Chapter 2

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Introduction

A good research work provides background to the understanding of the previous works of researchers from which a conceptual framework is built for the proposed research work. Review of related literature helps to build effectiveness and reduces repetition of mistakes made by other researchers. Hence, the review of related literature in this study examined students' awareness towards the use of ICT tools in their learning which have been discussed in past research works. Various researches reveal that learners, who are adopted by technological facilities regularly, display greater learning achievements than the ones that are not adopted.

Studies related to research

Dawes (2001) emphasized that technologies have potential to promote education for curriculum and give chances for effective communication between teachers and students.

Plump, Anderson, Law & Qualex, 2009: Governments and education systems of the whole world have appreciated the use of information, communication, and technology (ICT) as a necessary issue for improving the effectiveness of teaching and learning.

Miller, Martineau, and Clark (2000) stated that technology-based teaching should not be as a principle in all classes yet commonly it is most important to provide relevant examples and demonstrations, change the classroom orientation and improve flexibility. Therefore, the main purpose of using information, communication, and technology in teaching is to extend a better impact to students' performance.

Vasimalairaja et al. (2019) investigated the Effectiveness of Technology Enabled Learning for Higher Secondary Students. The study revealed that there is no significance between the male and female higher secondary school students in their technologies enabled learning. There is a significant difference between higher secondary school students in their technologies. There is a significant difference between XI & XII higher secondary school students in their technologies enabled

learning. There is a significant difference between educated and uneducated parents in their technologies enabling learning.

Kaur and Karthuria (2017) analysed the awareness and use of Information and Communication Technology and problems associated with its use in the University library. The majority of the respondents were satisfied with the available ICT infrastructure; 50 percent of the respondents preferred to use both print as well as electronic format; and majority of the respondents were comfortable with the use of e-resources.

Gopinath (2017) in his study reported that technology has penetrated all areas of life and the use of information technology has promoted incredible work procedures and approaches. Information Technology is vastly used in academic environments especially in higher education. The study revealed that electronic resources have become a vital part of information sources for the academic community and are widely used for their various academic needs.

Steiner and Mendelovitch (2017) conducted a study to investigate whether teachers are truly using ICT to promote critical thinking skills in elementary classrooms. There were twelve teachers selected for their study who had been considered to possess a high level of ICT literacy in science lessons.

Yumurtaci (2017) posited that ICT should be re-evaluated in terms of learning and education. It revealed that mobile technologies allow the learner to participate in environments out of the classroom or workplace and manage their learning by establishing

Moorthy, Thatchina (2018) Attitude, Knowledge and Extent of Utilization of ICT Tools Among the Staff and Students of Faculty of Agriculture, Annamalai University, Chidambaram, Cuddalore District, Tamilnadu. The salient findings of this study indicated that majority of the staff and students had a favorable attitude towards ICT and positive attitude statements received highest mean scores and negative attitude statements received optimum mean scores. The overall knowledge level of staff and students regarding ICT tools was found to be medium. The extent of utilization of ICT tools was also found to be medium between the staff and students.

Kavita Suryawanshi and Sameet Narkhede (2015) conducted a survey based on green ICT for sustainable development- a higher education perspective, which is to rethink their missions and to reform their courses and life on campus. The survey revealed that lack of hurdle in implementation of Green or sustainable

Arukaroon et al. (2017) stated in their study that the benefits of the use of ICT are not always observable. They compared the use of ICT with students to the non-use of ICT in the classroom. The researcher's opinion is that ICT integration is not an effective tool for teaching at any level of educational achievement.