune | ENGINEERING AND            | UNDER GRADUATE   | PRO ENI     |



|    | PUNE                        |             |      |            |                          | TECHNOLOGY                 |                | AU        |
|----|-----------------------------|-------------|------|------------|--------------------------|----------------------------|----------------|-----------|
| 55 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE  | ME        |
| 56 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ME EN     |
| 57 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE  | DE:       |
| 58 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE  | THI EN    |
| 59 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | CIV       |
| 60 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE  | CO MA     |
| 61 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE  | GE EN     |
| 62 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE  | STI EN    |
| 63 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ME EN     |
| 64 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE  | PRO       |
| 65 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE  | MA EN     |
| 66 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE | ELE CO EN |
| 67 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE  | DIC       |
| 68 | COLLEGE OF ENGINEERING PUNE | Maharashtra | PUNE | Government | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | POST GRADUATE  | VL: SY:   |
| 69 | COLLEGE OF                  | Maharashtra | PUNE | Government | University of            | ENGINEERING                | POST           | WI        |



|    | ENGINEERING<br>PUNE   |             |      |                   | Pune, Pune                  | AND<br>TECHNOLOGY                | GRADUATE          | PLA              |
|----|---|-------------|------|-------------------|-----------------------------|----------------------------------|-------------------|------------------|
| 71 | MAHARASHTRA<br>ACADEMY OF<br>ENGINEERING<br>AND<br>EDUCATIONAL<br>RESEARCH MIT<br>COLLEGE OF<br>ENGINEERING<br>PUNE | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | CO<br>ENI        |
| 72 | MAHARASHTRA<br>ACADEMY OF<br>ENGINEERING<br>AND<br>EDUCATIONAL<br>RESEARCH MIT<br>COLLEGE OF<br>ENGINEERING<br>PUNE | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ELI<br>CO<br>ENI |
| 73 | MAHARASHTRA<br>ACADEMY OF<br>ENGINEERING<br>AND<br>EDUCATIONAL<br>RESEARCH MIT<br>COLLEGE OF<br>ENGINEERING<br>PUNE | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | INF<br>TEC       |
| 74 | MAHARASHTRA<br>ACADEMY OF<br>ENGINEERING<br>AND<br>EDUCATIONAL<br>RESEARCH MIT<br>COLLEGE OF<br>ENGINEERING<br>PUNE | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ME<br>ENI        |
| 75 | MAHARASHTRA<br>ACADEMY OF<br>ENGINEERING<br>AND<br>EDUCATIONAL<br>RESEARCH MIT<br>COLLEGE OF<br>ENGINEERING<br>PUNE | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ME<br>ENI        |
| 76 | MAHARASHTRA<br>ACADEMY OF<br>ENGINEERING<br>AND<br>EDUCATIONAL<br>RESEARCH MIT<br>COLLEGE OF                        | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | INF<br>TEC       |



|    |   |             |            |                   |                          |                            |                       |            |
|----|---|-------------|------------|-------------------|--------------------------|----------------------------|-----------------------|------------|
|    | EDUCATION SOCIETY S SANJIVANI COLLEGE OF ENGINEERING                |             |            |                   | Pune, Pune               | AND TECHNOLOGY             | GRADUATE              |            |
| 78 | SANIVANI RURAL EDUCATION SOCIETY S SANJIVANI COLLEGE OF ENGINEERING | Maharashtra | AHMEDNAGAR | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE        | CO EN      |
| 79 | SANIVANI RURAL EDUCATION SOCIETY S SANJIVANI COLLEGE OF ENGINEERING | Maharashtra | AHMEDNAGAR | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE        | ME EN      |
| 80 | ARMY INSTITUTE OF TECHNOLOGY  | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE        | ME EN      |
| 81 | ARMY INSTITUTE OF TECHNOLOGY  | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE        | CO EN      |
| 82 | ARMY INSTITUTE OF TECHNOLOGY  | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE        | INF TEC    |
| 83 | ARMY INSTITUTE OF TECHNOLOGY  | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE        | ELE TEL EN |
| 84 | DR D Y PATIL INSTITUTE OF MANAGEMENT RESEARCH                       | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | MANAGEMENT                 | POST GRADUATE         | MA AD      |
| 85 | SINHGAD INSTITUTE OF MANAGEMENT MBA PROGRAMME                       | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | MANAGEMENT                 | POST GRADUATE         | MA AD      |
| 86 | SINHGAD INSTITUTE OF MANAGEMENT MBA PROGRAMME                       | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | MANAGEMENT                 | POST GRADUATE         | MA AD      |
| 87 | FLAME SCHOOL OF BUSSINESS   | Maharashtra | PUNE       | Unaided - Private | None                     | MANAGEMENT                 | POST GRADUATE DIPLOMA | PO: DIF MA |
| 88 | G H RAISONI COLLEGE OF ENGINEERING MANAGEMENT                       | Maharashtra | PUNE       | Unaided - Private | University of Pune, Pune | ENGINEERING AND TECHNOLOGY | UNDER GRADUATE        | ELE TEL EN |



|    | COOPERATIVE<br>MANAGEMENT  |             |           |                               |  |                                  |                   |                 | CO-<br>MA |
|----|--|-------------|-----------|-------------------------------|--|----------------------------------|-------------------|-----------------|-----------|
| 90 | DEFENCE<br>INSTITUTE OF<br>ADVANCED<br>TECHNOLOGY  | Maharashtra | PUNE      | Government                    | Defence<br>Institute of<br>Advanced<br>Technology,<br>Pune | ENGINEERING<br>AND<br>TECHNOLOGY | POST<br>GRADUATE  | AEI<br>EN       |           |
| 91 | DEFENCE<br>INSTITUTE OF<br>ADVANCED<br>TECHNOLOGY  | Maharashtra | PUNE      | Government                    | Defence<br>Institute of<br>Advanced<br>Technology,<br>Pune | ENGINEERING<br>AND<br>TECHNOLOGY | POST<br>GRADUATE  | ME<br>EN        |           |
| 92 | DEFENCE<br>INSTITUTE OF<br>ADVANCED<br>TECHNOLOGY  | Maharashtra | PUNE      | Government                    | Defence<br>Institute of<br>Advanced<br>Technology,<br>Pune | ENGINEERING<br>AND<br>TECHNOLOGY | POST<br>GRADUATE  | SEI<br>TEC      |           |
| 93 | DEFENCE<br>INSTITUTE OF<br>ADVANCED<br>TECHNOLOGY  | Maharashtra | PUNE      | Government                    | Defence<br>Institute of<br>Advanced<br>Technology,<br>Pune | ENGINEERING<br>AND<br>TECHNOLOGY | POST<br>GRADUATE  | MO<br>SIM       |           |
| 94 | SINHGAD<br>COLLEGE OF<br>ENGINEERING   | Maharashtra | PUNE      | Unaided - Private             | University of<br>Pune, Pune                                | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ME<br>EN        |           |
| 95 | MAHARSHI KARVE<br>STREE SHIKSHAN<br>SAMSTHA S<br>CUMMINS<br>COLLEGE OF<br>ENGINEERING<br>FOR WOMEN | Maharashtra | PUNE      | Unaided - Private             | University of<br>Pune, Pune                                | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ME<br>EN        |           |
| 96 | SINHGAD<br>INSTITUTE OF<br>MANAGEMENT  | Maharashtra | PUNE      | Unaided - Private             | University of<br>Pune, Pune                                | MCA                              | POST<br>GRADUATE  | MA<br>CO<br>API |           |
| 97 | SINHGAD<br>INSTITUTE OF<br>MANAGEMENT  | Maharashtra | PUNE      | Unaided - Private             | University of<br>Pune, Pune                                | MCA                              | POST<br>GRADUATE  | MA<br>CO<br>API |           |
| 98 | BHARATI<br>VIDYAPEETH<br>UNIVERSITY<br>INSTITUTE OF<br>MANAGEMENT<br>AND RESEARCH<br>NEW DELHI     | Delhi       | NEW DELHI | Deemed<br>University(Private) | Bharati<br>Vidyapeeth<br>University,<br>Pune               | MANAGEMENT                       | POST<br>GRADUATE  | MA<br>AD        |           |
| 99 | POONA COLLEGE<br>OF PHARMACY<br>ERANDWANE<br>PUNE  | Maharashtra | PUNE      | Govt aided                    | Bharati<br>Vidyapeeth<br>University,<br>Pune               | PHARMACY                         | UNDER<br>GRADUATE | PH              |           |



|     |   |             |      |                   |                             |                                  |                   |                  |
|-----|---|-------------|------|-------------------|-----------------------------|----------------------------------|-------------------|------------------|
| 101 | SCTR S PUNE<br>INSTITUTE OF<br>COMPUTER<br>TECHNOLOGY | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ELE<br>CO<br>ENI |
| 102 | SCTR S PUNE<br>INSTITUTE OF<br>COMPUTER<br>TECHNOLOGY | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | INF<br>TEC       |
| 103 | SCTR S PUNE<br>INSTITUTE OF<br>COMPUTER<br>TECHNOLOGY | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | CO<br>ENI        |
| 104 | SCTR S PUNE<br>INSTITUTE OF<br>COMPUTER<br>TECHNOLOGY | Maharashtra | PUNE | Unaided - Private | University of<br>Pune, Pune | ENGINEERING<br>AND<br>TECHNOLOGY | UNDER<br>GRADUATE | ELE<br>CO<br>ENI |

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**Overall**

Rank-band: 101-150 | Rank-bar

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| IR17-I-2-1-618 | Savitribai Phule Pune University <a href="#">More Details</a>                       | Pune | Maharashtra | 52.81 |
| IR17-I-1-18637 | Indian Institute of Science Education & Research, Pune <a href="#">More Details</a> | Pune | Maharashtra | 48.28 |
| IR17-I-2-30671 | Dr. D. Y. Patil Vidyapeeth Pune <a href="#">More Details</a>                        | Pune | Maharashtra | 40.59 |
| IR17-I-2-18580 | Bharati Vidyapeeth <a href="#">More Details</a>                                     | Pune | Maharashtra | 38.73 |
| IR17-I-2-21078 | Symbiosis International University <a href="#">More Details</a>                     | Pune | Maharashtra | 37.67 |

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Institution list in alphabetical order

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| Name  | City       | St     |
|---|------------|--------|
| BALAJI INSTITUTE OF MODERN MANAGEMENT(BIMM)   | Pune       | Mahara |
| Bharati Vidyapeeth  | Pune       | Mahara |
| Bharati Vidyapeeth Deemed University College of Engineering                                   | Pune       | Mahara |
| Bharati Vidyapeeth Deemed University College of Nursing, Pune                                 | Pune       | Mahara |
| D.Y.Patil College of Engineering  | Pune       | Mahara |
| Dr. D. Y. Patil Vidyapeeth Pune   | Pune       | Mahara |
| Fergusson College   | Dist. Pune | Mahara |
| Gokhale Institute of Politics & Economics   | Pune       | Mahara |
| Indian Institute of Science Education & Research, Pune  | Pune       | Mahara |
| Maharashtra Academy of Engineering and Educational Research, MIT College of Engineering, Pune | Pune       | Mahara |
| Maharashtra Institute of Technology, Pune   | Pune       | Mahara |
| Maharshi Karve Stree Shikshan Samstha's Cummins College of Engineering for Women              | Pune       | Mahara |
| P.E.S. Modern College of Arts, Science and Commerce   | Pune       | Mahara |
| Progressive Education Society's, Modern College of Engineering                                | Pune       | Mahara |
| Savitribai Phule Pune University  | Pune       | Mahara |
| Sinhgad Technical Education Society's Sinhgad College of Pharmacy                             | Pune       | Mahara |
| Symbiosis International University  | Pune       | Mahara |
| Vishwakarma Institute of Information Technology   | Pune       | Mahara |
| Vishwakarma Institute of Technology   | Pune       | Mahara |
| Yashwantrao Mohite College of Arts, Science and Commerce                                      | Pune       | Mahara |

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**Management Institutes in Pune city offering MBA affiliated to Savitribai Phule Pune University & approved by AICTE**

| Sr. No. | Name of Management institutes   | Intake | Adm. 2014-15 | Adm. 2015-16 | Adm. 2016-17 | Adm. 2017-18 | Started year |
|---------|---|--------|--------------|--------------|--------------|--------------|--------------|
| 1       | Indian Institute of Cost and Management Studies & Research (IndSearch)                    | 180    | 55           | 57           | 71           | 89           | 1989-90      |
| 2       | Anjuman Khairul Islam, Poona Institute of Management Sciences and Entrepreneurship        | 120    | 109          | 120          | 109          | 119          | 1990-91      |
| 3       | MAEER'S MIT School Of Management  | 181    | 180          | 181          | 181          | 181          | 1993-94      |
| 4       | Marathwada Mitra Mandal, 302/A Deccan Gymkhana, Pune 411 004                              | 180    | 72           | 117          | 163          | 176          | 1994-95      |
| 5       | Neville Wadia Institute of Management Studies & Research                                  | 61     | 61           | 61           | 61           | 55           | 1994-95      |
| 6       | Pravara Center for Management Research and Development                                    | 120    | 30           | 68           | 85           | 120          | 1994-95      |
| 7       | Mahatma Phule Institute of Managemen  | 120    | 45           | 81           | 78           | 42           | 1994-95      |
| 8       | Smt. Hiraben Nanavati Institute of Management and Research for women                      | 180    | 143          | 177          | 180          | 158          | 1996-97      |
| 9       | MCE Society, Allana Institute of Management Sciences                                      | 120    | 109          | 100          | 90           | 97           | 1998-99      |
| 10      | Bansilal Ramnath Agarwal Charitable Trust's Vishwakarma Institute of Management (Kondhwa) | 120    | 147          | 180          | 180          | 0            | 2001-02      |
| 11      | All India Shri Shivaji Memorial Society's Institute Of Management                         | 180    | 117          | 146          | 123          | 179          | 2002-03      |
| 12      | Sinhgad Institute of Business Administration and Research, Kondhwa                        | 360    | 226          | 296          | 243          | 300          | 2004-05      |
|         |   |        |              |              |              |              |              |
| 13      | Jayawantrao Sawant Institute Of Management & Research                                     | 120    | 97           | 120          | 120          | 120          | 2006-07      |
| 14      | Jayawantrao Sawant College of Engineering   | 60     | 17           | 60           | 59           | 58           | 2006-07      |
| 15      | MIT College of Engineering  | 120    | 121          | 119          | 119          | 0            | 2007-08      |

|    |   |     |     |     |     |     |         |
|----|---|-----|-----|-----|-----|-----|---------|
| 16 | Maharashtra Institute of Technology ,<br>kothrud Pune                 | 60  | 60  | 59  | 58  | 0   | 2007-08 |
| 17 | Rajgad Institute of Management<br>Research and Development            | 120 | 56  | 48  | 70  | 106 | 2008-09 |
| 18 | Sinhgad College of Engineering,<br>Vadagaon                           | 60  | 51  | 60  | 60  | 60  | 2008-09 |
| 19 | Sinhgad Business School Erandwane<br>Pune-4                           | 480 | 267 | 396 | 327 | 355 | 2008-09 |
| 20 | Raja Shri Shivray Pratishthan,<br>Kothrud, Dist:Pune                  | 60  | 10  | 32  | 16  | 24  | 2009-10 |
| 21 | Unique Institute of Management  | 120 | 29  | 74  | 108 | 120 | 2009-10 |
| 22 | College of Engineering,Manjari<br>Budruk, Hadapsar                    | 60  | 59  | 41  | 60  | 60  | 2009-10 |
| 23 | Modern Institute of Business<br>Management, shivajinagar              | 180 | 152 | 158 | 151 | 180 | 2009-10 |
| 24 | Chetan Dattaji Gaikwad Institute of<br>Management Studies, Karve Road | 120 | 67  | 99  | 66  | 82  | 2009-10 |
| 25 | Sadhu Vaswani Institute of<br>Management Studies for Girls            | 120 | 38  | 62  | 87  | 60  | 2010-11 |
| 26 | Institute Of Technical Education<br>Research & Management             | 60  | 28  | 32  | 24  | 48  | 2010-11 |
| 27 | PVG's Late Govind Kashinath<br>Pate(Wani) Institute of Management     | 60  | 27  | 60  | 40  | 29  | 2011-12 |