

(iii) To give suggestions for future researches in context of web2.0 applications.

3. METHODOLOGY

This study is descriptive in nature. Content analysis method is used to critically examine previous studies related to uses of web2.0 applications in academic institutes within India.

4. MAJOR STUDIES:--

Kumar (2009) studied on "Undergraduate perceptions of the usefulness of web 2.0 in higher education" addressed the development aspects of learner from using Web 2.0 tools based on a pilot survey that assesses undergraduates uses and their perceptions of the usefulness of web2.0 in higher education. He administered the survey among 21 undergraduate students and use of the term "new technologies" and specific names of applications, e.g. Facebook instead of "social networking" in higher education. He found that using Web 2.0 tools into learning helps to clarify the learning goals. Participants indicated that the usefulness of Web 2.0 tools such as blogs, audio or video podcasts of classroom lectures, and collaborative document sharing were found to be the most useful technologies across disciplines. Students' prior use of new technologies in on-campus courses greatly influenced their perceptions of their usefulness in higher education.

Tripathi and Kumar (2010) conducted a study "Use Of Web 2.0 Tools in Academic Libraries: A Reconnaissance of the International Landscape" with a purpose to provide a reconnaissance of major academic libraries located in Australia, Canada, the U.K. and U.S.A. that have embraced Web 2.0 tools for enhancing library services. The research is based on a survey of websites of 277 university libraries. The findings of the study acknowledge the strength of Web 2.0 tools in improving library services for users. Really Simple Syndication (RSS), Instant Messaging (IM) and blogs are popular in academic libraries. The paper concludes by offering best practices for implementing Web 2.0 tools in academic libraries.

Kumar and Tyagi(2011) did a survey entitled "Web 2.0 for Teaching, Learning and Assessment in Higher Education: A Case Study of Universities in Western Uttar Pradesh (India)" to conduct a usage analysis of Web 2.0 technologies in learning environment by faculties of selected universities at Western Uttar Pradesh. The sample consists of 4 Universities in the Western Uttar Pradesh. The methodology for the proposed study is "survey method" with the help of structured questionnaire. The researcher observed that almost all of the respondents have good knowledge about the Web 2.0. All of the respondents stated that the Web 2.0 technologies play important role in education. The author suggested that librarians in university libraries should explore ways to provide reference service via text/SMS services.

Majhi and Maharana(2011) conducted a study entitled "Familiarity of Web2.0 and Its Application in Learning: A Case Study of Two Indian Universities". The study was conducted to assess the familiarity of Web 2.0 tools and their application in learning. The investigators conducted a survey of about 500 respondents, including students, teachers and research scholars of Utkal and Sambalpur Universities in the State of Odisha. Results revealed that the usage of Web2.0 tools is not very significant in either of the two universities in Odisha. Wiki and social networking sites are most commonly used by the respondents. Further, the research found that the academic communities are quite interested to use those tools in their learning process, but they do not have sufficient knowledge and skills to use them.

Kumar and Vigil (2011) studied on "The Net Generation as Pre-service Teachers: Transferring Familiarity with New Technologies to Educational Environments". A survey was made of pre-service teachers' (n=54) use of Web 2.0 tools and creation of online content for both personal and educational purposes highlighted the large gap between Web 2.0 use in their daily lives and in their coursework, as well as their negligible online content creation in general. Participants used social networking and collaborative editing technologies with peers in coursework areas that were not led by instructors, indicating that they transfer their technical skills from informal to formal settings but continue to use technology in familiar ways. The results emphasize the continued need to model technology use in teacher education for pre-service teachers

of the Net generation and to require them to develop digital artifacts when preparing them for 21st century schools.

Tyagi (2012) examined the level of adoption of Web 2.0 technology in the universities in his study "Adoption of Web 2.0 Technology in Higher Education: A Case Study of Universities in National Capital Region, India". The study was confined to six universities (owned by Central government, State government and Private management) of NCR. The findings showed that the application of the Web 2.0 tools in Indian higher education is still marginal and will have to overcome a lot of obstacles in order to hold its ground as in higher education of developed countries. The results also indicate that the faculty attitude and their perceived behavioral control are strong predictors to their intention to use Web 2.0 but there are various implementation problems.

Gupta and Seth (2014) studied on "Web 2.0 Tools in Higher Education" to explore the use of Web 2.0 tools by the faculty of Government Degree Colleges of Jammu Division, J&K (India). The study is descriptive in nature and survey-based. The data was collected from a sample of 300 participants using questionnaire as a data gathering tool. The study found that the potential use of Web 2.0 in higher education has not been optimally explored and utilized.

Yadav and Vohra (2016) conducted a study entitled "Student's Usage and Experiences of Web2.0 Technologies". The main purpose of this study was to obtain information on how the students use the web tools and technologies and how much it affects their education. This paper aims to present the results of a survey research that investigated post-graduate students at Tata institute of social science, Mumbai, India. This survey research is done through a quantitative approach by using the questionnaire as a tool for data collection. The data analysis revealed that major purpose to use the web tools by the students is for professional activities like finding relevant materials, sharing with friends and promoting their research. These are some studies conducted in India in respect of web2.0 applications. Web2.0 applications is a range of applications with different useful functions. Infusion of web2.0 application can make our teaching-learning better, effective and more beneficial for students but unfortunately there are very few researches done in this field within India.

5. POSITIVE OUTCOMES FROM PREVIOUS STUDIES

- (i) It is found that these emerging technologies hold remarkable potential to enhance traditional method of information delivery and act as a catalyst to harness the creativity and relations.
- (ii) From an educational perspective it is observed that these are being regarded, extremely popular to disseminate information and to communicate with each other in a fast and cost-effective manner.

6. DRAWBACKS FROM PREVIOUS RESEARCHES

- (i) There are very few researches were done in the field of web2.0 in Indian academics perspective.
- (ii) Most of the previous studies revealed that the use of web2.0 applications in maximum institutes by its faculties and students lack due to absence of proper skills and training however they showed interest towards web2.0 applications.

7. CONCLUSION

In context of the web2.0, very few studies were done in India related to usefulness of web2.0. Researchers like Tripathi and Kumar (2010) had studied on usefulness of web2.0 in libraries and Kumar and Tyagi suggested for use of web2.0 in libraries along with adoption of web2.0 applications by faculty members in his research paper. Still there is need for in-depth study of usefulness, potential and working practice of web2.0 tools specially in field of higher education. Some another Studies revealed that use of web2.0 applications in on early stage among faculties in our universities. These studies also revealed that many faculties and students has interest for implementing web2.0 applications but they lack skills, proper training and sufficient practical knowledge of web2.0 tools. There is a lot of scope for future research in this

field on areas like awareness and impact of web2.0 applications on students, faculty use of web2.0 and its impact on students, comparative study regarding use of web2.0 applications by faculty and students of different streams etc. There is vast scope in the field of web2.0 for research. This study will help researchers to thoroughly study the serious hurdles being faced in using web2.0 applications, as to overcome these well in time for its maximum use.

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