Programme: B.A. (Education) – (BAFEDU)
Course: BESC 106- ICT in Education
Tutor Marked Assignments

Course Code: BESC-106
Assignment Code: BESC-106 /TMA /July 2026 and January 2027
Total Marks: 100

There are three sections of assignments. All questions are compulsory.

Section-A

Answer the following questions in about 500 words each.

1. Explain the factors that need to be considered while integrating ICT in the teaching-learning process? **20**

2. Discuss the applications of artificial intelligence in education with appropriate examples. **20**

Section-B

Answers the following questions in about 250 words each.

3. Explain in detail the TPACK framework by citing examples. **12**

4. How can ICTs be used in educational management? Discuss with any two suitable examples. **12**

5. Explain the barriers to integrating ICT in inclusive classrooms. Also give your suggestions for improving it. **12**

6. Differentiate between virtual reality and augmented reality. **12**

Section-C

Answer the following questions in about 125 words each.

7. Briefly explain the factors affecting educational communication. **6**

8. What do you mean by learning analytics? **6**

1. Explain the factors that need to be considered while integrating ICT in the teaching-learning process? (20)

Answer

Information and Communication Technology (ICT) includes digital devices, internet resources, audio-visual media, learning applications and systems that help teachers and learners communicate, create and assess knowledge. Its integration means using these facilities as part of purposeful teaching, rather than merely placing computers in a classroom. Effective decisions begin with learners and curriculum and then identify suitable technologies.

The first consideration is the learning objective. Teachers should ask what students are expected to understand or perform after a lesson. An animation may make a scientific process visible, whereas a spreadsheet may help learners interpret numerical data. A slideshow that simply repeats a textbook does not necessarily improve learning. Objectives, learning activities and assessment must support one another, and technology should be selected for the contribution it makes to these connections.

The characteristics of learners are equally important. Age, prior knowledge, language, interests, motivation, attention span and confidence with digital tools influence how a lesson should be designed. Young children may need brief, guided visual tasks; older learners may benefit from research, simulations and collaborative projects. Teachers should check whether instructions are understandable and whether students possess the digital literacy needed to participate independently or with support.

Accessibility and inclusion must be considered from the outset. Learners may have visual, hearing, motor, cognitive or language-related needs. Therefore, materials should offer readable contrast, adjustable text, captions, keyboard navigation, screen-reader compatibility and multiple ways to respond. For example, a student who cannot easily type may use speech-to-text, while a hearing-impaired student benefits from accurate captions. The teacher should check accessibility in practice rather than assuming that every digital tool is inclusive.

Infrastructure is another essential factor. Availability of electricity, reliable internet, functioning computers, projectors, charging facilities, secure storage and technical support determines what is feasible. Schools with unstable connectivity can use pre-downloaded videos, offline educational software or shared-device activities. Plans must include maintenance, replacement of damaged equipment, software updates and a reliable alternative when a platform