



USE OF WEB2.0 TOOLS THROUGH ACADEMIC LIBRARIES IN INDIA

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Abstract: *Social networking sites, blogs, RSS feeds and podcasts, and 3D virtual worlds like Second Life and Active World, are all examples of Web 2.0 technologies. These services are designed to let users collaborate, share information, and connect with one another online. In recent years, the usage of web 2.0 technologies in the education sector has increased significantly. Conventional-age students and digital netizens alike are enthusiastically and overwhelmingly adopting them. Libraries have also begun to use these apps to improve their patrons' services.. This study focuses on the use of these technologies in libraries. These technologies have been used by some of the world's largest academic libraries to engage with their users. It addresses how library resources and services might be wooed by utilising Web2.0 techniques. Distance education students may greatly benefit from these resources. It also discusses how librarians might utilise them to stay up to date on the newest advancements in information technology.*

Keyword: *Web 2.0; Library services; academic library*

I. INTRODUCTION

Web2.0 has lately gained relevance. With Web 2.0, developers and designers focus on making information exchange more secure and interoperable. Social networking, video-sharing, and wikis are all examples of Web 2.0 principles.

Web 2.0 Libraries in India

Educators, researchers, and social networkers depend extensively on the internet and web 2.0 to keep connected. Remember that Online 2.0 is about disseminating and developing online content characterised by open communication and decentralizing authority (Abram, 2005).

Website visitors may comment, engage, and update content using Web 2.0 technology. As a result, the line between author and spectator blurs (Oberhelman, 2007). Web 2.0 is frequently referred to



as "the web's second generation" (Tripathi & Kumar, 2010). Users may also contribute dynamic material to the site (Stephens, 2006). It is a collection of technologies like blogs and wikis where anybody can post and edit material, creating a socially networked online environment (Anderson, 2007). These technologies let teachers, libraries, and the public share knowledge effectively (Grosbeck, 2009).

Knowledge and growth can only be achieved via the acquisition of information. In today's world, knowledge has become a valuable resource for any nation's advancement and growth. Since its inception, the internet has evolved from a pure communication tool into a vital information resource for the public. E-commerce, online advertising, and other services are using the newest web advances and technology that have become a 'Platform'. Over the years, it has broadened its horizons in every industry, including libraries.

ICT has enabled libraries to expand and improve services. Second-generation web-based communication tools include Web 2.0. It was created by Tim O'Reilly and Dale Dougherty of O'Reilly Media a decade after the 1990s IT industry crash. However, it refers to a network of multi-sensory communication rather than textual publication, enabling people in virtual communities to exchange and modify information, thoughts, and images/videos (Rodriguez, 2011).

Web 2.0's primary goal is to foster social interaction among disparate user groups, regardless of where those groups are physically located. Facebook, Twitter, and LinkedIn are examples of social networking sites that fall under the Web 2.0 umbrella. YouTube and Flickr are Web 2.0 media-sharing platforms (Greenhow, 2011). University libraries are always investigating new Web 2.0 applications to better interact with their users. Librarians utilise blogs, wikis, podcasts, and social media to promote their resources and services (Hinchliff & Leone, 2011). Internet users may have a two-way discourse about libraries, promote library materials and services, and bring libraries to consumers (Buigues-Garcia et al. With these technologies, libraries may reach new audiences and improve patron-driven services.

Examining university libraries' Web 2.0 technologies is necessary since they are becoming more prevalent in higher education. To find out whether university libraries are adopting Web 2.0, the



present research looks at that possibility.

Statement of the research problem

There has been an increased usage of web technology, not only for social networking purposes but also to promote communication and to enhance information exchange in the modern world. Web 2.0 may positively impact education across the globe since the technology linked with it provides interesting educational possibilities. An investigation of different Web 2.0 technologies used by India's top 100 colleges and institutions is the focus of this research.

Scope of the study

Web 2.0 tools seen on the websites of India's top 100 institutions are the focus of this research, which is limited in scope.

Objectives of the study

- To web 2.0 academic library tools in India
- To examine the university libraries' use of Web 2.0.
- To review the most popular Web 2.0 technologies utilised by university libraries..

Review of literature

Online content may take several forms with the help of Web 2.0 capabilities. This contains music, bookmarks, photographs, and documents. Web 2.0 technologies, it has been found, may have a wide range of effects on society. He thinks that web 2.0 is a social movement, not a fad..

Anyone who thinks Web 2.0 is a technological breakthrough is deceiving themselves. Online 2.0, according to Miller (2005) and Notess (2006), is the second wave of web methods that enhances the interactivity of information sharing, dissemination, and collaboration among users. Web 2.0, according to Davis, is more of a mindset than a technology. A technological shift is what Franklin and Van Harmelen, 2007 term it.

Social revolution, according to Downes (2005). Virkus (2008) claims that these technologies and



services open up new networking, communication, collaboration, and information sharing possibilities. Personnel from libraries should educate teachers about the possibilities of web2.0 as a teaching tool (Cohen,2008). Library services may be promoted via blogs and Web 2.0. (Draper, Lani and Turn age).

Students love online social networking sites, say Chu and Meulemans (2008). Library instruction, reference, and outreach may be taught via popular social networking sites like Myspace and Facebook. Web 2.0 and associated applications are highlighted in the literature study. Many researchers argue that it is a societal phenomenon rather than a major technical achievement in this situation.

On calls Web 2.0 in libraries and information centres "Library 2.0." (Miller,2006) Academic libraries are embracing Web 2.0 as a catalyst for change. These technologies may help librarians better organise collections, serve users, and run libraries. These technologies are increasing demand for virtual services. (Kajewski,2007). These technologies may help teach information literacy.

In addition to new possibilities for library resource design and delivery, the ACRL research committee says web 2.0 tools and technologies will put demand on staff and systems. Tedd's 2008 (Tedd, 2008).

A novel technique to engage with and attract clients, according to Bradley (2007).

Miller has advocated for libraries to embrace web 2.0. Use these tools to serve existing and prospective library users better. Says Miller, libraries will lose patrons if they do not use their resources.

Wikis, blogs, RSS, IM, podcasts, and vodcasts are examples of Web 2.0 technology libraries may utilise. All three authors (Maness 2006b, Singer and Sherill 2007) agree. (Linh, Nguyen Cuong, 2008) rated web2.0 apps and features in libraries in 32 Australasian nations (see table below).

Huwe (2006) demonstrated how web2.0 technology might personalise outreach services. Huwe examined how blogs may be used to personalise library outreach programmes as part of the same study project. Using blogs to promote library services and collections can keep patrons informed



about new and updated offerings. This is because social networking affects learning, according to the Economist.

Clyde (2004) investigated 55 weblogs and found that they were utilised to provide library visitors with news, information, and connections to the Internet. Clyde pointed out that a small percentage of sites offered interactive features and RSS feeds. According to Stephens (2006), the Library has a blog. Library blogs may be used to solicit user comments on critical parts of the library, allowing for more openness in the organisation, according to Stephens (2006a).

According to Frumkin (2005), wikis have a critical role in libraries. According to a literature analysis, library usage of Web 2.0 is rising at an incredible rate. Libraries often use technologies like blogs, RSS feeds, and instant messaging, but wikis have yet to catch on. Libraries may utilise these tools to tailor their outreach efforts. Libraries may benefit from using these technologies proactively by providing their resources and services to their customers.

Research Method

The present research used content analysis. Content analysis is utilized to find specific phrases or concepts inside texts or collections of texts. Researchers examine the words and ideas in texts, assessing their presence, meanings, and connections. Content analysis is a social science technique for studying communication content. As defined by Earl Babbie, it is "the study of recorded human conversations... Social scientists generally use it to analyse transcripts of participant interviews.

Use of Web2.0 tools

S.No	Types of Web2.0 tools	%of libraries
1	RSS	39.34
2	Blog	43.60
3	IM	53.08
4	Podcasts	11.00
5	Social networking sites	14.23

More than 53% of libraries utilize Instant Messaging (IM) as their primary method of



communication, according to Table #3 above. For a brief period, students had access to this facility. This is a critical technology that more and more libraries should use to provide their patrons online access to reference materials. Using this service allows users to obtain instant answers to their questions. 43.60 percent of the libraries utilised blogs.

It is becoming more common to utilise blogs, which are simple to manage and do not need much time or effort; free hosting software is another good advantage. 39.54% of libraries employed the RSS (Rich Site Syndication) technology. The simplicity and ease of use of RSS have contributed to its widespread adoption. RSS feeds for academic and research purposes may be subscribed to by users. If you'd like to know what's going on at the University of Southampton, you may subscribe to several RSS news feeds provided by the library. News streams from the School of Music, the University library, and other institutions are accessible.

Only 11% of libraries reported using podcasts or video on demand as a resource. Using podcasts/vodcasts necessitates the usage of sound recorders and soundproof rooms. Extensive music and video files that take too long to download or stream online are annoyances..

Libraries used podcasts for 3–6 minutes. Because it is difficult to schedule a session when everyone can attend, libraries may utilise these tools to podcast or vodcast some of their most important events.. Using these technologies, users may access the files whenever and wherever they choose..

Use of RSS

S. No.	Objective of using RSS	%of libraries
1.	General News and University News	36.98
2.	Library News and events	35.55
3.	List of new books	26.07
4.	List of e- journals, new databases	20.38
5.	Announcements about workshops and exhibitions	17.06
6.	Rss for addition to IR	3.32
7.	Help for Catalog search	1.42
8.	Library instructions	7.11



Moreover three-quarters of the libraries surveyed (36.98 percent) utilised RSS to distribute general/university news; 35.55 percent used RSS to provide library news and events; Twenty-eight percent cited new e-journals; seventeen percent cited workshop and exhibition notices; and twenty-seven percent utilised RSS to keep track of new books. RSS was utilised by 3.32 percent of libraries to notify users of changes to the Institutional Repository (IR); RSS was used by 7.11 percent of libraries to navigate the catalogue and by 1.42 percent to explain how to utilise it..

Use of blogs

S. No.	Objective of using blogs	%of libraries
1	General Information	28.44
2	Research tips	20.38
3	New books	19.91
4	Book reviews	15.17
5	Information literacy	8.53
6	New databases	39.34
7	Downtime of servers/databases	33.18
8	Hours of operation/holidays	31.28
9	Information about employment &careers	7.6

Table 7: Libraries utilised blogs to provide library information, research advice, book acquisitions, book reviews, and new database sign-ups.. 33.28 percent of libraries used blogs to alert users about server and database disruptions, 31.10 percent to announce operation hours and holidays, and 7.65 percent to advertise employment and career possibilities. The Bath University Library has blogged for academics from several fields, such as health/sports librarians and library development for the Faculty of Engineering.

Use of podcast

S. No	Use of Podcast	% of libraries
1	Library orientation tours	3.8
2	General Searching skills	4.2
3	Searching Library Catalogues	3.7
4	Guidance with resources	4.2
5	Guidance with library facilities	3.8
6	Information literacy tutorials	0.4
7	Interviews /speeches of important personalities/Presidents	2.8

As a result of this combination, "pod casts," or podcasts, were coined. You may listen to it on your computer or mobile device over the internet. Subscribing to or utilising a podcatcher, client, such as iTunes, or juice, is the typical method of getting podcasts. A pod cast's RSS feed URL may be entered into the client, or it can be found in directories..

Conclusion

Web 2.0 tools should be leveraged to better serve library users. Before employing a web 2.0 tool in the real world, determine its suitability for the context. Web 2.0 technology may make providing resource access, interactive reference services, and information literacy training simpler, says Farkas (2007). And this is true even while utilising cutting-edge technology in the classroom. Libraries that effectively employ these technologies may become active knowledge hubs. Traditional library services must be redesigned to fit the requirements of today's tech-savvy users. This would surely help alleviate library boredom, a serious issue among customers.

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