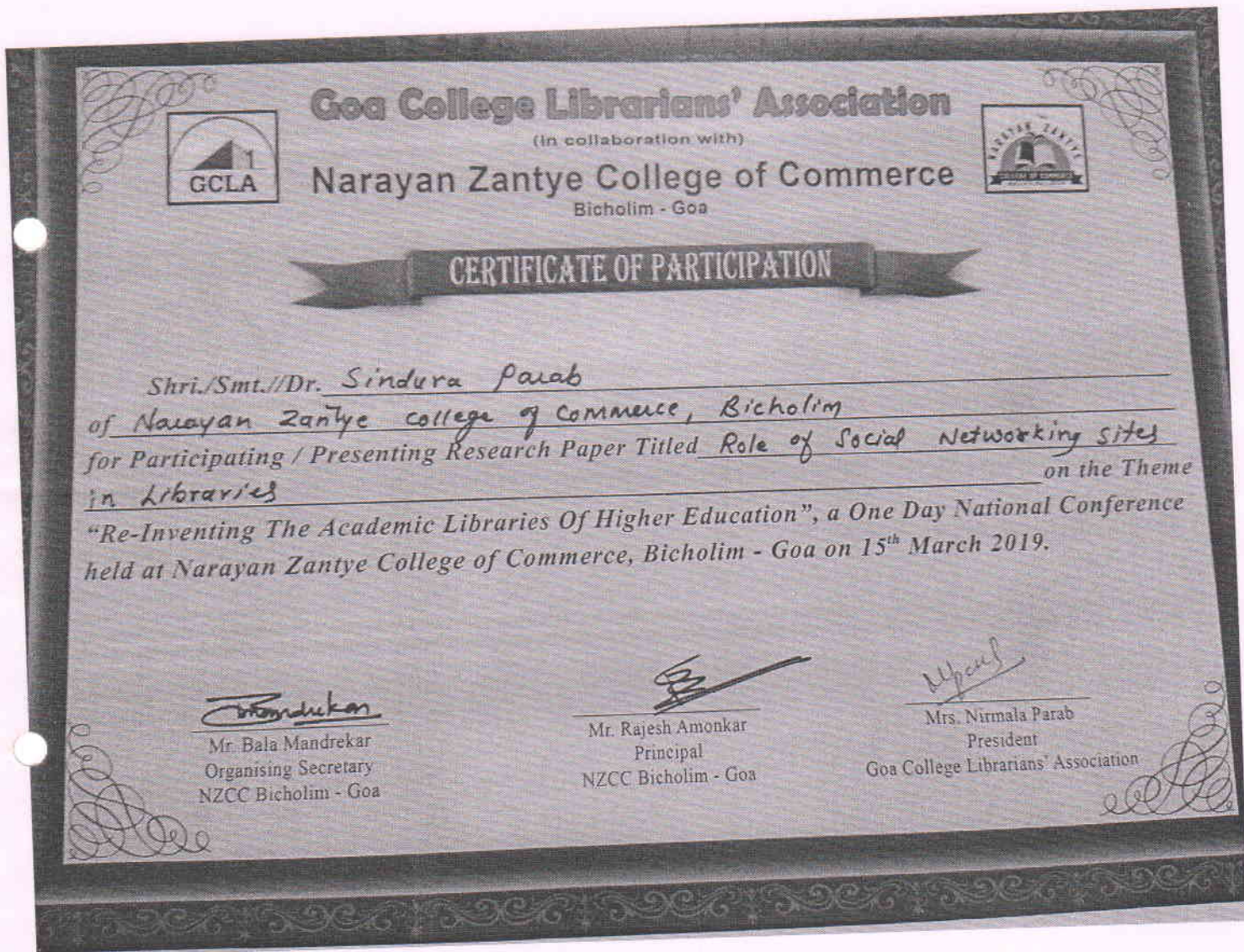


S.No.	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	Page No.
1	Ms. Sindura Parab and Mr. Vaibhav Dhuri	Re-Inventing the Academic Libraries of Higher Education	Role of Social Networking Sites in Libraries	Re-Inventing the Academic Libraries of Higher Education	Re-Inventing the Academic Libraries of Higher Education	2-3
2	Ms. Bala Mandrekar	Reshaping Libraries with emerging Global Technology and Trends	Use and impact of Social Networking Sites on Students	Reshaping Libraries with emerging Global Technology and Trends	Reshaping Libraries with emerging Global Technology and Trends	4-16
3	Dr Pravin Sawant	Re-Inventing the Academic Libraries of Higher Education	Library building a dream may come to Reality in 2030: A Peep in Colleges in Goa	Re-Inventing the Academic Libraries of Higher Education	Re-Inventing the Academic Libraries of Higher Education	17-29
4	Ms. Bala Mandrekar	Re-Inventing the Academic Libraries of Higher Education	Best Practices Among Selected College Libraries in Goa - A Study	Re-Inventing the Academic Libraries of Higher Education	Re-Inventing the Academic Libraries of Higher Education	30-37
5	Mr. Bala Mandrekar	Quality Sustainance and Enhancement in Teaching, Learning and Evaluation in Higher Education Institutions: Concerns in Digital Age	Effective Use of 3N's in Teaching Curriculum: Opportunities and Challenges	Quality Sustainance and Enhancement in Teaching, Learning and Evaluation in Higher Education Institutions: Concerns in Digital Age	Quality Sustainance and Enhancement in Teaching, Learning and Evaluation in Higher Education Institutions: Concerns in Digital Age	38-48
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ROLE OF SOCIAL NETWORKING SITES IN LIBRARIES

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ABSTRACT

Web 2.0 technology brought the tremendous change in the information communication and the scenario of libraries has totally changed. The libraries started using these technologies effectively to deliver their services and products to their clients. The social networking services such as facebook, whatsapp and twitter can play an important role in delivering services to its users. This paper shows how effectively these SNS can be used effectively in libraries and can provide information quickly to the users.

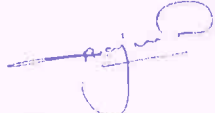
Key Words: Social Networking Sites, ICT, Users, Services

INTRODUCTION

The fourth law of library science says 'Save the time of the Reader' and these SNS services fulfils the fourth law by providing necessary information to the users within short span of time. Social media has become a prominent tool of modern life. It is web based tool which connects the people and create web content and experiences. Now mobile based technologies become interactive dialogue communication among community. Students and teachers use social media for variety of education purpose. Students use social media for variety of education purpose. Students use social media to interact with their friends. They are addicted to mobile phones and social media via internet. Social media leads to decline in reading habits and communication skills. Today WhatsApp and facebook has become popular online social networking tools. Many peoples are using these tools to create and maintain social relationships and

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Use and Impact of Social Networking Sites on Students

Bala K. Mandrekar

Abstract

Internet has become most vital tool for the user community. Use of the social media is high among student's community as students embrace new technology quickly. Social networking sites have become the online communication tool which allows a user to create a network with a public or private profile and interact with people in that network. This study is conducted to know the impact of social media on school, Higher Secondary School & college students. The research concludes that, the social networking sites have positive as well as negative impact on students.

Keywords: Social Networking sites, Students,

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1. Introduction

The Internet technology is evolving at a very rapid pace. Most of the users now are relying on social media. With the advent of new technology, Social media usage is particularly high among the student's community because students embrace new media quickly. In 1997 sixdegrees.com launched the first social network site. When these social networking sites started, youths got attracted towards these sites as they found it very convenient to develop their social circle, chat and share their personal photos and see others data. Social networking sites allow its users to create a network with a public or private profile and interact with people in that network.

Most of the students use social media to create a personal profile, post, upload pictures and sending messages. They like to keep their personal information public and view wall posts, status updates, tweets and every excitement of their lives. Students are spending more hours on social networking sites to download pictures, browse entertainment and chat around with friends to keep themselves connected to one another. These sites are now becoming addiction for the students and they find it difficult to concentrate on their studies. Students have derived benefit from these sites for their academic purpose.

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2. Purpose of the study

The impact of social media is high on the student's community. Most of the Students rely on the social networking sites specifically to connect with others. Students are engaged outside the classroom to create new and innovative ways to learn with the help of internet and social networking sites. The purpose of this study is to determine the use and impact of social networking sites on students.

3. Literature review

[1] Jain, Gupta and Anand revealed an idea in the paper, entitled on "Impact of social networking sites in the changing Mindset of youth and social issues, A study of Delhi-NCR Youth" that, majority of mass rely on social networking sites for discussion on issues. To know the awareness about social issues such as Corruption, Child labour, Girls Education etc. and their views and expression, they conducted a survey on youth age group between 18-30years.

[2] "Impact of Social Networking Sites on the Youth" written by Patil, Pranali in her paper pointed out that social networking site like Facebook provides a platform for discussion on contemporary issues like corruption, human rights etc. The study was conducted on youths to know the consciousness on the community issues. Youths between the age group of 12-30 years was taken in to consideration.

[3] S. Manjunatha in his paper, entitled on "The usage of social Networking Sites Among the College students in India" has focused on the usage of Social Networking Site has significantly increased and it certainly has far reaching impacts on the academic and other activities of the students. The study shows that, the use of SNS is high among the college students. However, their usage pattern of SNS, hours spending per week, gender differentiation in its usage, purpose of membership, their level of intimate relationship with online friends and much more interesting aspects have been dealt scientifically in this paper.

4. Scope of the project

This study is conducted in respect of the effect of social networking sites among the college and school students. The scope of the project is limited. It cannot say that the same response will exist throughout other parts.

5. Objectives of the study

This study was conducted with the following broad objectives:

- Identifying impact of Social networking sites on Students.
- Identifying popular Social networking sites used by Students.

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- To find out the usage of Social networking sites among Students.
- To identify how Social networking sites, affect the lifestyle of Students.

6. Research methodology

Structured questionnaire had been made and followed, 11 questions and survey was done based on questionnaire on 223 samples (mostly school, undergraduate and postgraduate college students) to assess the status of present study. Secondary data have been collected from various websites, journals and articles.

7. Data collection

In this study, questionnaire method was used as a tool. All the questions are structured on the basis of fulfilling the objectives of the study. A total of 275 questionnaires were distributed among the College, Higher Secondary School and School students. However 223 respondents responded for the study. No technical tools used for statistical analysis, hence there may be a possibility of positive or negative bias

7.1 Social networking Sites:

7.1.1 Facebook: Facebook a popular social networking service which was created by Harvard student Mark Zuckerberg in 2004. It was primarily designed as a networking tool for Harvard students.

Facebook is now, by a very wide margin, the biggest social network worldwide. As per the data of 2017, Facebook had more than 1.94 billion global monthly active users, including over close to 1.74 billion mobile monthly active users.

7.1.2 Twitter: Twitter is a social networking site and popular for online news. The users interact with messages called "Tweet". Users registered twitter can post tweets, and others can only read them. In November 7, 2007, the limit was doubled to 280 characters which was earlier 140 for all languages.

7.1.3 Instagram: Instagram is a photo-sharing social networking service that enables users to take pictures and edit them with a selection of digital filters. As of June 2013, Instagram also started to offer video sharing. The service was initially released as an iOS app but is now also available for other mobile systems as well as online. As of September 2017, this social network reported more than 800 million monthly active users worldwide.

7.1.4 YouTube: YouTube is a video-sharing website. It is owned by Google. Unregistered users can watch videos and registered users can upload videos. YouTube allows its users to view, upload, rate, and share videos and subscribe to users.

7.1.5 Google+: Its Google's official social network site. In Google + we can create a personal profile,

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connect and with others who create a Google Plus profile, share multimedia links.

7.1.6 LinkedIn: Is professional's social networking site. The person who needs to make connections to advance their careers should be on LinkedIn. Profiles are designed to all sorts of other relevant work-related information such as work experience, education, volunteer work, certifications, awards etc.

7.1.7 Snapchat: Snapchat is an image messaging and multimedia mobile application created by Evan Spiegel, Bobby Murphy, and Reggie Brown, former students at Stanford University, and developed by Snap originally Snapchat. Snapchat is primarily used for creating multimedia messages referred to as "snaps" snaps can consist of a photo or a short video, and can be edited to include filters and effects, text captions, and drawings.

7.1.8 Skype: Is one of the most popular communication-based social networking platform. skype allows users to connect with people through voice calls, video calls (using a webcam) and text messaging.

7.1.9 Myspace: Is an interactive user network of friends. It's a music focused social networking site. It also provides blogs, groups, personal profiles, pictures, videos and so on.

8. Data Analysis and Interpretation

Table 3.1: Sampling Methodology

Sample Size	223 respondents
Sample Unit	• High School Students • Higher Secondary School Students • Under-Graduate and Post-Graduate Student

The results were analysed with Excel spreadsheet with the help of pie chart / bar graph and the result is shown in tables with corresponding frequencies and percentage

Table 3.2: Educational Profile of Students

Educational Institution	Education Level	Age in Yrs.	%	No. of Respondents
High School	SSC	15-16	17%	38
Higher Secondary School	HSS	17-18	47%	105
College	UG & PG	19-24	36%	80

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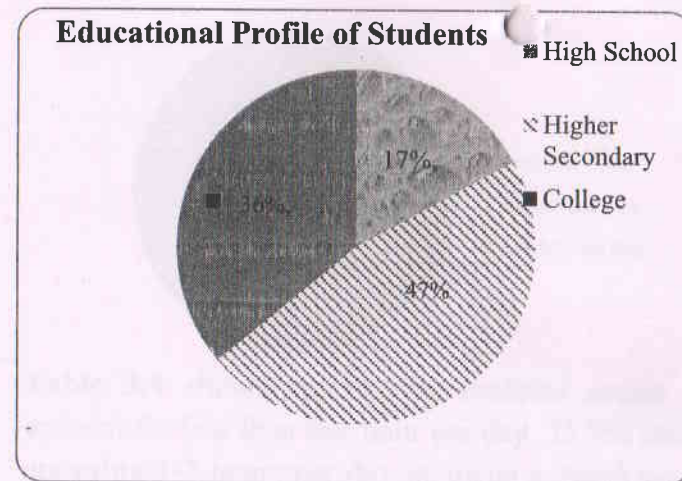


Fig. 3.2 Educational Profile of Students

From Fig. 3.2 we could see that 36% students are college going students while 47% students are from Higher Secondary and 17% students are studying in High School. From above information we can draw conclusion that the respondents were drawn from the three levels of study and it shows that the data collected had adequately varied views and opinions representative of every level. From above information we draw a conclusion that majority have created account profile in various social networking sites.

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Fig. 3.3 Social Networking Sites Ranking

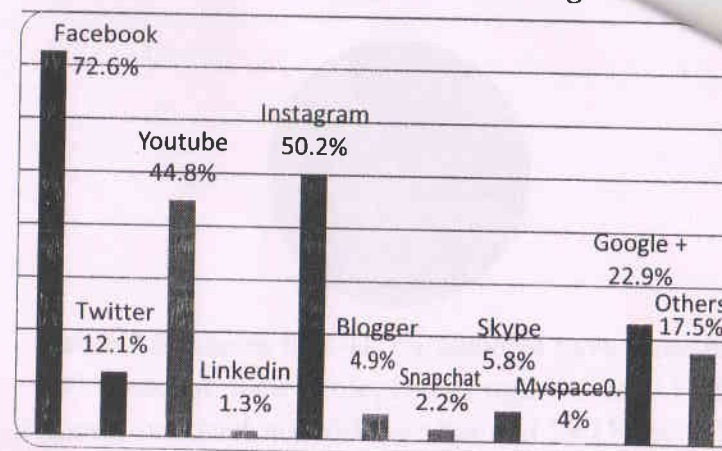


Fig.3.3 Social Networking Sites Ranking

Fig 3.3 shows that most popular social networking site is Facebook (72.6%) among students.

Instagram (50.2%) and Youtube (44.8%) are ranked second and third respectively. GooglePlus (22.9%) and Twitter (12.1%) have also reasonable number of users. Least number of students have created their profile in Myspace (0.4%). We conclude from above information that Facebook is most popular social networking site among students.

Table 3.4: Time spent on a social networking site per day

Response	%	Frequency
Less than 1 hours	40.4%	90
1-2 hours per day	35.9%	80
2-4 hours per day	23.8%	53

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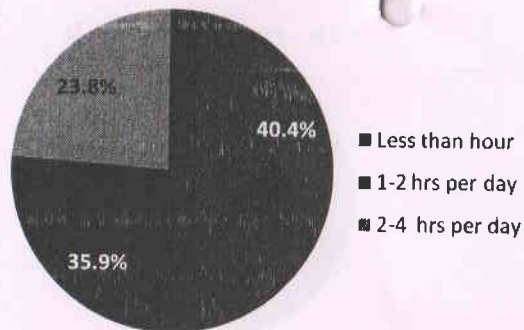


Table 3.4 shows that 40.4% students access their account for less than one hour per day. 35.9% students are using 1-2 hours per day in social networking sites and 23.8% students keep themselves busy 2-4 hours per day in social media. From above information we conclude that majority of students spend less than one hour in social media.

Table 3.5: Number of friends in social networking circle

Response	%	Frequency
Fewer than 10	12.6%	28
10-50	29.1%	65
51-100	16.6%	37
More than 100	41.7%	93

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■ fewer than 10 ■ 10-50 ■ 51-100 ■ more than 100

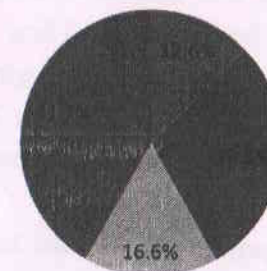


Table 3.5 shows that 41.7% students have more than 100 friends in their circle. 16.6% students have 51-100 friends in social networking sites and 29.1% have 10-50 friends in all accounts. Only 12.6% students have less than 10 friends. From above information we conclude that major part of students prefer to have more friends in their network circle

Table 3.6: Acceptance of strangers as a friend in social networking circle

Response	% age	Frequency
Yes	11.2%	25
Sometimes	41.7%	91
No	47.1%	107

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■ Yes ■ Sometimes ■ No

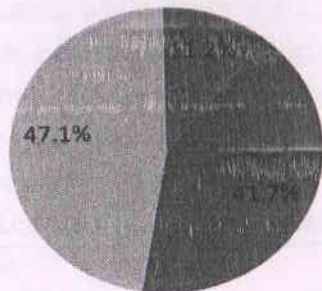
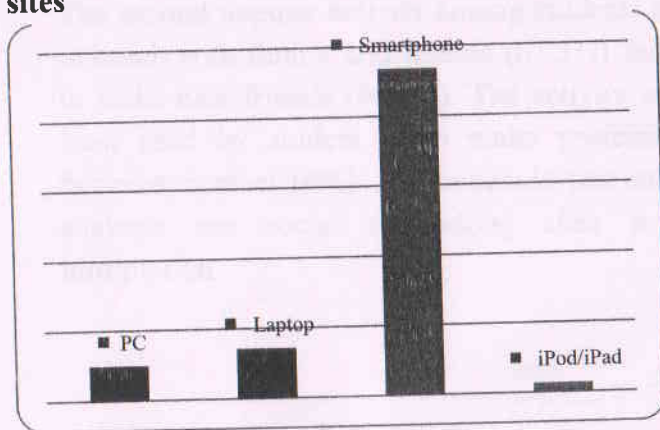


Table 3.6 reveals that only 11.2% students accept unknown request and include them in their circle while 41.7% students sometimes accept the unknown request if they know them indirectly and 47.1% students do not accept the request from unknown person. We conclude that majority do not accept the request from unknown person.

Fig 3.7: Device used to access social networking sites



From Fig 3.7

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Majority student i.e. 93.7% access their account with the help of smartphone. Second and third preference are Laptop and PC and Least preferred device is iPod / iPad for accessing social media. From above information we can say that most of the students prefer to access their account with the help of smartphone.

Table 3.8 Effect of social networking site in social life

Response	%	Frequency
Does not have an effect on face to face communication	54.3%	121
Somewhat has an effect on face to face communication	35.9%	80
Replace most face to face communication	9.9%	22

■ Does not affect ■ Somewhat affect
■ Replace face to face communication

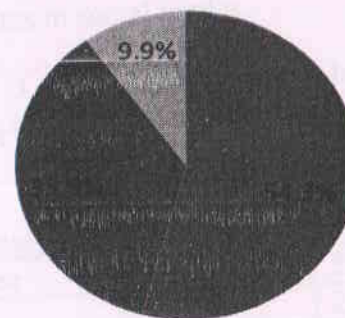
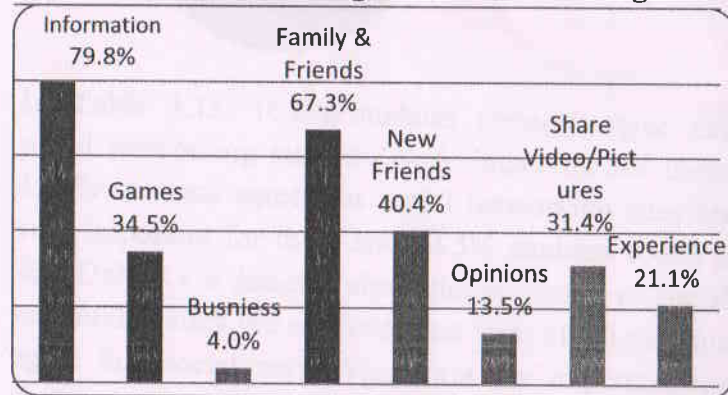


Table 3.8 reveals that 54.3% students agree that they do not have any effect in face to face communication

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and 35.9% students have some effect on face to face communication while Only 9.9% agree to interaction with friends of social networking site replaces face to face communication from the above. We draw a conclusion that social media does not have effect in face to face communication from majority of students.

Fig. 3.9: Activities through Social Networking Sites



We can see from **Fig. 3.9** that highest usage of social networking sites is to find information (79.8%) while The second popular activity among students is to keep in touch with family and friends (67.3%) followed by to make new friends (40.4%). The activity which was least used by student is to make professional and business contact (4%). We conclude that majority of students use social networking sites is to find information.

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Table 3.10: Awareness of parents of about networking activities

Response	% age	Frequency
Yes	87.0%	194
No	13.0%	29

■ Yes ■ No

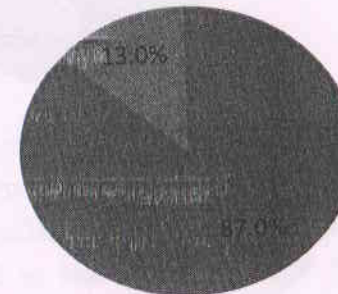
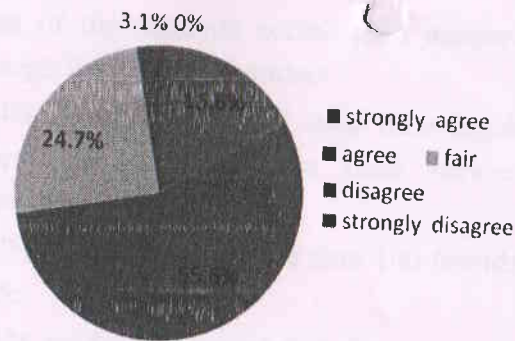


Table 3.10 shows that 87.0% students agreed that their parents are aware about the children's activity in social networking site. 13.0% students admitted that they did not inform their parents about their activities in social media. From above information we conclude that majority of students informed their parents about their activities in social media.

Table 3.11: Opinion about importance of social networking site

Response	%	Frequency
Strongly agree	16.6%	37
Agree	55.6%	124
Fair	24.7%	55
Disagree	3.1%	7
Strongly disagree	0	0

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In Table 3.11, 16.6% students strongly agree that social networking sites are very important for them. 55.6% students agree that social networking sites are very important for them and 24.5% students found it fair. Only 3.1% disagree about the importance of social networking sites. We conclude that most of the students agree that social networking sites are important for them.

Table 3.12: Social Networking Technology as a Learning Tool

Response	%	Total
Strongly Agree	20.2%	45
Agree	54.7%	122
Fair	12.1%	27
Disagree	6.7%	15
Strongly disagree	6.3%	14

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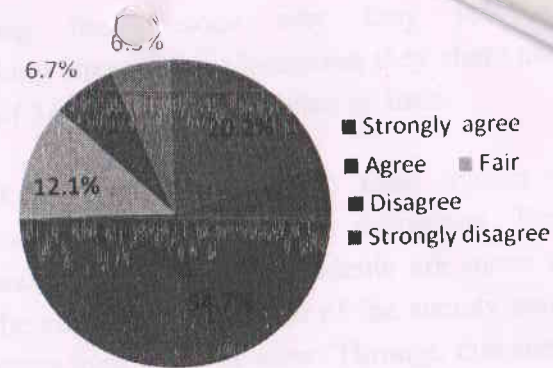


Table 3.12 shows that 20.2% students strongly agree that social networking site could be used as learning tool. 54.7% students agree that social networking site could be used as learning tool while 12.1% students had given fair opinion. 6.7% students disagreed with the opinion and 6.3% students completely disagreed. From above information we conclude that majority use social networking site as learning tool.

9. Findings

A vast majority of students are the members of the social networking site and they are very much prone to access these sites regularly, therefore the major findings of the study include:

- The age groups which are being contacted by this survey are between 18-23 years
- A large number of students use social networking sites to find information
- Majority of students like features of Facebook and have created their profile in Facebook

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- Most of the students access their account profile through Smartphone handset
- 40.4% of students spend their time regularly 1-2 hours per day to access their various social networking accounts
- 41.7% of youth have more than 100 friends in their circle
- 47.1% students revealed that they never accept the request from unknown and include the known person as a friend in their networking circle.
- 54.7% students use social networking site as online learning tool
- 35.9% percent of students opined that social networking sites somewhat affect their social life
- Most of the students agree that their parents know that they have account / activities in social networking sites.
- Almost half of the respondents believe that social networking site has lot of influence on youth.

10. Conclusion

At the end of the discussion it is evident that social networking site has a great medium for communication among the students. Social networking sites offer platform to users to connect with new people, share experiences and gain exposure.

The current study has shed light on the evolving nature of Social Networking sites among youngsters

illustrating the reasons why they use Networking sites, what information they share and impact of Social Networking sites on them.

Networking site is essential to raise human voice against any kind of violation or corruption. Through the social networking sites students are more aware about the contemporary issues of the society and they can express their point of view. Through this site have a lot of advantages but some disadvantages are there, where some cybercrime, corruption or antisocial activities takes place and it might be harmful for the lifestyle of youth.

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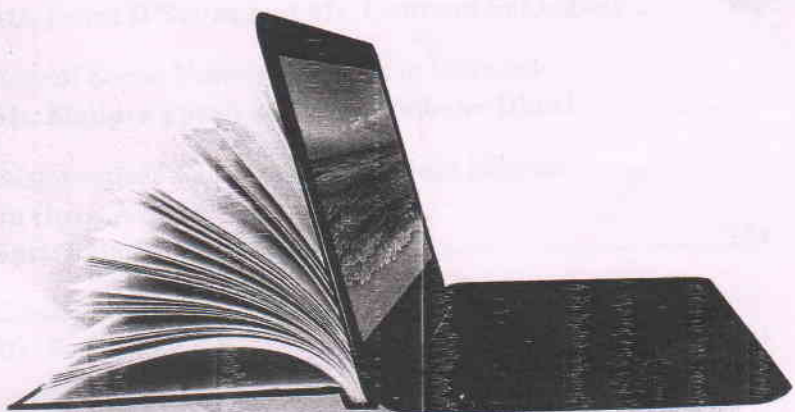


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Re-Inventing the Academic Libraries of Higher Education



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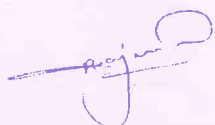


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LIBRARY BUILDING A DREAM MAY COME TO REALITY IN 2030: A PEEP IN COLLEGES IN GOA.

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ABSTRACT

Library is the second home of the reader. Every educational institution should have a separate library building so that every reader visits the library should feel that he is at home. Colleges in Goa have got the opportunity to make the proposal for the separate library building as the RUSA was at the door step but they miss the bus. A separate library building will bring the output better. Libraries in Colleges provide different types of services to the readers, also the services which are provided by them are not under the free environment. So a separate library building will give them opportunity to showcase librarian's caliber and upgrade the libraries. In the case of Aided Colleges Management plays an important role, they can

Keyword: Library Building, RUSA, Librarians

INTRODUCTION

Library is a heart of every Educational Institution. Teaching and Learning system are supported by library through reading materials. Each and every library should be well equipped with reference books, textbooks, journals, periodicals, newspapers etc. and for that purpose the Educational institution should have a separate building only for the library and library activities, so that students should feel that while entering into the library, they are entering in the temple of knowledge. The library ensures that every reader is provided with rich relevant literature in a friendly manner. This supports teaching and scholarship and fosters intellectual growth.

The importance of library building is evident, regardless of the fact that whether one is thinking of the institution, teaching and research program, poor building or building where in there is every time disturbance from the loiterers can seriously handicap students and professor where as aideal and separate Building can contribute to the intellectual health of the reader in general and whole institution in particular.

This study is basically tried to outline the need of separate library building for the educational institution such as colleges. Theseperate and total independent library building will play a very important role as far as overall development of the reader, researcher and recapture and as a total quality of the students is concerned.

NEED/IMPORTANCE OF THE STUDY

Educational institutions such as primary schools, high schools, higher secondary's,ITI's and polytechnicinstitutions are not having library building of their own with separate identity of the building.

Every educational institution particularly colleges should have separate library building. So that all library activities whether it is academic or non Academic should be organized under one roof and under the libraries Banner.

SCOPE OF THE STUDY

All Colleges in Goa werenot covered in this research work. The study is based on the data available about library. We procured datafrom only 16 randomly selected Colleges in Goa. The Data are taken from 2014-15 to 2017-18.The data for this study was collected from respective websites and personally through oral conversation from these librarians of the colleges.

OBJECTIVES OF THE STUDY

The Study has been made to find whether colleges in Goa are having their separate ie. Individual Library Building for doing their library activities and the whether there is any scope for the Colleges in Goa to construct their own separate buildingthe objective of the study are

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1. To find out number of colleges in Goa are having their separate library building.
2. To assess the expenditure made by the different colleges on library activities.
3. To identify the benefits engaging from separate library building for the colleges.
4. To explore issues of select colleges with regards to library activities, Annual amount spend on, Practices followed libraries, and Services provided by the libraries in Colleges in Goa.

METHODOLOGY ADOPTED

Data Collection Approach: Data collected which can be divided basically into two:

Primary Data: Systematic collection of information directly from Librarians among colleges in Goa. The survey data collected during the study includes the data collected through oral Conversation with the librarians of select colleges.

Secondary Data: It is the data developed for some purpose other than for helping to solve the problem at hand. Secondary data is collected through internal experts, college magazines, publications and from the college's website.

DATA ANALYSIS TECHNIQUE

The data, which was collected from the librarians through an oral conversation, was organized, processed and tabulated on a MS Excel sheet. The analysis of the results is depicted in the form of charts and tables.

LIMITATIONS OF THE STUDY

Our study was only restricted towards library description in the colleges in Goa only. Also, there were some colleges who refused to disclose their data and spending. The analysis is based on the responses collected from only 16 colleges in Goa. None of the Medical, engineering and other professional colleges were


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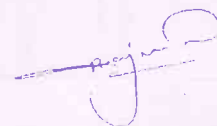
taken for the study. Data for the period of 2015-16 to 2017-18 were considered for the study.

Library is the basic need of every institution. Library means- A collection of book and Library Building means- House having the collection of information sources, resources and services. A Library include Books, Periodicals, Newspapers, Manuscripts, Films, Maps, Prints, Documents, Microform, CDs, Cassettes, Videotapes, DVDs, Blu-ray Discs, Books, Audio, Databases, and other formats.

The libraries of ancient times were usually housed in temples or in palaces. In those days much attention was paid to the quality of material, dimensions, shape, and utility and above all, architectural beauty. Library buildings differ in their conception and designing as per the needs of their functions, resources and clientele. A public library or a school library building is very much different from a college library building only because there is a huge big difference in their nature a functions. The growth of higher education in the world is taking fast pace now the time has come when college authorities should realize the importance of separate properly planned functional buildings for libraries because of the basic premise that the library is the heart of a college which keeps the entire academic system functioning.



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RESULTS & DISCUSSION:

The Profile of the Libraries among Govt. Colleges in Goa

Name of the college	Year of Establishment	Location	No. of Acad Staff	No. of Dept.	Library Resources							Own Library Premises
					Area	Total Books	Total Journals	Project Reports	Seating Capacity	Periodicals and Newspapers	Library membership	
Govt. College of Arts Science and Commerce	1988	Sanquelim	100	19	591 sq. mtrs.	23263	455	1090	150	55(9)	1100	No
Govt. College of Arts Science and Commerce	1989	Khandola	104	15	500 sq. mtrs.	21350	25	783	120	22(18)	757	No
Govt. College of Arts Science and Commerce	1989	Quepem	85	17	1350 sq. mtrs.	19,193	38	800	100	6(5)	1582	Yes
Govt. College of Arts Science and Commerce	1993	Per-nem	53		1000 sq. mtrs	10000+			150		500+	Yes
Govt. College of Arts Science and Commerce	2010	Mar-gao	22		400 sq. mtrs	5000+			100		300+	No

All Govt. Colleges completed more than 25 years except Govt. College Margao. Govt. College from Quepem and Pernem recently constructed the new building for library. Government colleges are having more chances of constructing separate building for library. Because Govt. can make separate provision in the state budget.

The Profile of the Libraries among Aided-Colleges in Goa

Name of the college	Year of Establi- shment	location	No. of Acad- emic Staff	No. of De- pl.	Library Resources						Own Library Premises	
					Area	Total Books	Total Jour- nals	Project Re- ports	Seating Cap- acity	Periodicals and News- papers		Library mem- bership
Murgao Education Society	1971	Vasco	92	15		31464	36		150	95(16)	1554	yes
St.Xavier College	1963	Mapusa	244	18		65400	138		200	48(12)	3053	Yes
Chowgule College	1962	Margao	307	28		46321	70	1130	100		1493	Yes
Mallikarjun College	1993	Canacona	49	12								No
Dantodhar college	1973	Margao	73			32000	28			18(21)	1115	No
Gval'sponta	1986	Ponda	60			23000					741	
PES Education	2004	Ponda	24				3228	29				
PES College	1986	Ponda	98	19	1050	21160	42		150	09	829	Yes
Goa Multifaculty College	2013	Dharbandora	37	09						10	404	No
Swami Vivekanand college	2014	Borim	16	08		1500				07	180	No
Dn's college Mapusa	1974	Mapusa	140	15		36530	75		100	15(19)	2241	No
Calulo College	1991	Mapusa	58	10		16000	50			25	784	No
Denipo College	1966	Bambolim	69	14		38145	71		150	5(17)	1183	No
Duphe College	1962	Miramar	135	17		35111	34		120	9(19)	793	No
Carmel college	1964	Nuven	128	20		35927	35		150		2209	No
Rosary college	1990	Navelim	143	18		21000	60		100	44(13)	1769	No
Fr. Agnel College	1991	Pilar	135	14		20000+	85		100	15(10)	1100	No
Vidya Prabhodini College	2012	Porvorim	60	18	180 sq	5500	15	100+	60	6(14)	600	No
N.Zantye College	1994	Becholim	50	11	340 sq	18000+	48	404	120	22(15)	600	No

From aided Colleges two colleges who has completed more than fifty years from establishment they have separate building and also it is seen that they are having more than 45000 books in their shelves and the one college which having unused land which they have converted into new building.

RUSA AND THE FUNDING

The State of Goa joined RUSA on 6.11.13 by committing to reform its higher education sector. The Project Approval Board (PAB) in its 6th and 9th meetings held on 27.3.2015 and 01.12.2015 approved proposals of the State worth Rs. 60 crores, comprising of Rs. 36 crores as Central share (60%) and Rs. 24 crores (40%) as State's share.

The details of funds approved to the States, component wise is given in the table below:

Components	Unit cost (Rs. Crores)	No of Universities Colleges/ States	Outlay (Rs. crores)	Central Share (Rs crores) 71%	State Share (Rs crores) 29%
Infrastructure grants to colleges	2	8500 Colleges	17000	12750	4250

Table showing the Amount approved to colleges

S. No.	Component	Physical units approved	Total amount approved (Rs. in Crore)	Central share approved (Rs. in Crore)
1	Infrastructure Grants to Universities	1	20	12
2	Upgradation of existing Colleges to MDC	1	4	2.4
3	Infrastructure Grants to Colleges	18	36	21.
	Total		60	36

With regards to Infrastructure grants to colleges proposed by the state were 24 but only 18 were approved Based on valid NAAC accreditation status, so 18 Colleges were considered.

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Annual Capital Expenditure on Academic Activities and Resources (excluding expenditure on buildings)

Utilized amount for capital expenditure (Rs) for previous three years

Academic year	2017-18	2016-17	2015-16	Total amount spent	Rank
Library Sanquelim	12100000	00	8300000	20400000	2
Library Khandola	NA	517767	411915	929682	10
Library Quepem	13126536	40166635	139082	53432253	1
Library MES	426282	224279	221410	871971	12
Library Chowgule	341643	337897	755114	1434654	6
Library Mallikarjun	670474	139808	138748	949030	9
Library Damodar	NA	266908	536649	803557	13
Library GVM,s	171536	1120111	161091	1452738	5
Library PES RN	522376	336458	349878	1208712	7
Library GMFC	51091	66229	193387	310707	16
Library DM's	300949	346080	276293	923322	11
Library Caculo	NA	187309	178325	365634	15
Library Dempo	966982	536926	474324	1978232	4
Library Dempe	NA	240209	270797	511006	14
Library Carmel	243786	363298	397873	1004957	8
Library Rosary	816153	705212	650717	2172082	3
Library NZCC					

The following library services provided by the colleges.

1. Bibliographic Compilation Service Facility.
2. Book - Bank Facility.
3. Computerized Circulation Service Facility.
4. Current Awareness Service Facility.
5. Electronic Bulletin (Bi-monthly) of Library Facility.
6. DVD/CD-ROM Search Facility.
7. Information Literacy Programme Facility.
8. Inter - Library Loan Facility.
9. Internet Browsing and Laser Print-out Facility.
10. Library Membership Facility.
11. Library Orientation Programme Facility.

12. Overnight Reference Book Lending Facility.
13. Paper Clipping Service Facility.
14. Reference and Referral Service Facility.
15. Reprographic and Scanning Facility.
16. UPS Connectivity Facility.
17. Look for Book Programme.
18. Discussion Room Facility.
19. Print-out Facility.

NEW TRENDS IN THE LIBRARY BUILDING

Separate individual Librarybuilding is responsible for the preservation of the culture through the storage, retrieval and dissemination of knowledge. Thus, libraries should possess various types of printed and non-printed documents, as well as highly developed technological and communicational equipment. Library holdings should be housed in easily accessible places. Convenience and comfort should also be provided for the users through well-planned library buildings. Thus, if we do not understand the technological and information progress of our tie, and if we do not ascertain the needs of our users, we may plan unsuitable and not functional library buildings that are unable to provide users present and future needs. So every college should propose a separate building for library.

FINDINGS

1. Management plays an important role. Sometimes management shows interest in having separate building for library
2. Besides RUSA was at the rescue but opportunity was not taken by colleges to have a separate building for the library.
3. Colleges trying for autonomus status they have made it possible to have their separate library building.
4. Most of the colleges used the RUSA fund only for internal infrastructure in the library .RUSA fund was one of the source which govt. has made available to colleges to do infrastructure. But they lost the opportunity.

5. Libraries can be made available to local public and for the students at late night if Colleges are having separate building

CONCLUSION

The library is an essential institutional connection of the college in the scheme of higher education. As such each of these colleges came to possess a library of its own and this study has examined the need of separate building of the library that is the college library building in detail and in all its aspects. At present, almost any library function services, such as cataloguing, circulation, acquisition, indexing, etc. have been computerized. In other words, technology has imposed itself on the libraries for providing easier, better and more convenient and economical library services. Since, we live in a fastchanging world of IT, it has changed many traditional customs of the people and it will change the existing concepts of functional library buildings as well.

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BEST PRACTICES AMONG SELECTED COLLEGE LIBRARIES IN GOA - A STUDY

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ABSTRACT

The present paper throws the light on the best practices adopted by the college libraries in Goa. These colleges are professional colleges such as Engineering, Art, Music, Law & Non-Professional colleges imparting the education in Arts, Science and Commerce. During the course of study it is found that many colleges are adopting the best practices in library as per the NAAC guidelines. This paper will provide an idea how the best practices can be adopted in libraries for effective management of library.

Key Words: Best Practices, Libraries

INTRODUCTION

In order to inculcate good environment in libraries of higher education, the libraries need to adopt the best practices in library which will lead to the best performance of the library from the user point of view. In order to satisfy the user needs quality services are needed to be introduced in the library. UGC and NAAC body continuously tries to improve the standards of higher education and laid down certain rules regarding the best practices that can be carried out in the day today functioning of library.

According to NAAC "Best practices may be innovative and be a philosophy, policy, strategy, programme, process or practice that solve a problem or create new opportunities and positive impact on organizations. Institutional excellence is the aggregate of the best practices followed in different areas of institutional activities. The above definition gives clear ideas about the best practices which shall be innovative and should create new opportunities in library which will create a positive impact on users.

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NAAC has provided various guidelines for the improvement and quality measures that can be adopted in libraries. NAAC has developed 48 best practices in to four categories viz.,

1. Management and Administration of library.
2. Collection and services
3. Extension of User services
4. Use of ICT in libraries

Some of the best practices that can be adopted in library as per NAAC criteria:

1. Library Automation
2. Information about library in college prospectus
3. Internet facilities to users
4. Maintaining user statistics
5. Newspaper clipping on notice board
6. Information literacy programme
7. Best user award
8. Book Exhibitions
9. Various competitions in library
10. Display of new arrivals and circulating list of new arrivals to various departments of college.
11. Talk on Books
12. Library orientation
13. Library short term course
14. Training to use e-resources
15. Feedback from users
16. Digital repository
17. Extended library opening hours
18. OPAC service
19. Suggestion Box
20. In house book exhibition etc.

OBJECTIVE OF THE STUDY

1. To examine best practices adopted by the college libraries in Goa.
2. To study the present scenario of selected colleges libraries in Goa.

SCOPE OF THE STUDY

The area covered under this study is the college libraries of higher education in Goa. The selected colleges were having separate disciplines such as science, commerce, arts, law, engineering etc. Total 30 colleges selected for the study

METHODOLOGY

To collect the necessary data and information, interview technique is used. Total 30 college librarians in Goa were interviewed. During the interview process 20 questions were asked regarding the best practices adopted by the college libraries.

Table 1

Questionnaire used to conduct interview for Best practices in College Libraries

Sr. No.	Best Practices
1	Library Automation
2	Library Orientation
3	OPAC Service
4	Training for Library Staff
5	Internet Service in Library
6	Book Exhibitions
7	In-house Book Exhibitions
8	Extended Library Hours
9	New Arrivals Display
10	Library Website
11	User Register
12	Library Usage Statistics
13	Best library Award
14	E-Library Facility
15	Digital I Repository (DSpace, GreenStone, E-print)
16	Reprography
17	User feedback

18	Participative Learning programme
19	Suggestion Box
20	CCTV Cameras

Table 2

Responses received from the college librarians with regards to best practices

Sr. No.	Best Practices	Yes	No
1	Library Automation	28	02
2	Library Orientation	26	04
3	OPAC Service	22	08
4	Training for Library Staff	22	08
5	Internet Service in Library	25	05
6	Book Exhibitions	26	04
7	In-house Book Exhibitions	18	12
8	Extended Library Hours	20	10
9	New Arrivals Display	27	03
10	Library Website	24	06
11	User Register	25	05
12	Library Usage Statistics	18	12
13	Best library Award	14	16
14	E-Library Facility	18	12
15	Digital I Repository (DSpace, GreenStone, E-print)	08	22
16	Reprography	18	12
17	User feedback	16	14
18	Participative Learning programme	06	24
19	Suggestion Box	14	16
20	CCTV Cameras	22	08

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From the above table it shows that, the ratio of using best practices in library is satisfactory. Most of the libraries opted for best practices in library but use of Digital Repository and Participative Learning Programme is very low as best practices. Hence the librarians shall adopt these two best practices in their library.

Table 3

Number of Best Practices adopted by college libraries in Goa

No. of College Libraries	Best practices
10	Less than 10
06	More than 10 but less than 15
14	More than 15

Table 3 indicates that 14 collage Libraries are using more than 15 best practices in their library. Nearly 33% of college libraries are using less than 10 best practices. In order to make a library more user friendly these libraries has to adopt more best practices in libraries .

Table 4

Lack of Best Practices among College Libraries in Goa.

Best practices	No. of College Libraries
Digital Repository	22
Participative learning programme	24
Best Library user Award	16
Suggestion Box	16

Table 4 shows that, there is a lack of best practices using by the college libraries. The above mentioned practices needs to be adopted in the libraries.



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Table 5

Standard Best Practices adopted by the college Libraries in Goa

Standard best Practices	No. of College Libraries
Library Orientation	26
Library Automation	28
OPAC service	22
Reprography	18
Internet service	25

Table 5 indicates that, nearly 94% of college libraries are automated and 73% of librarians are giving orientation to their users about the availability of resources in library which is satisfactory.

CONCLUSION:

The best practices used by the college libraries will improve the image and quality of library services. The libraries should provide web based services to the users to keep them update. The colleges are using best practices but cannot be termed as satisfactory development. The college libraries has to think seriously from the service point of view. The librarians has to study the psychological behavior of user and should provide a quality range of services to the users so that, it will make the maximum utilization of resources.

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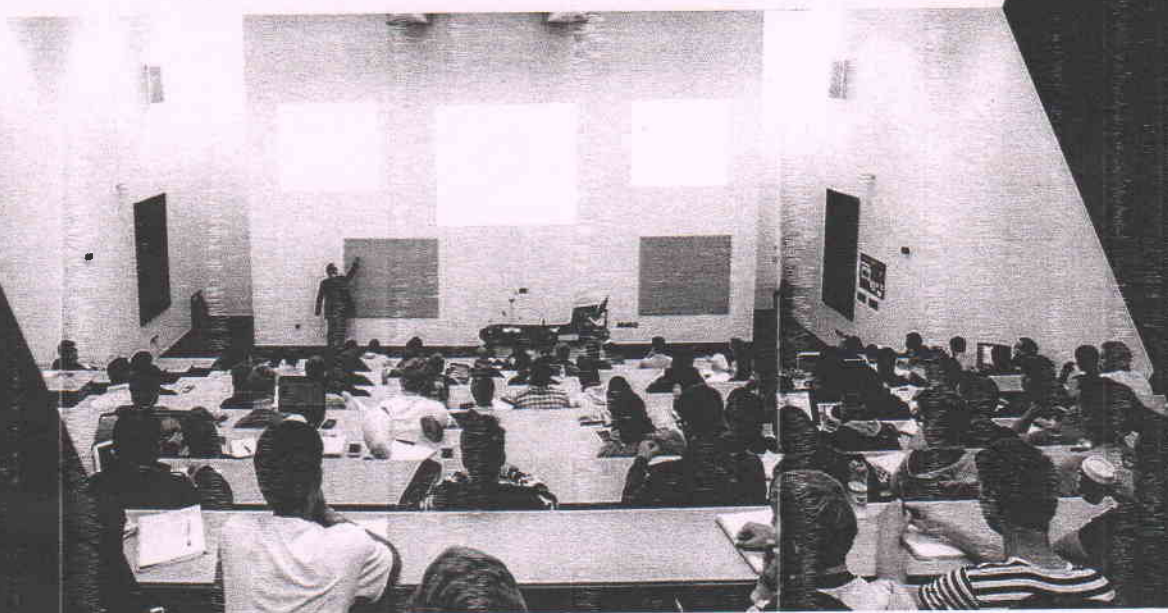


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Quality Sustenance and Enhancement in Teaching, Learning and Evaluation in Higher Education Institutions: Concerns in a Digital Age



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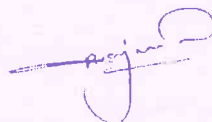
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EFFECTIVE USE OF 3Ns IN TEACHING CURRICULUM: OPPORTUNITIES AND CHALLENGES

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Abstract

The Open Educational Resources (OER) develops teacher's competencies in the teaching-learning process. These OER provide equal opportunities for all the learners. The OER promotes innovative ideas in improving educational standards in India. The UGC and MHRD is taking every possible step to provide online courseware to its stakeholders. Online educational resources such as NPTEL (National Programme on Technology Enhanced Learning) and NDLI (National Digital Library of India) are playing an important role in providing these open access materials to students, teachers and researchers for their Learning-Teaching-Research activities. The teachers can use these resources in their teaching-learning activities in the classrooms. The Swayam portal which provides online courseware fulfills the MHRD's initiative of 'Right to Education'. This paper highlights how effectively the 3Ns (NPTEL, NDLI and N-LIST online resources) can be used by the teaching faculties in their curriculum. More than 90% of colleges in Goa are using N-LIST resources registered under 2F/12B status of UGC, whereas more than 95% colleges are taking the benefit of NPTEL and NDLI resources.

Keywords: Online Educational Resources, NPTEL, NDLI, N-LIST.

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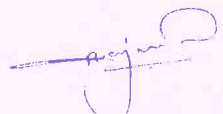
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Introduction

Today, e-resources are becoming increasingly important for learning and research activities. There is a need for proper collection and building of these e-resources so as to provide better and efficient services for the users. According to Hewlett Foundation, OER means "Teaching-Learning and the Research resources which are released under an intellectual property license which permits their free use and made available on public domain". OER plays an important role in distance education mode by providing online courses. The technology has changed the education from classrooms to universal virtual education. United Nations in its report declared that everyone has the right to education, and professional and technical education must be made available. OER can be termed as free education resources or repositories of teaching-learning-research activities. For commercial resources, one is required to pay subscription fees for the online, while open access resources are free, unrestricted and easily accessible. In November 2007, Massachusetts Institute of Technology (MIT) was the first institute to provide free access to all MIT course materials for educators. It was the first institute to make freely available the material of around 1800 courses in 33 academic disciplines. In 2014, the MIT published 2250 courses with one billion page views and 170 million visits. Video lectures of 100 courses are completed and 900 older versions of courses are updated. The OER provides education resources to higher quality digital educational materials. Some of the OER projects like Project Gutenberg (<http://gutenberg.org>), Wikipedia (<http://wikipedia.com>) and Creative Commons (<http://creativecommons.org>) are providing free education resources. In research work, most of the articles are cited from the open resources rather than from commercial sources. Open access provides complete access to literatures. It is very difficult to provide equal educational opportunities for all learners. Hence, OER plays an important role in providing free access to large number of educational resources.

In India, UGC and MHRD Ministry is taking every possible initiative to upgrade the quality of higher education in India. INFLIBNET, an autonomous body under the UGC provides N-LIST e-resources to the colleges registered under 2F/12B status with the minimum charges. MHRD and IIT, Kharagpur provide online resources through NDLI project (i.e., National Digital Library of India) and Madras IIT with NPTEL online resources. The faculties can use these resources in their daily teaching curriculum, which will enable the students to know about the online resources available through these portals.


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3Ns in Teaching Curriculum

N-LIST (National Library and Information Services Infrastructure for Scholarly Content)

The project N-LIST was initially jointly executed by UGCINFONET Digital Library consortium, INFLIBNET centre and the INDESTAICTE consortium, IIT, Delhi and was formally inaugurated by MHRD Minister on 4th May, 2010. The INFLIBNET which is an inter-university autonomous centre, governed by UGC, is responsible for providing infrastructure facilities and e-resources to colleges and universities. To benefit the users of colleges such as students, faculties and research scholars, the INFLIBNET centre provided N-LIST services to access e-resources to the registered colleges. Presently, the Indian higher education system comprises of 799 universities and 39071 colleges. INFLIBNET Centre helps the colleges and universities to develop and upgrade their ICT infrastructure facilities and provides access to electronic resources. The colleges covered under 2F/12B status of UGC are eligible to access these N-LIST e-resources. Agriculture, Medicine, Pharmacy, Engineering, Dentistry and Nursing are not included in this list. The colleges registered under these programmes can access 6000+ e-Journals and 31,32,000+ e-books.

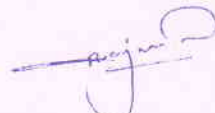
Arul, Pragasam P. (2016) in his paper focuses on how N-LIST resources are being used in colleges. In his study, he found that majority of the users are aware of the N-LIST programme and they are using it as a major source of information. N-LIST programme has enabled the faculty members, students and research scholars to excel in their academic and research career.

Panda, Saroja Kumar (2010) in her study found that the financial investment involved in subscription of e-resources under consortium to college libraries is considerable. Hence, there is need to maximise the use of these available resources. More user participation would justify the investment and would be welcomed.

The following figures show the colleges coming under N-LIST programme of different states and Union territories to access e-resources:

- Total number of colleges registered: 3034
- Number of 2F/12B colleges: 2881
- Number of non-aided colleges: 153
- Science colleges: 1864
- Total number of users as on November 2018: 5,45,168


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E-resources Available under N-LIST Programme for Colleges

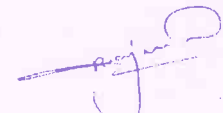
Cambridge Core, Institute of Physics, Oxford University Press, Royal Society of Chemistry, Economic and Political Weekly, Indian Journals, JSTOR, EBSCOHOST (H.W. Wilson and Net Library), Ebrary Ebook, Cambridge Books Online, Oxford Scholarship e-Books, My Library-McGraw-Hill E-books, Institute for Studies in Industrial Development, Hindustan Books Agency E-Books, Institute of South East Asian Studies, Sage Knowledge E-Books, World E-Books Library, South Asia Archive, American Institute of Physics, Annual Reviews, Springer E-Books, Taylor E-Books and World E-books Library.

NDLI (National Digital Library of India)

MHRD under its mission NMEICT (National Mission on Education through Information Communication Technology) has initiated the pilot project National Digital Library of India along with IIT, Kharagpur, to develop a virtual repository of learning resources. It serves all levels of disciplines of learners, i.e., from class V to PG level. It supports the interface for leading Indian languages to hold the content of any language. A filtered and federated searching tool is used to find the resources with minimum effort and time. It is designed for all kinds of users such as students from all levels, teachers, research scholars, librarians, differently abled users and all types of learners. The content available are full-text, limited part of the text, subscribed full text and authorised full text. The contents available under resource types are books, thesis, audio lectures, video lectures, articles, manuscripts, question papers, web courses, annual reports, datasets and other kinds of reports.

The contents available under learning resource types are languages, technologies, natural sciences, mathematics, arts, fine arts, literature, history and geography, philosophy, computer science, psychology, social science, religion, etc. The features resources available are NCERT, NLIST, NPTEL, Librivox, Krishikosh and Shodhganga. Presently 19,845,301 items are hosted on NDLI. The users under NDLI can browse resources by type, subject source or as a learning resource. While browsing the contents under subject source, the information can be searched at three levels. At first level, the main subject areas such as social science, religion, computer science, languages, information, etc. The second level shows the sub-categories of the main subject, e.g., first-level social science, second-level economics and third-level labour economics, financial economics, etc. This way, federated search tools are used to access the information quickly and promptly.


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Under NDLI, the information can also be searched under author type, educational degree level (i.e., easy, medium and difficult), education level for class V to PG, sources like annual reviews, Bangalore University, CSIR, CBSE, etc. The learning resource – audio books, book reviews, case studies, newspapers and periodicals – are available. Some of the articles reviewed are under the rights policy of the content provider. However, freedom is given for academic purposes, wherein, for commercial purpose, permission is required. If the information is available on any other institutional server, then access will be determined by the policy rules of the institution.

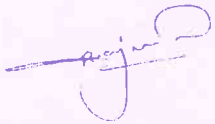
NPTEL (National Programme on Technology Enhanced Learning)

The Indian Institute of Technology, Madras, which is recognised as an institute of national importance was established by the Government of India, and gained the status of top engineering institute in India along with other IITs. It came up with the initiative NPTEL and was funded by the Ministry of Human Resource Development to improve the quality of higher education in India. All seven IITs in India along with Indian Institute of Sciences (IISc) Bangalore created a series of video lectures based on the courses of engineering. These courses gained wide popularity and are used by many engineering colleges and students in India. These videos and courses are very useful for teachers to improve the quality of students. These videos are freely accessible. The large number of students who do not get admission to these scholarly institutes are getting free access of these resources. These lecture series also help the industrial sector to update the knowledge of their employees who need training. The main advantage of these video series is that, it can be downloaded for future use. The lectures are also available on YouTube.

Apart from engineering courses, video lectures in humanities and social sciences such as philosophy, literature, communication skills, cultural studies, etc. are also available for teachers and students. Also management courses like Bank Management, Consumer Behaviour, Finance, Econometrics, Supply Chain Management, Economics, Entrepreneurship, etc. are available under NPTEL.

The NPTEL provides online certification courses under 27 disciplines. 290 courses are available for online certification. The courses are of 4/8/12 week's duration. These courses fulfill the initiative of MHRD's Right to Education and Education for All.


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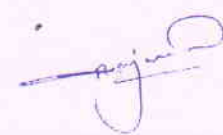
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Challenges in Using these Resources

- **Lack of ICT knowledge.** The learners need to be a tech savvy.
- **Internet connectivity:** Internet connectivity is a major problem under this initiative.
- **Time Factor:** Locating the OER can be time-consuming, but the librarian can play an important role in providing support to faculty members who wish to use these OER.
- **Quality of OER:** It can be edited and the design needs frequent updates (e.g., Wikipedia).
- **Sustainability:** The sustainability of these OER resources depend on the funding. Some of the institutions started OER projects but due to funding constraints they are later abandoned.

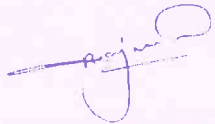
Conclusion

The OER will improve the quality of higher education as a whole. The teachers must use these resources in their curriculum and must equip themselves for the future. Libraries too should implement strategies to increase the usage of these resources. The librarian should build awareness and provide training to the users to use these resources effectively.

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- www.oercommons.org



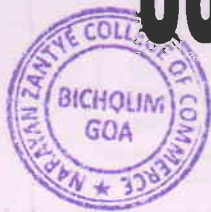
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Dr. PRAVIN D. SAWANT



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Dr. Pravin Sawant had been actively involved in teaching, Research activities, training and consultancy at the Institute for around for two decades, having dynamic personality with vast and specialized knowledge in the field of Financial Accounting and Cost Accounting. He has organized various seminars, conferences and participated and presented papers at National and International level. His expertise knowledge motivated him to publish articles in the leading journals and he published 17 Articles both in National and International refereed journals. He has organized Many Academic and Cultural Events including two successful Conventions and one National Seminar. Similarly he has conducted many workshops for Students and Professor on Vedic Mathematics and delivered lectures on career Guidance for students.

Apart from teaching **Dr. Pravin Sawant** is devoted his time to Community service Through National Service Scheme (NSS) as a programme officer in 1999 to 2002 and committed to social service through Well known NGO from Goa to name the Few Samraat Club International, Bharat Vikas Parishad, Jaycees, Rotaract Club, He was also the member of Academic Council of Goa University from 2002 to 2004

He is recipient of Appreciation Teacher Award for the dedicated service in the field of education, on the occasion of teachers' day on September 2011, from internationally acclaimed Rotary club of Panaji Riviera Goa.

He is well associated and keenly interested in overall students' development and welfare. His area of Interest includes Corporate Social Responsibility & Sustainable Development and Training & Development.

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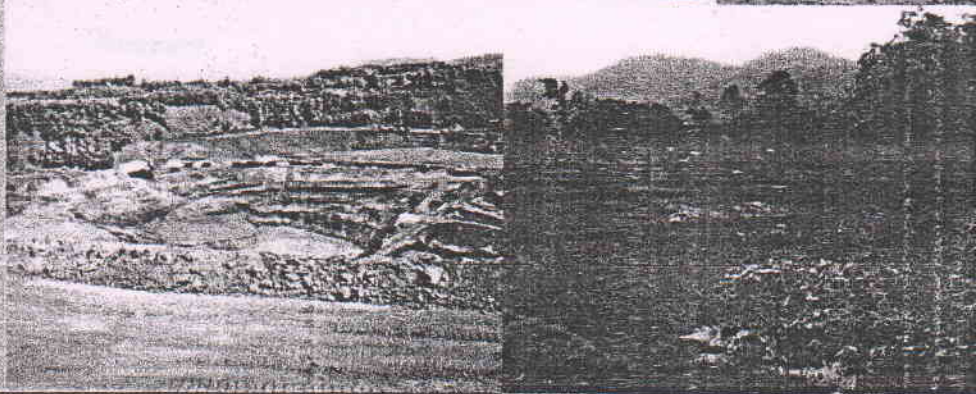
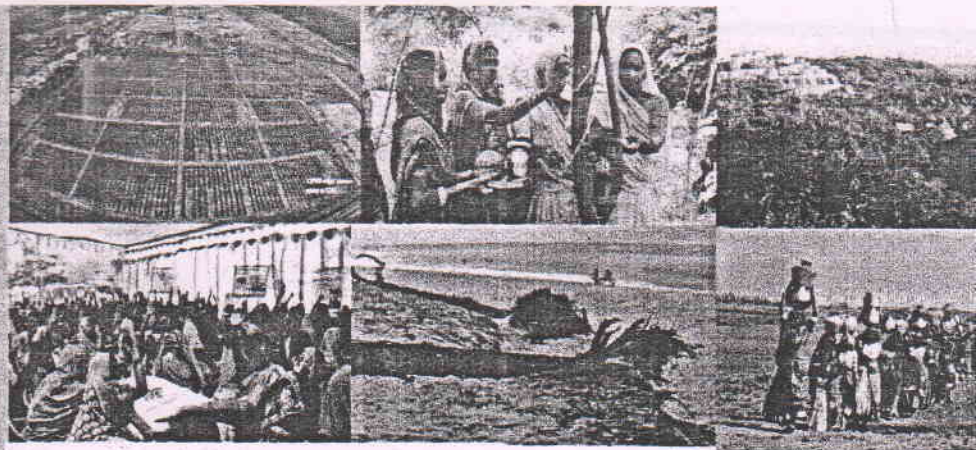
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GENDER, ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

Dr. Sucheta Naik

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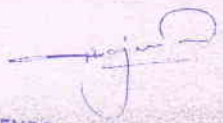
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Corporate Social Responsibility is a Path Towards Sustainability - A Study of Select Companies in India

Mrs. Shweta Borkar and Mr. Pravin D. Sawant**

ABSTRACT

Corporations are volunteering themselves to incorporate CSR as part of their business policies, mission proclamation and values in multiple areas, and taking care of the differing interest of various stakeholders. In India, the requirement of CSR is governed by clause 135 of Companies Act, 2013. The Paper makes an attempt to study the CSR reporting practices by the various corporate under study. The finding of the paper shows that a majority of the companies are spending towards CSR activities on the profit earned by the company, the companies has taken it seriously, since 2 % of CSR is made mandatory for the company which earns profit for the preceding three years and the act to spend CSR commenced with effect from 1st April 2014 onwards.

The study has been made by using the secondary data. The present paper seeks to analyse the average CSR spending are significantly different, and it is found that, the CSR spending of the companies over the years were significantly different. Further there is a significant difference in the mean ranks of three years CSR spending.

Keywords: Corporate Social Responsibility, CSR practices, CSR reporting, Sustainability development.

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CSR Culture in Goan Corporate Environment – An Empirical Study

Pravin D. Sawant and Siddhesh S. Narvekar***

ABSTRACT

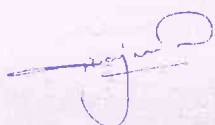
CSR has gained significance since Companies Act 2013 came into force. It is now mandatory for companies listed in stock exchanges to spend at least 2% of the previous 3 years profit in some or the other CSR activities. CSR has earned high reputation because it makes corporations accountable for its actions that affect people and the environment. Plants, People & profits (3Ps) are the pillars of ethical CSR.

The main objective of our study is to know the CSR practices adopted by the select companies in Goa, and Bardez taluka in particular. The study reveals that the 3Es, i.e., education, environment and empowerment are the thrust areas towards CSR activities undertaken by these companies. The mean score of environment protection is 4.6 in comparison to other areas of CSR operations. As the mean score is 4.5 towards increase of efficiency is the major reason that moves a company to adopt CSR practices. It is seen that the 3Rs, i.e., Reuse, Reduce & Recycle are also held by these companies. The major advantage of holding CSR activities is that it helps to improve relations with stakeholders, which shows a mean

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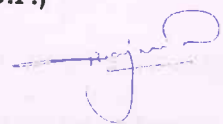
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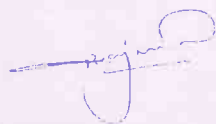
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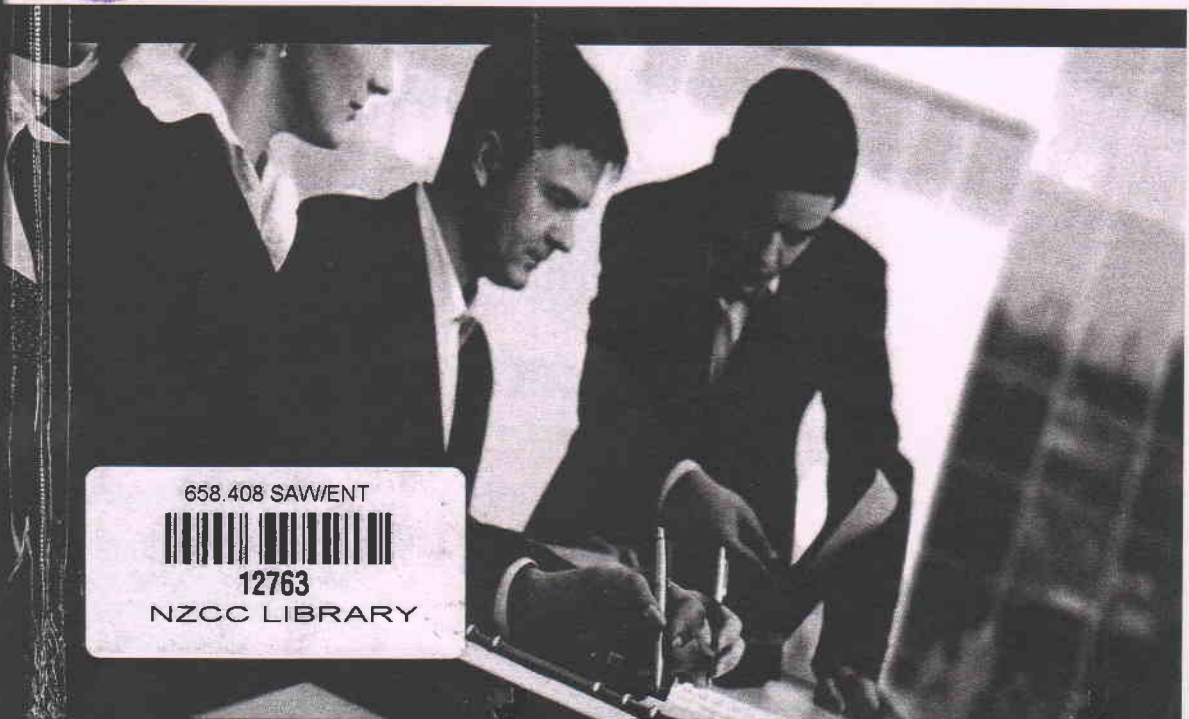


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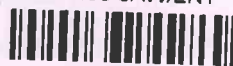
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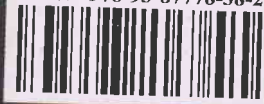


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