Chapter-3

Tools of Web 2.0
There are various Web 2.0 tools which discussed in detailed under this chapter

BLOGS

1. INTRODUCTION

There are different methodologies available for accessing data on the internet including; link analysis, transactions log analysis and blogs trend analysis. Such data often provides a good source of information and represents a current and real picture of the use of technologies and the views of implementers and researchers. Blogs (a term that is short for weblogs) are considered by many as a means of getting public opinion about various topics. Blog are increasingly growing and are a source of first-hand information. One of the main features of blogs that has been instrumental in its popularity is the ease in which it can be set up. It is free and is used by both individuals as well as teams as a means of communicating opinions and/or help collaboration across teams.^[1]

2. WHAT IS A BLOG?

A blog or Weblog is a website, usually personal, professional or institutional with regular entries of comments, descriptions of events or other material in reverse chronological order from the most recent 'post' or entry at the top of the main page to the oldest entries towards the bottom.^[2]

Weblogs are a relatively recent Internet phenomenon, dating from the late 1990s. Weblog development software (made available by Pyra Labs in 1999)^[3]

A typical blog combines text, graphics, and video, and has links to other blogs/web pages. The ability for readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual and focussed on art (artblog), photographs (photoblog), sketches (sketchblog), videos (vlog), music (MP3 blog), audio (podcasting), which are part of a wider network of social media. Microblogging is another type of blogging, one which consists of blogs with very short posts.
As of December 2007, blog search engine Technorati was tracking more than 112 million blogs. [2]

According to the Technorati "State of the Blogosphere" report, there are over 19.6 million web logs, and total number of web logs doubles approximately every five months (Sifry, 2005) [4]

With the advent of video blogging, the word blog has taken on an even looser meaning— that of any bit of media wherein the subject expresses his opinion or simply talks about something. Web blogs are used by teachers also to communicate with their students for creative writing sessions. This is a kind of communication method, where anybody can post their writings and ideas when they feel they are most creative and also the read the writings of others which is convenient and concerned to them. Hence the blog can become a creative and important communication hub in today's environment. [5]

Blogs look like diary entries, announcements, news, or commentary - depending on the purpose of the blog. Blogging allows interaction from readers in the form of comments. Blogs can also utilize tags which allow readers to track their favorite blog posts. [6]

3. DEFINITIONS

There are many definitions of blog [7]

2. Doctorow et al. (2002) offer a more detailed definition: “A blog is a web page that arranges discrete posts — chunks of information that may contain text, images or multimedia — in a reverse-chronological order (the most recent posts come first). Each post is uniquely identified by an anchoring link, commonly referred to as a permalink. The permalink is a persistent URL: it never changes over time, thus allowing reference to the post by anyone who wishes to hyperlink to it or cite it.” [9]
3. “A blog is a web page made up of usually short, frequently updated posts that are arranged chronologically — like a “what’s new” page or a journal. The content and purposes of blogs varies greatly — from links and commentary about other web sites, to news about a company/person/idea, to diaries, photos, poetry, mini-essays, project updates, even fiction.” [10]
4. Clyde (2004) defined- “A blog is a website with content arranged as entries of text and hyperlinks, posted in reverse chronological order, a timestamp for each entry so the reader knows when it was posted, and an archive of previously posted content that can be easily accessed by visitors.”^[11]

5. According to Bhatt (2005) “A blog can be a very useful tool for communicating new ideas and thoughts to a large number of people quickly. From the academic library perspective, a blog can be used to broadcast useful information to faculty and students in any specific subject areas or it can be geared toward a general audience within the university community.”^[12]

These definitions share this common ground: a blog is a web-based tool that allows an author (the blogger) the ability to post information for consumption by others.

4. WHY A BLOG?

Blogs are now widely regarded as a mainstream technology. The number of personal and organizational blogs has increased dramatically in recent years. The primary reasons for the popularity of blogs can be listed as follows^[13]

- Cheap or free to produce;
- Do not require proprietary software to be installed;
- Do not require specialist computer skills;
- Content can be updated and disseminated easily;
- Readers can get instant notification of new posts using RSS; and
- Comments can be posted by anyone, producing a dialogue between readers and writers.

5. HISTORY OF BLOGS

Dave Winer, creator of Scripting News and current Harvard weblog editor, writes that the first weblog was the first Web site created by Tim Berners-Lee, http://info.cern.ch/, while he worked at CERN. Berners-Lee used the site to point to Web sites when they first appeared. (This link is no longer active, but has been archived at:}
Rebecca Blood suggests the “What’s New?” site from Mosaic, which ran from June 1993 until June 1996, laid the foundation for what blogs would become. The site provided links to the newest and most interesting Web sites out there, and was updated a few times a week (Blood 2002, p. 2).

Jorn Barger first used the term “weblog” in December 1997, on his site, Robot Wisdom. In her essay, “Weblogs: A History and Perspective,” Blood writes that in 1998, there were only a handful of sites that one would now consider to have been weblogs. However, blogs began growing in number, even until the summer of 1999, when the first free blogging software and tools appeared. After this time, the number began to increase exponentially (Blood 2002).

A natural outcome was the beginning of the “blogosphere,” a term used to describe the larger, burgeoning community of webloggers, now numbering in the millions. The idea of online communities is anything but new, and can be traced back to the creation and rise of BBSs (Bulletin Board Systems) in the late 1970s. Begun in Chicago in early 1978, BBSs spread quickly and were very popular until the advent of e-mail, electronic discussion lists, discussion groups, and the browseable Web. The notion of online community-fostered via BBSs continues to exist in today’s online forums and weblogs (Rapp 2003).

In today’s world, there are many different applications designed to facilitate online communication and collaboration, a segment of which have commonly come to be known as “social software.” Social software “refers to various, loosely connected types of applications that allow individuals to communicate with one another, and to track discussions across the Web as they happen” (Tepper 2003).

Boyd identified- three principles of social software, which he suggests paint a picture of a “bottom-up” rather than a “top-down” application of the technology. In his view, social software offers: “Support for conversational interaction between individuals or groups”; “Support for social feedback”; and “Support for social networks” (Boyd 2003).
Social software invites individuals to collaborate, share, and interact with one another. It is an invitation. It is not something foisted on individuals from above. In many ways, blogging fits this profile. As Boyd suggests, bloggers and their blogs form an interlaced network of contacts and communications: stories, links, discussions, and dialogue interconnected across space and time: Social software reflects the "juice" that arises from people's personal interactions. It's not about control, it's about co-evolution: people in personal contact, interacting towards their own ends, influencing each other.

Blogging as an online activity has been increasing exponentially since mid-1999, enabled by the release of the first free blogging software (Pitas, Blogger, and Groksoup; Blood, 2000), and fueled by reports from the mainstream media of the grassroots power of blogs as alternative news sources, especially in the aftermath of 9/11/2001 and during the 2003 US-led invasion of Iraq. Current estimates place the number of sites calling themselves blogs at over 2.1 million, of which 66 percent are actively maintained (NITLE Blog Census, 2004) Moreover, as blogging software becomes easier to use, the number of bloggers continues to increase by the day.

According to Blood (2002a), blogging makes people more thoughtful and articulate observers of the world around them. These effects are purportedly brought about by the technical ability that blogging software affords users to update web pages rapidly and easily.

6. IMPORTANCE OF BLOGS

Because blogs engage people in knowledge sharing, reflection, and debate, they often attract a large and dedicated readership. Blogs are becoming an important component of the Internet landscape, providing authors and readers with an avenue for unedited expression, reaction, and connection, without the censorship of mediated chat rooms or formal media outlets.

The simplicity of creating and maintaining blogs means that open discussions can be established almost immediately, making blogs an ideal venue for far-reaching discussions among the Internet community on new or timely topics. Blogs foster the growth of communities, and the dynamics of collaborative filtering and
recommending/referring may provide new ways to evaluate, vet, and critique student-created knowledge.

7. IMPLICATIONS OF BLOGS IN TEACHING AND LEARNING

Put into practice with an understanding of their benefits and limitations, blogs are an increasingly accepted instructional technology tool. Blogs can be used for reflection about classes, careers, or current events; they can also capture and disseminate student and faculty-generated content. RSS feeds make blog content accessible through newsreaders, allowing bloggers to increase the sharing of this information among interested individuals. Blogs offer students, faculty, staff, and others a high level of autonomy while creating a new opportunity for interaction with peers. Blogs provide a forum for discussion that goes beyond coursework to include culture, politics, and other areas of personal exploration. Students often learn as much from each other as from instructors or textbooks, and blogs offer another mechanism for peer-to-peer knowledge sharing and acquisition.\(^{[21]}\)

8. TYPES OF BLOGS

There are many different types of blogs, differing not only in the type of content, but also in the way that content is delivered or written.

(i) Personal Blogs

The personal blog, an ongoing diary or commentary by an individual, is the traditional, most common blog. Personal bloggers usually take pride in their blog posts, even if their blog is never read by anyone but them. Blogs often become more than a way to just communicate; they become a way to reflect on life or works of art. Blogging can have a sentimental quality. Few personal blogs rise to fame and the mainstream, but some personal blogs quickly garner an extensive following. A type of personal blog is referred to as “microblogging,” which is extremely detailed blogging as it seeks to capture a moment in time. Sites, such as Twitter, allow bloggers to share thoughts and feelings instantaneously with friends and family and is much faster than e-mailing or writing. This
form of social media lends to an online generation already too busy to keep in touch. The Amitabh Bachchan’s famous Big Blog is known to all of us.

(ii) Corporate Blogs

A blog can be private, as in most cases, or it can be for business purposes. Blogs, either used internally to enhance the communication and culture in a corporation or externally for marketing, branding or public relations purposes are called corporate blogs.

(iii) Question & Answer Blogging

It is a type of blog that answers questions. Questions can be submitted in the form of a submittal form, or through email or other means such as telephone. Qlogs can be used to display show notes from podcasts or the means of conveying information through the internet. Many question logs use syndication such as RSS as a means of conveying answers to questions.

(iv) By Media Type

A blog comprising videos is called a vlog, one comprising links is called a linklog, a site containing a portfolio of sketches is called a sketchblog or one comprising photoes is called a photoblog. Blogs with shorter posts and mixed media types are called tumblelogs. A rare type of blog hosted on the Gopher Protocol is known as a Phlog.

(v) By Device

Blogs can also be defined by the type of device used to compose it. A blog written by a mobile device like a mobile phone could be called a moblog. One early blog was Wearable Wireless Webcam, an online shared diary of a person’s personal life combining text, video, and pictures transmitted live from a wearable computer and EyeTap device to a web site. This practice of semiautomated blogging with live video together with text was referred to as sousveillance. Such journals have been used as evidence in legal matters.

(vi) By Genre

Some blogs focus on a particular subject, such as political blogs, travel blogs, house blogs, fashion blogs, project blogs, education blogs, niche blogs, classical music blogs, quizzing blogs and legal blogs (often referred to as a blawgs) or dreamlogs.
While not a legitimate type of blog, one used for the sole purpose of spamming is known as a Splog. [5]

9. DRAWBACKS OF BLOGS

Because blogs are often produced and maintained by individuals, they can include biased or inaccurate information. Users visiting a blog might see it as factual or authoritative when, in fact, it is the online equivalent of a soap box: a place to speak and to be heard. Unlike chat rooms, blogs are unmediated and therefore offer a different type of venue for individuals to express themselves and air their opinions, ideas, and attitudes. While this may be acceptable for a personal blog, it might be inappropriate for a blog hosted on an institutional server. Intellectual property is another area of concern for higher education, given the implications of hosting blogs that might include content that has been used without proper attribution. Blogs are also highly volatile. Bloggers can edit or delete posts, and this transient nature can make blogs difficult to archive or index. In addition, the time-limited relationship of students to institutions influences the length of time a student blog should be hosted, yet removing posts from the blogosphere once a student has graduated could confound those who linked to the post.

10. BLOG SEARCH ENGINES

Several blog search engines are used to search blog contents, such as Bloglines, BlogScope, and Technorati. Technorati, which is among the most popular blog search engines, provides current information on both popular searches and tags used to categorize blog postings. Research community is working beyond simple keyword search, by inventing new ways to navigate through huge amounts of information present in the blogosphere, as demonstrated by projects like BlogScope. [6]

The following are the blog search engines- [22]
<table>
<thead>
<tr>
<th>SEARCH ENGINES</th>
<th>URL</th>
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<tbody>
<tr>
<td>Bloglines</td>
<td><a href="http://www.bloglines.com">www.bloglines.com</a></td>
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<tr>
<td>Feedster</td>
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<td>Technorati</td>
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<td>Blogpulse</td>
<td><a href="http://www.blogpulse.com">www.blogpulse.com</a></td>
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<tr>
<td>A9</td>
<td><a href="http://a9.com/">http://a9.com/</a></td>
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<tr>
<td>Findory Blogs</td>
<td><a href="http://www.findory.com/blogs">www.findory.com/blogs</a></td>
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<tr>
<td>Google Blog Search</td>
<td><a href="http://blogsearch.google.com">http://blogsearch.google.com</a></td>
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<td>BlogSearch-Engine</td>
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<td><a href="http://www.bloogz.com">www.bloogz.com</a></td>
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<td>Gigablast</td>
<td><a href="http://blogs.gigablast.com">http://blogs.gigablast.com</a></td>
</tr>
<tr>
<td>Sphere</td>
<td><a href="http://www.sphere.com">www.sphere.com</a></td>
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Overall we can say that blog is an important tool of web 2.0.
1. INTRODUCTION

Before starting this topic it is very important to know about the wikis what is it, and how much it is important in today's society. The users of internet are much influenced by the wikis because it is very easy to find out the information from it.

2. WHAT IS A WIKI?

A wiki is a website that allows, and in fact encourages, users to share information by freely writing new content, adding to existing content, and editing or commenting on content. A wiki also allows (one to many) individuals to add or remove content on wiki pages without learning complicated web coding. Content changes are recorded and displayed by author and time of change. Ward Cunningham developed the wiki software in 1995.

It can be viewed as an electronic version of a brainstorming session among colleagues when it works well, and it has the advantage of extending the session around the globe so that like-minded individuals can contribute productively to a discussion. However the way wiki exist in the web, some people call it as “information democracy” and for some people, it is “chaos”. As a result of the democratic approach to creating an encyclopedia, the focus, length and content of articles is probably different and probably more up-to-date and perhaps more eccentric than in an encyclopedia produced in a usual way.

The collaborative encyclopedia like Wikipedia is one of the best-known wikis. Written in over 200 languages, Wikipedia: The Free Encyclopedia (http://en.wikipedia.org/wiki/main_page) was begun in 2001 by Jimmy Wales and Larry Sanger has harnessed its community's collective intelligence to create the largest and most renowned wiki in the world. This encyclopedia is open to the public to both create and consult. It enjoys a community of over 100,000 global contributors who have furnished 4 million entries on subjects as diverse as computer software, poetry, and horticulture.
Most wikis enable users to upload files and attachments such as Word documents, images, PDF files, and spreadsheets, making them worthy hosts for organizational knowledge bases. In addition to storing documents, many wikis will import documents from Microsoft Word and convert them into wiki pages.

Wikis are similar to blogs, which were discussed in detail by Laura B. Cohen in *Choice* in August 2006, but there are some important differences. Both are content management systems capable of producing valuable information resources. However, blogs are chronological, meaning that their information is posted and organized according to the date of creation. Wikis, on the other hand, are iterative—recent versions overwrite previous iterations, producing a constantly evolving resource. Blogs have a predefined organizational structure consisting of posts that are arranged in reverse chronological order and then archived according to month. Conversely, wikis develop and organize themselves naturally, according to the needs of their community. Lastly, wikis are most often a community creation, with group members contributing to create a resource. Blogs have traditionally been an individual enterprise.

3. HISTORY AND DEVELOPMENT OF WIKIS

Since Cunningham developed the original wiki concept has spread to many other groups, and people have written wiki engines in a wide range of scripting/programming languages. Core wiki features such as ease of editing, simple markup, and automatic linking of pages have been present since the beginning, but as the number of people using wiki engines grew, extra features have evolved. These include a command to compare the current version of a page with earlier versions. It is hard to determine how many wikis exist, but SwitchWiki (www.worldwidewiki.net/wiki/switchwiki) lists some one thousand public wikis, and there are many more that are restricted to specific groups.

WikiFrames (both free and commercial) are servers that run a wiki engine and allow people to set up their own wikis without having to install any software. SeedWiki (www.seedwiki.com) is one example that lets individuals set up wiki sites for personal use.
Leuf and Cunningham identify six types of wikis, based on read-and edit-access permissions. These are-

1. Fully open, meaning that anyone has full access to the wiki.
2. Lockable, with restricted editing for some or all pages.
3. Gated, with some public pages (that may be locked), but other pages restricted to authorized users.
4. Members-only, where access is limited to registered users.
5. Firewalled, where accessed is restricted to a range of specific IP address; and
6. Personal, access is limited to a specific computer or private site. [36]

4. WIKI IN EDUCATIONAL CONCEPT

A wiki is a part of a blend learning approach to promote collaborative learning among students. The present findings suggest that student engagement, but not performance on assessment, may be enhanced when a wiki is used to support learning in higher education.

Technology is transforming the university classroom by influencing the ways in which teachers and students communicate, collaborate, and learn. A relatively recent technological tool that has been used in higher education is the wiki. Wiki means “quick” in the Hawaiian language and its originator, Ward Cunningham, described the wiki as an extremely simple online database (Leuf & Cunningham, 2001).[38] Wikis are being increasingly used within the higher education context. For instance, wikis have been employed to assist knowledge management in an academic setting (Raman, Ryan & Olfman, 2005) [39] and develop a collaborative online textbook (Ravid, Kalman & Rafaeli, 2008) [40]

However, most interest has focused on how wikis might foster learning in students. In the constructivist approach to learning and teaching, the student is actively involved in creating knowledge, instead of absorbing it (Bruner, 1990).[41] Moreover,
wikis promote learning when acquisition of that knowledge is dependent on social processes and collaborative efforts among students (Wheeler, Yoemans & Wheeler, 2008). It has also been suggested that the review and editing process that is central to wiki applications fosters metacognition and reflexivity in students (Kirschner, 2004). Wikis facilitate student-teacher and student-student interactions (Stahmer, 2006) and allow students to collaborate to conduct research and communicate their findings (Bold, 2006).

However, Ebner et al. (2008) note that most claimed successes of wikis are not based on improvements in learning outcomes, but were related to the frequency of use of the system. Moreover, many reports of wiki applications in higher education consist of qualitative descriptions of teacher and student experiences and, by consequence, lack quantitative evaluations.

Ben-Zvi (2007) argued that wikis are particularly well placed to enhance learning of report writing skills. Such applications are facilitated by a wiki because students can edit pages from independent locations, there is only one version of the document at any one time, incompatibilities between computer software are avoided, and the wiki keeps track of edits made and has the ability to post comments. It is advised that for such applications to succeed, the teacher should help form wiki subgroups and promote a classroom culture that has a feeling of community, is tolerant of mistakes, and values high quality writing (Ben-Zvi, 2007).

Wikis are used in business to provide intranet and Knowledge Management systems. Wiki can be used in education also to support collaborative work, or to produce a course in cooperation or to distribute information amongst students for the purpose of updating materials.

5. CHARACTERISTICS OF WIKI

Howard G. Cunningham described the essence of the Wiki concept as follows:

(i) A wiki invites all users to edit any page or to create new pages within the wiki Web site, using only a plain-vanilla Web browser without any extra add-ons.
(ii) Wiki promotes meaningful topic associations between different pages by making page link creation almost intuitively easy and showing whether an intended target page exists or not.

(iii) A wiki is not a carefully crafted site for casual visitors. Instead, it seeks to involve the visitor in an ongoing process of creation and collaboration that constantly changes the Web site landscape.

A wiki enables documents to be written collaboratively, in a simple markup language using a Web browser. A single page in a wiki website is referred to as a “wiki page”, while the entire collection of pages, which are usually well interconnected by hyperlinks, is “the wiki”. A wiki is essentially a database for creating, browsing, and searching through information. [5]

6. FEATURES OF WIKIS

The following features that are found in most wiki engines although in some cases syntax may be different.

(i) Creating a new page

Creating a new wiki page is a simple process. Most modern wikis use a method known as “free linking” to create new wiki page. A free link is created by enclosing any word or phrase within square brackets when editing a wiki page — i.e. [[new page]] will create new page. When the page is saved, the wiki software interprets this markup and present it as a hyperlink followed by a question mark to denote that the new wiki page is an unedited page hyperlink invokes a blank editing form on which content for the new page is entered. When editing is complete, the new page is saved and becomes a part of the wiki.

(ii) Text formatting

Wikis use an HTML form to enter and added content, the markup is text-based, using characters to signal special formatting. Typical formatting conventions are:

- Blanks lines signal new paragraphs;
- Asterisks at the left margin(*) indicate a bulleted list;
- Number-signs (#) at the left margin indicate a number lists;
(iii) Linking to an external web page or resource

A wiki can be linked to an external web page; this feature of wiki is found almost in every type of wiki. Some wiki engines also recognize "www" as a reference to a web resource.

(iv) Sandbox for new users

Most open wikis have a page called sandbox or PlayGround for new users to experiment with such things as entering and formatting text, building unordered and numbered lists, and creating hyperlinks. The general rule is that anyone can edit anything on the sandbox page.

(v) File uploads

Wikis usually provide a method for uploading images and other files like Adobe Acrobat portable document format (PDF), Microsoft word etc.

7. DRAWBACKS OF WIKIS

Because users can modify the content of a wiki (add to, edit, delete materials), allowing such manipulation of the site's information carries some risks. Thus, wikis are often monitored to ensure that inappropriate language, spam, and incorrect or inappropriate content are not allowed. This can be both time-consuming and personnel-intensive. As a result, many wikis require authorization so only group members can modify content. A wiki is essentially a database created by a group rather than an individual. Structuring the initial content in such a database for easy access can be a challenge one that faculty might not have encountered before. How one accesses information on the wiki, navigates the site, creates internal and external links to additional information, and so forth needs to be addressed early.

Another shortcoming of a wiki is that it represents the collective perspective of the group that uses it. A wiki has a collaborative bias. Over time, the values, perspectives, and opinions of its users can become embedded in a wiki. Wikis are well suited to reflecting current thoughts but perhaps not as effective in obtaining unbiased perspectives on rapidly evolving topics or issues.
Thus a wiki is an important tool of web 2.0 and it is very popular, it has many great features which were not available before it.
RSS (REALLY SIMPLE SYNDICATION)

1. INTRODUCTION

The changes, that are happening in the information industry over the years is astonishing. The convergence of information technology and information science has paved the way for introducing many new services with help of contemporary technologies. In a survey on “How much information” it is estimated that in 2000 the volume of information on public web was 20 to 50 terabytes; in 2003 the volume of information on the web grew up to 167 terabytes—at least triple the amount of information. Some estimate that the volume of information on the web is doubling every four months. The recent trend in this scenario is the development of RSS (Really Simple Syndication).

2. WHAT IS RSS

The initials RSS stand for several things—

1. Rich Site Summary.

2. Really Simple Syndication.

3. RDF Site Summery.²

RSS is an acronym for all the above. RSS is an XML-based (eXtensible Markup Language) format for content distribution. Webmasters create an RSS file containing headlines and descriptions of specific information. While the majority of RSS feeds currently contain news headlines or breaking information the long term uses of RSS are broad.

RSS is a defined standard based on XML with the specific purpose of delivering updates to web-based content. Using this standard, webmasters provide headlines and fresh content in a succinct manner. Meanwhile, consumers use RSS readers and news aggregators to collect and monitor their favorite feeds in one centralized program or...
location. Content viewed in the RSS reader or news aggregator is known as an RSS feed.

RSS is becoming increasingly popular. The reason is fairly simple because RSS is a free and easy way to promote a site and its content without the need to advertise or create complicated content sharing partnerships.

RSS is a protocol that lets users subscribe to online content using an RSS "reader" or "aggregator," which checks subscribed Web pages and automatically downloads new content. The aggregators display a list of subscriptions, with highlighting or another indicator of RSS feeds that have added content since the user last logged in. Without having to go to all of the individual Web sites, users can quickly and easily access new material from sites that interest them. For many, RSS has become the pipe through which content flows from providers to consumers. What makes RSS important is that users decide exactly what content is allowed through that pipe.

Since its introduction in the late 1990s, RSS has become almost ubiquitous. An excellent mechanism for distributing regularly updated content, RSS is a natural complement to blogs, news sites, photo-sharing applications, and podcasts. The popularity of podcasting results on some level from RSS technology. When new podcasts are available, the aggregator (or, in this case, podcatcher) automatically downloads the new file to your computer or portable music player. RSS feed has become one of the most popular web applications after e-mail and web browsing (John et al., 2004). Unlike the conventional web browsing that requires users to open a web browser and look for relevant content, RSS technology pushes content to users at scheduled intervals. Users can subscribe to various RSS feeds sites of interest to them and get the content delivered automatically. RSS has wide applications in commercial and educational areas. Like other popular web applications, e.g. e-mail and web browsing, how to effectively manage the content of RSS feeds is now an important subject.

There are numerous successful applications of RSS technology in practical use. One example is the use of RSS in libraries to manage large amounts of continuously changing, increasing, and/or updating information. RSS technology provides useful
information to online library users with the newest items and most reserved books (Zeki, 2004). [28]

A prototype system called FeedTree subscription system for RSS was developed to speed up the RSS delivery process (Dan et al., 2004). [29] The proposed architecture leverages upon peer-to-peer event notification to address the bandwidth problem suffered by web content providers. It is reported to be able to greatly increase the efficiency of distributing timely data to large number of end-users. However, when RSS technology is extensively used the new problem of RSS content management will arise.

Most existing RSS readers deliver the content of the selected feed sites to users without filtering. One may control the size of information delivered by picking a longer scheduled interval but can do little except to accept all feeds coming from one’s selected RSS sites. This soon would become a nuisance such as the one caused by e-mails, for many RSS users when they subscribe to too many sites or request too frequent a content update. Another emerging problem is the issue relevance of the delivered content with respect to subscriber’s intention. Since, the RSS site delivers a broad range of RSS feeds under the subject, not all content delivered would be of interest to the subscribers. [30]

3. WHAT IS RSS FEEDS

For those not familiar with using RSS feeds, a brief description is discussed. RSS, Really Simple Syndication or Rich Site Summary, allows a producer of information to broadcast the information across an Intranet or the Internet. It is created using XML language, an extensible markup language. XML allows the information producer to “tag” information creating metadata (data about data). The creation of metadata allows the specific information to be pulled from the document, converted into a script and displayed on a web page. XML RSS feeds can also be read through an RSS Reader. Some of these readers include Newsgator, FeedBurner, Bloglines, Internet Provider’s personal home pages, Google Reader and the latest version of Internet Explorer.
The following symbol or icon appeared on the screen for RSS, a user can use it by clicking it generally it has the links. This may be in many type of look such as shown in the following figures-

4. HOW TO FIND RSS FEEDS

Search engines can be used to find content in RSS format. With google, for example, one can add "filetype:rss" to a search to find your search terms in rss files. Dedicated search engines pave the way for searching the content easily. [23]

5. WHAT IS RSS FEED READER

This is the program that checks the websites for changes and updates. It will periodically scan those sites and alert to what’s new. Some readers are separate software applications that need installation; others are Web-based programs, or perhaps are offered by major search sites such as Google and Yahoo.

There are a number of free RSS feed-reader programs available, and other programs that offer a free trial version. The following three RSS readers are free and run under Windows:

➢ SharpReader (www.sharpreader.com)
➢ RssReader (www.rssreader.com)
➢ FeedReader (www.feedreader.com)
6. WHY USE RSS FEEDS?

There are many advantages of using XML RSS feeds-

(i) For Information Producers

➢ Increase traffic to web site.
➢ Information can be pushed to users and subscribers by using the broadcast method.
➢ Distributes information automatically to users when an update is made.
➢ Visibility and access to information can be increased (link to full-text articles of subscribed information).
➢ Saves on development time for webmasters.

(ii) For Web Content Managers

➢ Delivers selected targeted information to specific users groups.
➢ Offers web site users the latest information from various sources.
➢ Efficient technique to use updating web pages.
➢ Ability to deliver value added services without over taxing current staff, i.e. Electronic Table of Content Service, Current Awareness and News.
➢ Information can be pulled from catalogs or databases, converted into an RSS feed and displayed on web pages.

(iii) For Information Users

➢ RSS feeds are subscribed to by users or content managers and can be discontinued as desired.
➢ Once a user subscribers to a feed, the desired information is delivered to the user without them taking the time to search or browse for it.
➢ Enables users to stay current on the latest information. [25]

7. HISTORY OF RSS

RSS was first invented by Netscape. They wanted to use an XML format to distribute news, stories and information. Netscape refined the version of RSS and then
dropped it. UserLand Software to control of the specification and continued to develop it releasing a newer version. A non commercial group picked up RSS at the same time and based on their interpretation of the Netscape's original concept of RSS they too released a new version. UserLand was not happy with the non-commercial version and continued development of their own version of RSS (Really Simple Syndication), eventually UserLand released RSS v2.

8. ADVANTAGES OF RSS

There are a number of advantages to RSS, and it looks as though the Web-browsing world is embracing the technology. First and foremost, with RSS it is possible for web surfers to see what's out there without opening a browser and enduring the associated horrors of long loading times, banner ads, pop-up windows and flashing graphics. In addition, the “feed checks” that deliver new content by the RSS reader are automatic, saving the tiring keystrokes and mouse clicks associated with heavy Web surfing. Another plus: the user won't need to give out an e-mail address for a subscription to a site's RSS feed. There is no fear of spam outside of what may be published in the feed. Nothing is sent to the user via e-mail. Lastly, it's easy to delete any feeds the users find boring or useless. No messy e-mail process—just a click of the mouse or keyboard, and the RSS feed is gone.

In many ways RSS answers the question of how to filter and organize the vast amount of information on the Web. Internet users tend to settle on preferred sources of information, whether news sites, blogs, wikis, or other online resources that regularly update content. RSS allows users to create a list of those sources in an application that automatically retrieves updates, saving considerable time and effort. RSS feeds can be offered at varying levels of granularity, further enhancing users' ability to specify exactly what information they want to receive. For example, a college or university might offer one RSS feed for the institution's main news page, sharing information that concerns the institution broadly, and other feeds focused on the college of arts and sciences, the history department, or research being conducted by a professor of European history. Users can
subscribe to feeds independently, tailoring the content they receive to their unique interests and needs.

Growing numbers of online resources offer RSS functionality. Because applications such as browsers and operating systems increasingly support RSS, the technology has the potential to become the primary vehicle through which users interact with the Internet. Further, RSS can offer an alternative to e-mail newsletters, which raise concerns about privacy and spam. [4]

9. USERS OF RSS

Bloggers represented many of the early users of RSS, which has since been widely adopted as a way to share information from virtually any source, including machine data. At both the institutional and departmental levels, large numbers of colleges and universities have incorporated RSS feeds into their online offerings.

The use of RSS is rapidly increasing in libraries they use it to provide many services including current awareness service to the users it is recent phenomena which is gaining popularity. [26]

10. CONCLUSION

Imagine having the latest headlines and updates from your favorite Web sites delivered to your desktop without even having to open your Web browser or visit any Web sites. Better yet, imagine having the latest information from your Web site delivered to your supporters and constituents without having to send an e-mail or a newsletter. With Really Simple Syndication (RSS) feeds, this is easy to do and it won't cost you a thing.

To start receiving feeds from your favorite sites, simply download an aggregator, the software that delivers the content to your desktop. By customizing your RSS to search for content on specific keywords or information, you can receive content that's tailored to your tastes.
INSTANT MESSAGING

1. INTRODUCTION

Language is an integral part of human culture. There are many aspects that make up communication, but humans are unique in that we have an organized spoken language, which allows us to communicate on a deeper, more personal level. As we move further into the electronic age, we rely more and more on technology. In the language realm, this technology has taken us from face-to-face communication and letter writing, to inventions such as the telephone, the cell phone, online chat rooms, and finally, one of the newest and fastest growing forms of communication, Instant Messenger. The youth communities are mostly using IM and this is very popular among all of them.\textsuperscript{[49]}

2. WHAT IS INSTANT MESSAGING (IM)?

Instant Messaging, or IM, is one of many online communication methods available today. Unlike email or message boards, however, it allows people to communicate with each other synchronously. IM works via a downloadable piece of software that allows users to see if their friends are online; send them a real-time message or share files; and, with the newest versions, even see and hear each other. IM is increasingly the preferred method of communication among students, and many commercial email providers like Yahoo! And Google, recognizing the demand, have bundled IM into their programs and even added functionality for mobile devices like cell phones and PDAs. IM is not a new technology, but it is quickly evolving, and its potential benefits for academia are just beginning to be explored.\textsuperscript{[50]}

IM is a form of real-time communication between two or more people based on typed text, images etc. IM has become increasingly popular due to its quick response time, its ease of use, and possibility of multitasking. It is estimated that there are several millions of IM users, using for various purposes viz: simple requests and responses, scheduling face to face meetings, or just to check the availability of colleagues and friends.\textsuperscript{[51]}
3. USERS OF IM

Large and growing numbers of teens today’s and tomorrow’s college students are regular users of IM, both as a personal communication tool and, in some cases, for educational initiatives in high school. As IM matures into an accepted means of communication, and as ever-larger numbers of students arrive on campus as seasoned IM users, colleges and universities are adding IM to campus functions ranging from recruiting and admissions to teaching and support. Some institutional libraries have set up online reference desks with IM applications, and faculty have begun using the technology to facilitate virtual office hours. For many current and prospective students, IM is becoming the preferred mode of contact with recruiters and admissions staff, the registrar’s office, and academic advisors.

4. SIGNIFICANCE OF IM

Hundreds of millions of people use IM to stay connected. In many ways, IM epitomizes the notion of the always-connected, multitasking student, sending and receiving messages at all hours, from a wide spectrum of devices, while doing several other things at the same time. For many students, the technology has become as ingrained in daily life as telephones are for older generations. Many colleges and universities are working to incorporate IM into the educational aspects of students’ lives, rather than relegating it to a social function. IM interactions are infused with a level of serendipity and the possibility of chance encounters online that are unique to the medium. Some applications allow users to set a status of “hidden.” Even though you cannot tell they are online, they might suddenly send you a message.

IM users have developed an evolving syntax that includes shorthand, acronyms, symbols, and other elements that constitute a unique lexicon, encouraging users to interact in ways not possible either in person or with other forms of electronic communication. While this dynamic expands access to students who are uneasy with other types of communication, it also provides new modes of expression for students who are otherwise comfortable participating in class. IM creates an environment that approximates the sharing of a physical space, allowing distance students to engage in
learning that approaches face-to-face meetings. The technology is also promoting the practice of creating “back channels,” or secondary conversations that happen at the same time, for example, as a lecture, board meeting, or conference call. Students in a lecture hall might use IM to ask each other questions about the lecture topic and share their thoughts without interrupting the professor. Because messages pop up on users’ screens who are logged in, some consider the technology to be a source of continual distractions. Users of IM technologies face a number of security risks. Although sending attachments through IM fosters a richer experience, those files are subject to viruses and other malware, particularly since IM attachments often bypass antivirus software. Some IM networks are more susceptible than others to eavesdropping, and a problem looming on the horizon is that of “spim,” the IM version of spam. Because it’s difficult to verify the source of an instant message, some people have begun sending unwanted messages to IM clients, with bogus advertisements or solicitations for personal information.

5. IMPLICATION IN TEACHING AND LEARNING

Students who use IM feel connected with peers and faculty, and some users have found that IM facilitates semiformal distance relationships that are difficult to create through other media. IM offers higher education a new mode of communication, often for relatively low cost and without significant overhead for IT infrastructure. Increasingly, students will arrive on campus having spent years using IM, expecting the technology to be part of their educational lives. In addition, because IM is used for communication in many corporations, for many its use will extend beyond college. [52]

6. FEATURES OF IM

Most of the popular instant-messaging systems provide a variety of features:

➢ Instant messages - Send notes to a user who is online
➢ Chat - Create your own custom chat room with co-workers or friends
➢ Files - Share files by sending them directly to your co-workers
➢ Talk - Use the Internet instead of a phone to actually talk with other users.

The following are the popular and most widely used messengers:
1. **AQL Instant Messenger** (http://www.aim.com)
   Instant messaging, IM Images (transfer of inline images in Instant message conversations), Voice chat, Games requests, File transfers and File sharing are the main features of AIM.

2. **MSN Messenger** (http://messenger.msn.com)
   MSN Messenger (also known as .NET Messenger and Windows Messenger) is the fastest growing Instant Messaging service. Instant messaging, voice/Video chat, Application sharing, file transfers, Remote Assistance, Whiteboard and Webcam are the main features of MSN Messenger.

3. **Yahoo Messenger** (http://messenger.yahoo.com)
   The yahoo! Messenger has the weakest security features of the major messaging platforms. Its protocol does not encrypt usernames and passwords, making it risky to even log into the system. Also, the usernames and passwords are sent via HTTP, which allows this information to be stored in HTTP proxy logs.
   Instant messaging, Voice/Video chat, file transfers, file sharing are the main features of it.

4. **ICQ** (http://www.icq.com)
   Instant messaging, Voice/Video chat, file transfers, file sharing are the main features of ICQ.
   Besides all the above IM tools there are a lot of IM tools which provide almost same type of features and services.

   Instant Messaging has changed the way we communicate. It allows for immediate interaction as well as constant accessibility for contact between people. The solitary nature of IM enables users to perform multiple tasks while carrying on multiple conversations. and much more. The presentational facet of IM gives users the opportunity to create an identity for themselves and express their personality. There are both positive and negative aspects of IM the most important of them is security issue.
1. INTRODUCTION

Social networking is the practice of expanding the number of one’s business and/or social contacts by making connections through individuals. While social networking has gone on almost as long as societies themselves have existed, the unparalleled potential of the Internet to promote such connections is only now being fully recognized and exploited, through Web-based groups established for that purpose. When there was no such high technology of few years back then the people were interact and communicate to each other in many ways nowadays it has been changed and the way of communication has also been changed.

2. WHAT IS SOCIAL NETWORKING?

Some people are not quite sure what it means. Social networking is the grouping of individuals into specific groups, like small rural communities or a neighborhood subdivision. When it comes to online social networking, websites are commonly used. These websites are known as social sites. Social networking websites function like an online community of internet users. Depending on the website in question, many of these online community members share a common interest such as hobbies, religion, or politics. Once you are granted access to a social networking website you can begin to socialize. This socialization may include reading the profile pages of other members and possibly even contacting them.

Through online social networking it is possible to find the friends from all around the world access to social networking sites. This means that although you are in the United States, you could develop an online friendship with someone in India or in any other part of the globe. Not only will you make new friends, but you just might learn a thing or two about new cultures or new languages and learning is always a good thing.

As mentioned, social networking often involves grouping specific individuals or organizations together. While there are a number of social
networking websites that focus on particular interests, there are others that do not. The websites without a main focus are often referred to as "traditional" social networking websites and usually have open memberships. This means that anyone can become a member, no matter what their hobbies, beliefs, or views are. However, once you are inside this online community, you can begin to create your own network of friends and eliminate members that do not share common interests or goals.\textsuperscript{[53]}

3. NEED OF SOCIAL NETWORKING

   Social Networking is a way for one person to meet up with other people on the Net. That's not all though. Some people use social networking sites for meeting new friends on the Net. Other's use it to find old friends. Then there are those who use it to find people who have the same problems or interests they have, this is called niche networking. A niche is a specialized group of something larger. So niche networking sites are specialized groups of social networking sites. There are niche networking sites for people who want to learn a language and control their finances.

4. ADVANTAGES OF SOCIAL NETWORKING

   There are many advantages of social networking such as-

   (i) Social Networking websites are websites that tend to have an open membership means that anyone can join them and also to focus on a particular topic or interest, such as online dating etc.

   (ii) Business decision makers now prefer communication channels that are two-way dialogs, channels that resemble social networking applications. This is a great way for businesses to advertise their product and ensures effective influence to others.

   (iii) Social networking allows us to identify and connect with friends and strangers while on the go. Such computer mediated communication also allows us to reconnect with friends from the past whom we may have lost contact with.

   (iv) LinkedIn is a sns (social networking site) particularly used by jobseekers. It is a tool used to link users to people they may have worked with in the past.
through various jobs or institutions. Users also have the opportunity to link to
certain companies they aspire to work with.

Through social networking you can enjoy a lot of things such as-

- Meet New online users
- Searching your Old Friends
- Unlimited Chatting
- Join Special Interest Groups (SIG)
- Blog for Your Friends and Family Community
- Create Photo Albums and Share Photos
- Add Videos
- Add Music
- Create Your Own Style
- Get Advice
- Help Others
- Sense of Belonging. [54]

5. LITERACY & SOCIAL NETWORKING

Social networking tools give teens meaningful ways to use and improve
reading and writing skills. All social networking software requires teens to read and
write. Reading and writing skills are used when a teen:
- creates a profile on a social networking site;
- posts or comments on a blog;
- adds or edits content on a wiki;
- searches for social content; or
- consults peers online as a part of research. [55]

Sometimes the social networking sites is not useful in terms of learning there
are also some harmful effect of it on teenagers.
6. SOCIAL NETWORKING SITES

There are many social networking sites which are using on a large scale at the global level. Some of them are very popular and provided many unique features to the users. The following are the some prominent social networking sites-

(i) Facebook
(ii) Flickr
(iii) Orkut
(iv) YouTube
(v) Twitter

(i) Facebook (http://www.facebook.com/)

Facebook is a social networking website that is operated and privately owned by Facebook, Inc. [56] Users can add friends and send them messages, and update their personal profiles to notify friends about themselves. Additionally, users can join networks organized by city, workplace, school, and region. The website's name stems from the colloquial name of a book given to incoming students at Zuckerberg's high school alma mater, Phillips Exeter Academy. The book shows the faces and names of the school's students and faculty. [57]

Features

Facebook has a number of features with which users may interact. The following features are important

- Facebook allows users to upload an unlimited number of photos
- Provide the facility of Notes blogging feature that allowed tags and embeddable images.
- Provide the facility of instant messaging application called "Chat" to several networks, which allows users to communicate with friends and is similar in functionality to desktop-based instant messengers.
➢ Another feature is Gifts which allows users to send virtual gifts to their friends that appear on the recipient's profile
➢ Marketplace, which lets users post free classified ads.

(ii) Flicker (http://www.flickr.com/)

Flickr is an image and video hosting website, web services suite, and online community platform. In addition to being a popular website for users to share personal photographs, the service is widely used by bloggers as a photo repository.\(^{[58]}\)

Flickr was developed by Ludicorp, a Vancouver-based company that launched Flickr in February 2004. The service emerged out of tools originally created for Ludicorp's Game Neverending, a web-based massively multiplayer online game.

Features-

It allows the users to organize images using tags (a form of metadata), which allow searchers to find images related to particular topics, such as place, names or subject matter. It also allows users to organize their photos into "sets", or groups of photos that fall under the same heading.\(^{[59]}\)

(iii) Orkut (http://www.orkut.com)

Orkut is a free-access social networking service owned and operated by Google. The service is designed to help users meet new friends and maintain existing relationships. The website is named after its creator, Google employee Orkut Büyükkökten. Originally hosted in California, in August 2008 Google announced that Orkut was to be fully managed and operated in Brazil, by Google Brazil, in the city of Belo Horizonte.\(^{[60]}\)

orkut is an online community designed to make social life more active and stimulating. Orkut's social network can help the people to maintain existing relationships with pictures and messages.\(^{[61]}\)
Features:

Orkut has the following features-Photo sharing, video sharing, Scrapbook and Communities.

(iv) YouTube: (www.youtube.com)

YouTube is a video sharing website on which users can upload and share videos. Three former PayPal employees created YouTube in February 2005. It is operated as a subsidiary of Google. The headquarter is based in San Bruno, California, and uses Adobe Flash Video technology to display a wide variety of user-generated video content.

Features:

Including movie clips, TV clips, and music videos, unregistered users can watch the videos, while registered users are permitted to upload an unlimited number of videos.

(v) Twitter (http://www.twitter.com)

Twitter is a free social networking and micro-blogging service that enables its users to send and read messages known as tweets. Tweets are text-based posts of up to 140 characters displayed on the author's profile page and delivered to the author's subscribers who are known as followers. Since its creation in 2006 by Jack Dorsey, Twitter has gained notability and popularity worldwide. It is sometimes described as the "SMS of the Internet".

Features It has the following features:

- Enable grouping of friends and followers
- Text links in tweets
- Allow Tweets directed to a group of people ("group tweet")
- Use the sidebar more effectively to display information
- Highlight specific users, deemphasize others in feed
There are a lot of social networking sites besides all the above. But all the above sites are most popular in use and it is uses at the global level. Social Networking has changed the way of interaction in society. It is playing an important role in present day society.
PODCASTING

1. INTRODUCTION

Podcasts are audio or video files available on the internet, usually via RSS feeds (Balleste et al., 2006). They are often stored in MP3 formats, which provide users with access to sound files or music recordings on demand. Once the podcasts have been published to the internet, users can download them to their MP3 players, such as the Apple iPod, or computers and play them at their convenience (Lee, 2006).

Users can manage the RSS feeds that supply the podcasts through readers or aggregators, such as Apple's iTunes. By subscribing to the feeds through the aggregators, users can automatically receive the most recent updates to their selected podcasts.

The word podcasting was derived by combining iPod with broadcasting, pushing files out and publishing them using RSS (Really Simple Syndication technology). Due to their portability, especially when downloaded to an MP3 player, podcasts have a wide appeal, particularly among undergraduate and graduate students of the net generation. For this reason, podcasts have numerous potential applications within academic libraries. For instance, these libraries can use podcasts to highlight their collections and to inform patrons about library-related news and events such as guest lectures or book talks (Lee, 2006).

2. CREATION OF PODCAST

In order to create a podcast, one needs an audio capture tool, usually a microphone connected to a computer (Balleste et al., 2006). After the podcaster records the audio, he or she needs audio editing software to refine the podcast for the intended audience. Then, the podcaster requires a web server where he or she can post the podcast once it is ready for internet publication. Additionally, the podcaster needs an RSS news reader, which allows users to automatically download podcasts to their computers or MP3 players, and a content management system like iTunes, which lets users organize their chosen podcasts. Finally, the podcaster needs a computer or MP3 player to actually play the media.
3. FORMS OF PODCASTS

There are three forms of Podcasts: Text, Audio and Video.

➢ Text (ex. Newsletter, News Subscription, Online Magazines, etc.)
➢ Audio (ex. Radio Shows, Audio Books, Music, etc.)
➢ Video (ex. Music Videos, TV Shows, Movies, Training Videos, etc.)

4. METHOD FOR USERS TO GET PODCASTS

There are two methods for users to obtain Podcasts: Push and Pull

(i) Pull Podcasts are manually located and downloaded by the user, at a time of their choosing. The user may store them on his or her computer, or transfer them to a portable playback device (ex. iPod).

(ii) Push Podcasts are subscribed to by audiences using a podcast application (ex. iTunes). The software application automatically checks for recent podcast publications and automatically downloads them to the subscriber's computer. When the subscriber connects his or her portable device to the computer, the software automatically transfers the podcasts to the user’s portable device. Some subscription podcasts are free (ex. Rolling Stone, CNN); some are paid (ex. New York Times, Dow Jones).

5. POTENTIAL USES OF PODCASTING

Podcasting could be used for the following purpose-

➢ news/updates;
➢ guest lectures;
➢ student presentations;
➢ student-produced podcasts;
➢ interviews with guest experts;
➢ tours/fieldwork;
➢ internships/residencies;
➢ feedback/evaluation of student work;
supplementary material such as speeches, music, or other audio recordings; and
short language lessons, or other lessons that help students develop listening and speaking skills.\textsuperscript{[70]}

6. IMPLICATIONS IN TEACHING AND LEARNING

Podcasting allows students to use their technology-based entertainment systems (iPods, MP3 players) for educational experiences. Because students are already familiar with the underlying technology, podcasting broadens educational options in a nonthreatening and easily accessible manner. For example, podcasting allows lectures or other course content to be made available to students if they miss class. Beyond missed lectures, podcasting can provide access to experts through interviews. Podcasting is not limited to content delivered to the student, however; students can create their own podcasts as a record of activities, a way to collect notes, or a reflection on what they have learned.

However podcasting is very popular and useful but there are some limitations with podcasting such as users must have sufficient bandwidth to download the podcast. Beyond access, there are potential issues with the format etc.\textsuperscript{[71]}
TAGGING AND SOCIAL BOOKMARKING

1. INTRODUCTION

Many people have trouble finding good information on the Internet. Portals and publications do not always classify information in the same way. But what if you could tag any information you put on the Internet or any information that you find on the Internet with simple keywords, so that you could find it again? And what if you could search for information that other people had tagged with the same keyword? That's where tagging comes in handy.

2. WHAT IS TAGGING?

Tagging is the process by which the resources in a collection are tagged i.e., assigned tags in the form of words, phrases, codes, or other strings of characters with the dual intention that the tags individually or collectively represent features of the tagged resources (or of resource–tagger relationships), and that such representations or descriptions may be exploited by search services that enable people to discover the particular resources that are of interest to them at particular times.\(^{172}\)

Tagging may also be describe as a keyword that is added to a digital object (e.g., a website, picture or video clip) to describe it, but not as part of a formal classification system. The concept of tagging has been widened far beyond website bookmarking, and services like Flickr (Photos), YouTube (video) and Audio (podcasts) allow a variety of digital artifacts to be socially tagged. Tags can help you organize and find URLs (with the help of social bookmarking tools like del.icio.us), photos (with applications like flickr) Tags can also be a great way to draw attention to your posts and bring others to your blog or Web site.

The real value in tagging is that a community of like-minded people is helping to sort and classify information. Tagging projects are constantly emerging to help gather information and share knowledge. For instance, the nonprofit technology community created its own NPTech tag on del.icio.us to share knowledge among people in the field.
To get started, just pick a keyword to represent your organization or issue, start tagging URLs that you come across with that keyword (using del.icio.us or a tool of your choice), and let your supporters know that they can use the tag themselves when marking content on the Web.\textsuperscript{[51]}

3. WHAT IS SOCIAL BOOKMARKING?

Social bookmarking is the practice of saving bookmarks to a public Web site and "tagging" them with keywords. Bookmarking, on the other hand, is the practice of saving the address of a Web site you wish to visit in the future on your computer. To create a collection of social bookmarks, you register with a social bookmarking site, which lets you store bookmarks, add tags of your choice, and designate individual bookmarks as public or private. Some sites periodically verify that bookmarks still work, notifying users when a URL no longer functions.

Visitors to social bookmarking sites can search for resources by keyword, person, or popularity and see the public bookmarks, tags, and classification schemes that registered users have created and saved.

4. SIGNIFICANCE

Activities like social bookmarking give users the opportunity to express differing perspectives on information and resources through informal organizational structures. This process allows like-minded individuals to find one another and create new communities of users that continue to influence the ongoing evolution of folksonomies and common tags for resources. Using a folksonomy-based tool for research lets you take advantage of the insights of other users to find information related to the topic you are researching, even in areas that aren't obviously connected to the primary topic.

If you are looking for information about sailing, for example, you might find that other users saw a connection between sailing and boat repair, taking you in new, potentially valuable directions. These kinds of tools also encourage users to keep coming back because the folksonomy and the collections of resources are constantly changing. It's easy to imagine assigning a value for individual resources, resulting in a ranking system that functions as a collaborative filter.
5. IMPLICATION IN TEACHING AND LEARNING

Tagging information resources with keywords has the potential to change how we store and find information. It may become less important to know and remember where information was found and more important to know how to retrieve it using a framework created by and shared with peers and colleagues. Social bookmarking simplifies the distribution of reference lists, bibliographies, papers, and other resources among peers or students. [73]

Tagging and Social bookmarking are similar to each other they used to tagged the objects. It is easy way to find the information. Today’s it is using on a large scale.
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