REVIEW OF THE RELATED LITERATURE

The phrase ‘Review of Literature’ consists of two words review and literature. The word literature has conveyed different meaning from the traditional meaning. It is used with reference to the language e.g Hindi Literature. Here is research methodology in terms literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and research studies.

The term review means to organize the knowledge of the special area of research to evolve an edifice of knowledge to show that his study would be an addition to this field. It implies organization and synthesis of knowledge of a particular area of investigation after going into the works. Those helps the investigator through manifold ways like getting up to date information of the work done in the field, avoids replication of the study increase sensitivity about gaps in knowledge, and provides helpful orientation for formulation of problem, good procedure, likely methods and tried techniques. The task of literature is highly creative and tedious because research has to synthesis the available knowledge of the field in a unique way to provide the rationale of his study.

In other words, the related literature is worthwhile for an effective piece of research. Foundation on which one’s future work will be built. If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and native, and will often prove to be duplicate work. That has done better by some in the past.

SOURCES OF REVIEW OF LITERATURE

There are various sources of literature which may be used for the purpose:

- Books and text book material
- Periodicals
- Specialized dictionaries
- References on international education
- Educational research information centre
- Dissertation and theses
- News papers
RELATED STUDIES

The investigator has reviewed and consulted researches related to investigation with a purpose to have broad and comprehensive understanding of work done in the field. The review has been presented as under:


The findings of the study were as follows: It was found that there was significant difference between the two groups in achievement scores. There was also significant difference between the low achievers of both the groups that indicated that learning through CAI enhanced better performance among the low achievers than the traditional method of teaching.


The findings of the study were as follows: In this article, the effectiveness of CAGE (computer Assisted Grammar of English) project in Italian secondary schools is examined. The system was fully integrated into the students’ regular course work and subject to a year long evaluation of student performance confirmed the effectiveness of the system as a support for learning. The system, according the author, was a success due to the following factors: the system made full use of the intrinsically motivating aspects of the medium; the exercises and activities on CAGE are clearly related to the grammatical structure of English as it is explained in the students’ manuals or by their teachers; the use of CALL for offering interactive models; and the system has a hierarchical goal structure that reflects the constructional approach to grammar.


The findings of the study were as follow: Overall higher mean performance of students taught through concept attainment model in ATSC was found.

The findings of the study were as follows: This article investigates both primary and secondary needs for knowledge and skills in relation to the effective use of ICT in Scotland. Half of primary teachers and 69% of secondary teachers involved in the study report that ICT has a positive impact on their teaching although there was some variation of opinion between subjects at secondary level. Proportionately fewer of those who teach mathematics, science, and languages were in the high scoring user group compared with other subjects.


The finding of the study were as follows: The results of the study show that students working with simulations exhibited significantly higher scores in the research tasks. The researchers claim that computer simulations could be used complementary or alternative to other instructional tools in order to facilitate students’ understanding of velocity and acceleration.


The findings of the study were as follows: In general, the studies assumed that networked ICT had a positive impact and explored how that impact was made. Increased motivation for literacy, empowerment and ownership were considered to be important factors. Most studies used a narrow, pre-digital conception of literacy.


The finding of the study were as follows: 1 Computer-based concept-mapping with automated scoring can be used for summative assessment of critical and creative thinking about complex relationship.

2 The use of ICI can help teachers by storing and recording information about how students are developing understanding of new material, and by taking over
some of the role of assessing and providing feedback to students so that teachers can focus on other aspects of supporting learning.

3 Feedback from the computer during the use of test material improves student performance in later use of the same test material.


The findings of the study were as follows: The study explores the relationship between ICT and learning in English schools. It draws on the preliminary results of the Interactive Education Project, which is concerned with learning within the subject areas of English, History, Geography, Mathematics, Music, Modern foreign languages and science. It is predicated on the view that ICT alone does not enhance learning. The author argues that much of the hype around e-learning is fundamentally flawed in that it fails to take into account the social, cultural and historical aspects of learning. It misleads teachers who often think they can devolve the responsibility for learning to ICT alone.


The findings of the study were as follows: The results of this study pertain to the difference between the students’ subjective and objective performance. The results imply that accompanying lectures with PowerPoint presentations does not significantly affect students’ achievement. The study further reveals that students that received traditional instructions first and then received lectures with PowerPoint did not experience a change in classroom motivation.

**Apperson, J.K. et al. (2006) The impact of presentation graphics on students experience in the classroom. Computer and education.**

Findings of the study were as follows:

This Article examines the benefits and effectiveness of presentation graphics like PowerPoint in the classroom. Students enrolled in several courses were on student evaluation of instructions, grades, and attitudinal questionnaire. The instructor of the courses thought the same course across to successive semesters, using traditional chalk and talk methods the 1st semester and PowerPoint the next, all other techniques being held constant. The result of the study suggested that organization and clarity, entertainment and interest and good professors behavior were enhanced with PowerPoint although final
grades were not it indicates that the student how completed the class during the semester in which PowerPoint was used to present class material were more likely to feel that it was easy to stay focused on lecture material, helpful in increasing classroom learning and interest level of the class. Further more, students enrolled in the PowerPoint classes indicated that the professor demonstrated the significance of the subject matter more, more clearly started the objectives of the course, offer more opportunity to apply learned skills through exercises, and projects, give more projects that require problem solving and critical, original and creative thinking, gave more helpful feedback on tests and assignment and demonstrated how technology can be used to search for and present information or solve problem to a grater extent than students enrolled in classes not using PowerPoint. However the analysis of the impact of PowerPoint on students’ final grades in the

General classes revealed no significant references between the classes with and without the use of PowerPoint.

**Biswas, Ranjan Kumar (2006). Effectiveness of educational television program: invention of television.**

Findings of study were as follows:-

It was found that education throw technological devices place a pivotal role in the over all development of the students. Under such technological devices, the reach of the television is quit wide because of it’s effectively utilization for giving the benefit to the target viewers. In this opinion, the potential of educational television programmed. Invasion of television, produced by CIET was filled tested among the students and teachers of two central schools. The study also focuses that the students of experimental group benefited by observing education television programmed achieved high score as compared to control group benefited by classroom teaching through traditional method.


Findings of the study were as follows:-

This paper considers the ways in which the interactive whiteboard may support and enhance pedagogic practice threw whole class teaching within
literacy and numeric. Data collected from observations of whole class lesions, along side individual interviews and focus group discussion with class teacher and initial teacher education students, has provided opportunities to consider the potential of such technology to facilitate a more creative approach to whole class teaching the data suggest that, in the first instance, the special features of information and communication technology such as interactivities, provisionally, speed, capacity, and range enhance the delivery and pace of the session. This research seems to indicate that it is the skill and the professional knowledge of the teacher how mediates the interaction and facilitates the development of pupils creative responses at the interface of the technology, which is critical to enhancement of the whole class teaching and learning methods.


Findings of the study were as follows:-

- Peoples achieve general games of understanding when using one type of ICT.
- Students successfully use visualization with graphing software to fit graphs to Data sets, to solve equations and to transform functions.
- Pupils working in a computer environment reach higher level of thinking and are able to explain there think better then pupils working in a paper and a pencil medium.
- Lower attaining students prefer to work Arithmetically the tables of value and only later move to integrate the tables of values with computer-generated graphs.
- Pupils have difficulty moving between symbolic, tabular and graphical Rums when solving equations.
- Students do not always know how to use the technology, interpret ambiguities in the output or exercise critical judgment when using some of the advanced calculators.

Nimavathi, V.and Gnanadevair, R. (2009). Developing Study Habits through Multimedia Program,
Findings of the study were as follows:-

During this study, the sample was consisting of 180 secondary schools students (9th class). The Pre-Test and Post-Test Equivalent group design was followed for the study. Study habits inventory by B C Patel was used to assess the study habits of secondary schools students and data was analyzed by using T-Test. The study found that the students learning with the help of multimedia fared batter in their study habits then the students learning through conventional method.


Findings of the study were as follows:-

During this study, the sample was consist of 40 students in control group and 40 students in experimental group. The data was collected by using Myers-Briggs Types Indicator (MBTI) personality test and 2 syllabus based computer software packages. Collected data was analyzed by using ‘t’ and ‘F’ test. The major findings of the study are that experimental method of teaching is more effective than the traditional method. The investigator found that CAI provides greater opportunities for the students to learn and it is better than the traditional method of leaning. It brings a new kind of experience for the students.

**Swamy, A.M.Ajantha (2010). Internet Awareness and Competence among High School Students and Teachers.**

Findings of the study were as follows:-

In this study, the sample comprised of 100 high school students and 40 teachers taken from 5 talukas of Bijapur district of Karnataka. The tools used were Test of Internet Awareness and Test of Competence to use Internet. The researchers used mean, SD and t-test for the analysis of scores obtained. It was found that the training program is able to create awareness regarding, internet competence in high school students. Further, the program has incidentally enhanced the Interest Awareness and Competence of teachers who were associated with the project.

Findings of the study were as follows:

1. Finding of the study reveal that all the teacher educators were agree that the following ICT competencies that teachers need to develop are: 1 Use of ICT Skills in developing and presenting information.

2. Prepare ICT based learning environments designing effective learning experiences and creating rich learning environments


Findings of the study were as follows:

1. Internet usage negatively affects the mental health of adolescents.
2. Internet usage affects more to the mental health of rural adolescents than that of urban adolescent.
3. Internet usage affects the mental health of boys and girls in the same way.


Findings of the study were as follows:

- The CAI package developed to teach Adjective in English grammar to the students of grade ix was effective with respect to the students academic achievement.

**NEED AND SIGNIFICANCE OF THE STUDY**

Today, the world is quickly wearing new grab. The boundaries and the barriers among the nations have vanished. The process of globalization has brought people close to one another and as such the challenges of life have multiplied. A student is no longer a citizen of his own land. He is a world citizen. So, he has to be trained and developed from large prospective of globalization. In this new era of digital learning, we are in the process of transitioning form “Broadcast” to “Interactive-learning” students want to be active participants in the learning process so that they can work “Collaboratively” and “creatively”. In the global economy of the 21st century
the students need to not only understand the basics, but also to think critically, to analyze and to make interferences helping students, develop these skills and competences requires the use of information and communication technology (ICT). ICT is a major contributing factor for shaping global economy and producing rapid changes in the society.

“Information + Communication = Knowledge Society”

Use of technology in schools can help to promote the quality in achievement and evaluation.

In conventional teaching, most of the time is consumed in input-output and less time is left for process. But in teaching with ICT, input-output time is reduced and process time is increased. This increased the time for student’s activities, discussions, correlation with different subjects and brain storming etc.. Nowadays, easy to use software such as Microsoft PowerPoint is used for preparing lesson plans.

Teacher can now produce their own CAI (Computer Assisted Instruction) materials based on the need of their own subject and students. Integration of ICT in teaching-learning process is needed to make students competent and to prepare them to function effectively in information based, internet using society.

The investigator could not come across any separate study concerned with the relationship between creativity of learner and ICT method of teaching. So, it is the investigator’s keen desire to probe this aspect. The present study is merely an attempt to bring into light the existing picture of creative potentialities of secondary school students and the effectiveness of integration of ICT in the teaching learning process. In nutshell, the utility of ICT as a teaching tool in effective classroom-teaching has motivated the investigator to undertake the present study.

STATEMENT OF THE PROBLEM

“EFFECTIVENESS OF ICT ON STUDENTS’ ACHIEVEMENT IN SOCIAL SCIENCE AT SECONDARY LEVEL IN HARYANA.”

Definition of the terms used

ICT: ICT is a scientific technological and engineering discipline and management technique used in handling information, its application and association with social, economical and cultural matters.