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ROLE OF SOCIAL NETWORKING SITES BASED SERVICES IN GROWTH TOWARDS LIBRARIES

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ABSTRACT

Use of Social Networking tools in library information services call for more research and knowledge of how these emerging technologies can support teaching, learning and research activities. The three major attributes of Social Networking tools, interactive, collaborative and participative are very much helpful for real time library services. The present study explores the use of major Social Networking Tools by LIS (Library and Information Science) professionals with particular reference to LIS faculty and LIS practitioner attached to higher education institutions of West Bengal, taken as a source instance to draw conclusion on the use of Social Networking Tools in library service. Lastly it is proposed that a framework for integration of Social Networking Tools and libraries workflow is extremely necessary. It is hoped that this present study will contribute significant value in the field of library and information science. The study emphasizes the need for training and professional development to equip librarians with the competencies required to navigate this evolving landscape effectively. Drawing on case studies and empirical evidence, this analysis contributes to a deeper understanding of the evolving dynamics between social networking sites and library and information services. By examining the symbiotic relationship between these two domains, the study highlights strategies that libraries can adopt to harness the benefits of SNS while mitigating potential drawbacks.

KEYWORDS:- Social Networking Sites Technology, SNS integration necessitates, digital literacy, Privacy concerns, information credibility.

INTRODUCTION

The noted objective conditions prompt this researcher to undertake an exploratory research on LIS professionals' utilization of social networking tools with particular reference to how and to what extent the LIS faculty members and LIS practitioners attached to different higher educational institutions in West Bengal use different social networking tools, leading to relevant implications for further usage.

Legal security of information on social networking tools is another sensitive issue of the present study. The user profile on Social networking tools is a combination of different personal information which starts from demographic information, address, contact number, videos, image, and different comments and so on. User of SN Tools needs level privacy security from SN Tools platform. But unfortunately these tools are liable to be under threat and may be attacked by cyber criminals. Generally the issues found on SN Tools are identity theft, fake profile, spam, malware issues and so on. Beside this, lack

of consciousness among users also creates problem. Every day software of SN tools is being updated for security purpose, but new challenges appear on regular basis. This research also studies the privacy issues of LIS professionals on SN Tools.

To begin with, SNSs improve our access to the resources inherent in our social interactions by allowing us to more efficiently manage our broad extended networks, which may include individuals we wouldn't normally follow. Second, social networking sites introduce us to persons we could meet by chance in the course of our everyday lives. This knowledge may work as a catalyst for novel forms of interaction, which in turn may benefit people and groups. Third, people may find others who share their interests, issues, or experiences, and then organize public demonstrations of solidarity or action using these platforms. Therefore, learning about the inception and development of distinct SNSs is both intriguing and crucial.

ROLE OF SNS IN EDUCATION

Some of the SNSs mentioned above, along with many more, have grown commonplace on college campuses over the last two decades and are now an essential element of many students' regular methods of communication. Social networking sites (SNSs) supply students with a wealth of information about one another, which might spark conversations between them that otherwise wouldn't happen. Social networking sites (SNSs) provide new channels via which student organizations may communicate with their members, disseminate information about their activities and campus events, and rally support for their causes. Students utilize social networking sites to set up study groups, discuss class material, and interact with other students, which may be seen as a distraction by teachers in classes with Internet access. Therefore, SNSs play an important role in influencing students' college experiences and in creating and sustaining alumni networks.

Social networking sites provide both new possibilities and new obstacles for educational institutions. Institutions of higher learning must weigh policy options that would have been unthinkable even a decade ago. Here's an example: Should social networking site technology be used in the classroom? To what extent do you value your connections with your students? How much leeway do you think you provide your students? Should they take action by enforcing sanctions, providing instructional programs, or turning a blind eye to objectionable SNS content? These are only some of the many issues that universities and colleges must now address in regards to SNSs.

Many educators are making innovative use of SNSs in the classroom. One extreme is the trend of professors using SNSs instead of more conventional media to disseminate course notices, as they know that students are more likely to read messages posted on SNSs. Others want to invigorate course content by taking use of the fact that students are more interested in and engaged with a medium they have not before encountered. Some students may find it helpful to use a social networking service (SNS) to get updates about their classes.

Teachers that integrate SNS practices into learning activities using best pedagogical principles, leveraging on ideas like digital

literacy to describe the tools' instructional potential, will see the greatest benefits. This method works particularly well in courses that examine the scientific, psychological, and social dimensions of SNSs.

Some of the most popular SNSs in education are:

Facebook: Through Facebook students can clarify their doubts clearly by asking questions to the concerned person. Students can freely discuss about academic related information through Facebook. Teachers and students can post and share videos, images, files and other needed knowledge resources through this site. It helps students to learn new things and get to know in detail about the notes before entering the classroom. It also helps students to complete their assignments on time.

Twitter: Through twitter it is possible to post quick information in the form of short messages. It is used in academics to post announcements, reminders and real time information. Chat interaction feature of twitter helps students to get in detail information on any kind of topics.

Blogs: Blogs helps students to get more career opportunities. It helps students to display their writing skills in an innovative way.

YouTube: It is possible to get wide range of information on YouTube. Students can watch videos related to concerned topics on YouTube before entering the classroom. It helps them to understand the subject clearly. Even students can also create videos and post on YouTube it helps to show their talents. Students enjoy learning through YouTube.

Instagram: It helps to showcase the students work. Through Instagram it is possible to post and share images and videos.

Google Docs: It helps in promotion of group work. Through this SNS site students and teachers can interact about assignments, newsletters, projects etc.,

ROLE OF SNS IN LIBRARY

Education is moving to the center of SNS. The widespread adoption of SNS may be attributed in large part to the widespread availability, low cost, and speed with which information can be disseminated through these platforms. Social media platforms are useful for libraries to offer their services to the public.

The current generation considers Google to be the ideal educational resource. The current generation isn't interested in devoting time to rummaging through books, periodicals, and newspapers. Social media users may be misled into trusting unreliable sources of information due to posts they see. They need your guidance in the proper way and access to a reliable library of knowledge.

Libraries that make good use of social media will be able to promote their services, resources, events, and new materials to a wider audience, among other benefits. In addition, Fasola (2015) explains how libraries may utilize social media to improve their services in areas such as education, user engagement, research, document distribution, and cataloging and collection maintenance.

Furthermore, these social technologies allow librarians to network with one another and stay abreast of developments in their field by sharing insights, tips, and opportunities. When you need to reach a

wide audience quickly, social networking platforms are a practical solution.

Through the increased confidence they have when interacting with library employees through social media, library patrons will be encouraged to make use of library resources. They stress in their research that social media may boost workplace productivity by encouraging employees to work together and share information.

The expanding significance of libraries and librarians in the digital age necessitates that libraries in developing nations like India likewise adopt modern technologies and stay up with the times.

SOCIAL NETWORKING SITES: THE BEGINNING AND GROWTH

JCR Licklider has a dream of linking the world's population through interconnected computer systems. Berners-Lee created the World Wide Web in the 1970s to facilitate this. These innovations overcame the limitation of BBS, which only allowed for one user at a time, and allowed individuals to communicate with one another from all over the globe. To get around this shortcoming, Jim Ellis and Tom Truscott developed the user net. A centralized management server was built into this user network.

With the goal of bringing together individuals all over the world who have a same interest, Internet Relay Chat (IRC) was the first instant messaging service to be widely utilized in 1988. In 1994, Geocities launched as the first social networking service on the web/Internet, paving the way for anyone to establish their own online presence. In 1995, The Globe.com went live on the Internet. It facilitated communication and information dissemination among persons sharing interests.

From 1997 to 2001, a plethora of online community resources began accommodating a wide variety of profile configurations and outspoken acquaintances. Users of Asian Avenue, MiGente, and Blackplanet were able to create professional, social, and entertaining group accounts.

In 1997, at a period of rapid technological advancement in the realm of social networking, the first website of its kind, Six Degrees.Com, was launched. In this year, instant messaging became widely used as a means through which individuals in far-flung locations could communicate with one another. In addition to this, people went there to provide one another with news, updates, and other services.

Live Journal was created in 1999 to facilitate the dissemination of user-generated content in the form of blogs, journals, or diaries. Personal, dating, and professional profile creation have all seen significant changes as time has progressed. The Ryze website, created by Adrian Scott in 2001, is one of the most well-known of them. The site, which first catered to professionals interested in meeting other professionals and new business owners, has now become the social networking phenomenon with the most widespread reach.

Friendster was started in 2002, after the success of the Ryze site, with the intention of competing with the established dating website Match.com. There were many of other dating services like it, all with the same goal of connecting people with others they may have something in common with. However, the Friendster

social networking site was created to let friends of friends connect, with the assumption being that such people would be more compatible romantically than those who didn't already know one other. With Friendster, users could easily connect with their major and secondary connections, as well as exchange information such as images, messages, and videos. Friendster's simple interface helped it gain over 3 million members rapidly.

Friendster's meteoric rise in popularity caught everyone off guard, and it has been a constant challenge for its administrators to keep up with the site's enormous user base. New users stopped signing up as a result, and current users were negatively impacted as well. Data leakage was exacerbated by the proliferation of fake IDs. Friendster's popularity plummeted because of a technical glitch and a phony user.

After seeing Friendster succeed and then fail, numerous other social networking sites (SNSs) were launched in late 2003 to compete with it. These included MySpace, Tribe.net, etc. MySpace was hailed as a promising and simple platform. In 2003, Santa Monica, California-based Myspace began operations as an alternative to social networking sites including Friendster, Xansa, and Asian Avenue. Myspace's original creators set out to win over detractors from rival Friendster. Myspace was able to swiftly expand by capitalizing on the disenchantment of Friendster's early adopters when reports circulated that the social networking service would begin charging for its services. In 2004, Myspace saw its first teen members. Most teenagers are newcomers to Friendster; some joined because they wanted to talk to others who

liked the same bands as them, while others were introduced to the site by their parents or grandparents. As more and more young people signed up, they spread the word to their peers. Myspace modified its approach on underage users rather than just ignoring them. Three main groups emerged on the site as it expanded: musicians/artists, youngsters, and the post-college urban social throng. Bands were the main means through which the latter two subsets communicated with one another. Few people outside of the site's core audience took note of its meteoric rise in popularity in 2004 since it was hardly covered by the mainstream media. In 2005, News Corp. made the decision to buy Myspace.

APPLICATION OF SNS BASED SERVICES IN DEGREE COLLEGE LIBRARIES

Many digital library services, such as user interaction, information dissemination, and the collection of user feedback, might benefit from the incorporation of SNS.

Social networking service (SNS) technologies would be used for administrative purposes, such as adding extra value, showcasing the library, improving communication between librarians and library users, expanding employment opportunities for librarians, enhancing library collections, enhancing librarians' professional skills, and so on. Additional social networking applications might be very useful for group work in libraries. The group features of SNSs are described as follows by Ramsey T. P. (2008).

Information Exchange:
Academic librarians participate in both informal and formal types of collaboration, with the former comprising the sharing of

ideas and knowledge regarding concepts and technology.

Resource Sharing:

Interlibrary loan and reciprocal borrowing agreements, cooperative collection creation initiatives, and cooperative resource management programs are all examples of partnerships that share resources.

Sharing Services:

Reference and education are two examples of the kinds of public service activities emphasized by the shared services category. Collaboration occurs between librarians both within and outside of institutions, as well as between librarians and private companies and public agencies.

Work-Related Project Collaboration:

Collaboration in the workplace often requires the use of consortia. Short-term groups focusing on specific common projects or problems for certain functional areas sit alongside permanent groups looking to create goals and standardize processes across all member institutions in a given consortium. Collaboration on professional projects takes many forms, including but not limited to consortia, cooperation with donors and friends of the library organizations, and membership on local and international committees.

Resource Description and Standards of Practice

Developing and refining categorization schemes and enforcing comprehensive standards of practice fall under the last category of joint tasks: defining rules for description and standards of practice.

Internet-based technology advancements have kicked off the dream of bringing people together. Internet, bulletin board systems, Internet Relay Chat, the Globe, Asian Avenue, MiGente, Blackplanet, Six Degree.Com, Ryze site, Friendster, Match.com, My Space, Tribe.net, and Xansa are all examples of early forms of social networking. These online communities' primary goal was to facilitate interpersonal connections amongst users. Each location had its own unique challenges in meeting service expectations. Facebook, LinkedIn, Twitter, YouTube, Blog Spot, and Google+ are only some of the most well-known social networking sites that emerged afterwards. This chapter elaborates on the history, expansion, and current state of various SNSs.

CONCLUSION

It is common knowledge that the library serves as the nerve center of every academic institution, but this is especially true of universities. Libraries, which have long served as quiet, calm havens for keeping and making knowledge available to the public, are also suffering the effects of this technological tide. Internet is being utilized as a medium to deliver library services because it facilitates quicker, faster, and more efficient communication. Professionals in the field of Library and Information Science (LIS) may now make greater use of SNS technology to improve library services for its patrons. It facilitated the detection, collection, storage, processing, and dissemination of the data to more people simultaneously. Thanks to SNS, librarians' job is now simple, fast, and efficient. This study represents a sincere effort to inquire into the extent to which academic librarians and students at degree-granting institutions are conversant with and make use of social-networking-

site (SNS) technology, as well as the difficulties encountered by librarians in providing SNS-based library services and by students in accessing SNS-based services from college libraries, and to propose solutions to these problems.

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