

**CHALLENGES OF TEACHING ICT AS A SUBJECT IN RURAL
SCHOOLS: WITH SPECIAL REFERENCE TO B/ AL MURSHID
MAHA VIDYALAYA, SILMIYAPURA**

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Information Communication Technology (ICT) plays a vital role in Universities, Colleges, schools and almost all Higher Educational Institutes in the current era. In the mid-1990s, Sri Lanka's education system introduced new policies, procedures, and curricula to improve ICT knowledge and the competency to use ICT among school students. Still most of the rural schools face many challenges in teaching, learning and adopting ICT in school. The objectives of the study are (1) to explore the challenges in teaching ICT as a subject in rural Schools, (2) to find out the challenges faced by the students as well as teachers when learning and teaching ICT as a subject in rural schools. This research was primarily quantitative in nature. The survey was conducted to get information from teachers and students. In addition, interviews, group discussions, and observations were used as primary data sources and research articles, papers, internet, statistic reports were used as secondary data sources. Lack of Computer Laboratories and cost of devices, language barriers, lack of qualified ICT teachers, lack of motivation towards learning ICT among school students, internet connectivity, training and professional development, ICT not being a compulsory subject in school were identified as the challenges of learning and teaching ICT in rural schools. Recommendations such as providing basic ICT related courses to both teachers and students, making ICT a compulsory subject for secondary level students were given to the school administration to overcome challenges in teaching ICT. This information is useful for academics for the development of future research in the field.

Keywords: Information Communication Technology, Rural schools, School administration