

Awareness of School Teachers towards the DIKSHA App: An Exploratory Study

Khadija Aziz, Ph.D. Scholar,
Department of IASE, Jamia Millia Islamia University
Dr. Mohd. Mamur Ali, Assistant Professor,
Department of IASE, Jamia Millia Islamia University

Abstract

The integration of Information and Communication Technology into school education has transformed how teachers access training, instructional resources and professional development opportunities. Among the various digital initiatives launched by the Government of India, the Digital Infrastructure for Knowledge Sharing, commonly known as DIKSHA, occupies a central position as the National Digital Infrastructure for Teachers. Despite its wide reach, the extent to which school teachers are actually aware of the platform, its objectives, features and functions remains an open question. This study examines the awareness of school teachers' awareness of the DIKSHA app, with particular attention to their knowledge of its origin, purpose, features and overall utility in the teaching and learning process. A descriptive survey method was adopted, and data were collected through a structured questionnaire administered in the form of a Google Form to a sample of forty three school teachers associated with Jamia Millia Islamia. The questionnaire combined factual, multiple choice items with perception based items to capture both objective knowledge and subjective attitudes. The findings indicate that while a majority of teachers, roughly sixty to seventy percent, demonstrated a reasonable level of awareness regarding the platform and its features, a substantial minority remained uninformed about specific facts such as the year of launch and the authority responsible for its initiation. The study concludes with recommendations for strengthening awareness campaigns and embedding DIKSHA orientation within pre service and in service teacher training programmes.

Keywords: DIKSHA App, Teacher Awareness, Digital Infrastructure, Information and Communication Technology, Teacher Professional Development, Online Teacher Training

Introduction

Education systems across the world are undergoing a steady transition towards digital modes of teaching, learning and professional development, and India is no exception to this trend. In recognition of the growing importance of technology in classroom practice, the Ministry of

Education, Government of India, through the National Council of Educational Research and Training, launched the Digital Infrastructure for Knowledge Sharing in September 2017 as the National Teachers Platform. The platform was conceived as a unified digital space where teachers,

teacher educators and student teachers across the country could access curriculum-linked resources, training modules, lesson plans, worksheets and assessment tools, all designed to strengthen classroom instruction and continuous professional growth.

DIKSHA is available both as a mobile application and as a web platform, allowing teachers to access content according to their convenience and connectivity. The platform hosts open educational resources, which are freely accessible materials that can be used, adapted and shared with minimal restriction, thereby supporting a culture of collaborative content creation among educators. Through its course modules, energised textbooks, quizzes and teacher training programmes, DIKSHA aims to function as a comprehensive digital ecosystem supporting the professional needs of school teachers. State governments, private organisations and individual experts have also been encouraged to contribute to and utilise the platform for capacity building and the development of teaching resources.

While the policy intent behind DIKSHA is well documented, comparatively little is known about the actual level of awareness among practising school teachers regarding the platform, its origin, its features and the range of services it offers. Awareness is a necessary precondition for adoption, and unless teachers are sufficiently informed about what the platform offers and how it can be used, the intended benefits of the initiative may not be realised in practice.

The present study therefore seeks to examine the level of awareness among school teachers, with specific reference to a sample drawn from Jamia Millia Islamia, regarding the DIKSHA app and its role in supporting the teaching and learning process.

The study is organised around three broad concerns. First, it examines the general level of awareness among teachers regarding the existence and basic features of DIKSHA. Second, it investigates the specific knowledge teachers hold about the platform, including its full form, its launch and the authority responsible for its initiation. Third, it explores teachers' perceptions of the platform's performance, usability and overall contribution to their professional development. Taken together, these three strands of inquiry provide a composite picture of how well an important national digital initiative has penetrated the awareness of the teaching community it was designed to serve.

Information and Communication Technology in Education

Information and Communication Technology, commonly abbreviated as ICT, refers to the range of digital tools and systems that enable the creation, storage, transmission and exchange of information in the form of text, sound, images and video. In the context of school education, ICT encompasses devices such as computers, tablets and mobile phones, as well as software applications and online platforms that support teaching and learning. The

relevance of ICT to the present study lies in the fact that DIKSHA itself is a product of this broader technological ecosystem, and an understanding of how ICT functions in education provides the necessary background against which teacher awareness of a specific platform such as DIKSHA can be meaningfully interpreted.

ICT-enabled platforms extend the reach of educational resources beyond the physical boundaries of the classroom. Materials that would otherwise be confined to textbooks or teacher-led instruction become available for repeated access, allowing students who require additional reinforcement, including slow learners and students with learning difficulties, to revisit content at their own pace. For teachers, ICT platforms similarly offer the opportunity to access training content, lesson plans and assessment resources at a time and place of their choosing, which is precisely the model that DIKSHA was designed to embody. The link between the general affordances of ICT and the specific design of DIKSHA therefore forms an important conceptual foundation for the present study, since teacher awareness of DIKSHA can be understood, in part, as an instance of teacher engagement with ICT more broadly.

Significance of the Study

The significance of this study lies in its potential to inform policy makers, teacher educators and school administrators about the actual reach of a major national digital initiative among practising teachers. DIKSHA was introduced with the explicit

aim of serving as the national digital infrastructure for teachers, yet the success of any such initiative depends not only on the quality of the content it hosts but also on the extent to which the intended beneficiaries are aware of its existence and capable of using it effectively.

By examining awareness levels among a sample of school teachers, this study contributes to a clearer understanding of the gap, if any, between policy intention and ground level reality. Where awareness is found to be high, the findings can serve as evidence of the success of dissemination efforts and can inform strategies for sustaining engagement. Where awareness is found to be limited, the findings can guide the design of targeted orientation programmes, ensuring that teachers are equipped not only with access to the platform but also with the knowledge required to use it meaningfully in their professional practice. The study is further significant because it focuses on usability dimensions such as ease of navigation, profile creation and the overall user experience of the app, factors that directly influence whether awareness translates into sustained use. In this sense, the study moves beyond a simple measurement of awareness to consider the broader question of how awareness, usability and engagement interact to determine the real world impact of a digital teacher training platform.

Statement of the Problem

The problem investigated in this study may be stated as follows: Awareness of School

Teachers towards the DIKSHA App, with particular reference to school teachers associated with Jamia Millia Islamia.

Operational Definitions

For the purposes of this study, the following terms are operationally defined.

- **Awareness:** The extent to which a teacher possesses accurate factual knowledge about the origin, features and functions of the DIKSHA app, as measured through responses to factual and perception-based items in the questionnaire used for this study.
- **DIKSHA App:** The mobile application and web platform developed by the National Council of Educational Research and Training under the Digital Infrastructure for Knowledge Sharing initiative, providing teacher training courses, curriculum-linked resources and assessment aids to school teachers across India.
- **School Teachers:** Practising teachers employed in schools who are eligible to enrol in and use the DIKSHA platform for professional development, and who formed the respondent group for the present study.

Research Questions

1. What is the level of general awareness among school teachers regarding the existence and purpose of the DIKSHA app?
2. To what extent are school teachers

familiar with specific factual details about DIKSHA, including its full form, its year of launch and the authority responsible for its initiation?

3. How do school teachers perceive the performance, usability and overall utility of the DIKSHA app in supporting their professional development?

Objectives of the Study

1. To assess the general level of awareness of school teachers regarding the DIKSHA app.
2. To examine the factual knowledge of school teachers regarding the origin, full form and launch of the DIKSHA app.
3. To explore the perceptions of school teachers regarding the performance and usability of the DIKSHA app.

Hypotheses

1. H_{01} : There is no significant awareness among school teachers of Jamia Millia Islamia regarding the DIKSHA app.
2. H_{02} : School teachers do not use the DIKSHA app on a regular basis.
3. H_{03} : School teachers do not show interest in using the DIKSHA app.

Methodology

This study adopted a descriptive survey design, which was considered appropriate because the primary aim was to assess and describe the existing

level of awareness among school teachers regarding the DIKSHA app, rather than to establish causal relationships between variables. The descriptive survey method allows for the systematic collection of data from a defined population through standardised instruments, and is widely used in educational research when the objective is to capture the current state of knowledge, attitudes or practices among a target group.

Sample and Sampling Technique

The sample for the study consisted of forty-three school teachers associated with Jamia Millia Islamia, New Delhi. Respondents were selected through a convenience sampling technique, whereby teachers who were accessible to the investigator and willing to participate were invited to respond to the questionnaire. While convenience sampling does not allow for statistical generalisation to the wider population of school teachers, it was considered suitable for this exploratory study given the constraints of time and resources within which the research was conducted as part of a doctoral term paper.

Tool for Data Collection

Data were collected through a self constructed questionnaire administered electronically in the form of a Google Form. The questionnaire was designed by the investigator to capture two broad categories of information. The first category consisted of factual, multiple choice items intended to assess the respondents' objective knowledge

of DIKSHA, including its full form, the year and authority of its launch, its intended scope and its principal features. The second category consisted of perception based items intended to capture teachers' attitudes towards the platform, including how they came to know about it, how they evaluate it as a government initiative, and how they perceive its purpose and functions. The questionnaire was reviewed for clarity and relevance prior to administration, and items were framed in simple language to ensure accessibility for respondents across different levels of digital familiarity.

Procedure for Data Collection and Analysis

The questionnaire link was shared electronically with the identified respondents, who completed it at their own convenience. Responses were automatically compiled by the Google Forms platform and subsequently exported for analysis. Given the descriptive nature of the study, data were analysed using simple percentage analysis, with responses to each item tabulated and converted into percentages to facilitate interpretation. The analysis focuses on identifying patterns of correct and incorrect responses across items, thereby providing an indication of the overall level of awareness among the sample.

Delimitations of the Study

- The study is delimited to a sample of forty three school teachers associated with Jamia Millia Islamia,

New Delhi, and the findings cannot be generalised to school teachers in other regions or institutions.

- The data collection was conducted within a limited time frame, owing to the constraints associated with a doctoral term paper, and therefore the scope of the investigation remains exploratory in nature.
- The study is limited to teachers' self-reported awareness as captured through a questionnaire, and does not include observational or interview-based verification of actual app usage.

Analysis and Interpretation of Data

The data collected through the questionnaire were analysed item by item using simple percentage analysis. The findings are presented below under three broad headings corresponding to the objectives of the study, namely the general profile of respondents, factual awareness regarding DIKSHA, and perceptions

regarding the platform's purpose and performance. Each set of findings is followed by an interpretation that situates the results within the broader literature on teacher awareness of digital initiatives.

Profile of Respondents

The respondents were first asked to indicate their length of teaching experience. The largest proportion of respondents, approximately thirty three percent, reported one year of teaching experience, followed by approximately nineteen percent who reported two years and fourteen percent who reported three years. The remaining respondents were distributed across a range of other durations. This profile suggests that the sample was weighted towards relatively early career teachers, a finding that is relevant to the interpretation of subsequent results, since early career teachers may differ from more experienced colleagues in their exposure to digital initiatives introduced during their training period.

Table 1
Teaching Experience of Respondents (N = 43)

Years of Experience	Percentage of Respondents
One year	32.6%
Two years	18.6%
Three years	14.0%
Other durations	34.8%

Source of Awareness about DIKSHA

Respondents were also asked to indicate the source through which they first became aware of the DIKSHA app. Approximately forty seven percent of

respondents reported that they first heard or saw information about DIKSHA through friends, while approximately thirty percent identified social media as their source of information. Family members and other

sources accounted for the remaining responses. This pattern indicates that informal social networks and digital media currently play a more prominent role in disseminating information about DIKSHA

than formal institutional channels such as schools, a finding that has implications for how future awareness campaigns might be designed.

Table 2
Source of First Information about DIKSHA (N = 43)

Source	Percentage of Respondents
Friends	46.5%
Social media	30.2%
Family	11.6%
Other sources	11.7%

Factual Knowledge about DIKSHA

A series of items examined respondents' factual knowledge of DIKSHA, including the year of its launch, the ministry responsible for the initiative, the dignitary associated with its launch, its full form and its intended scope of operation. With respect to the year of launch, approximately 40% of respondents correctly identified 5 September 2017 as the launch date, while the remaining 60% selected incorrect options. With respect to the ministry responsible for the initiative, approximately seventy percent correctly identified the Ministry of Education, while approximately twenty eight percent incorrectly attributed the initiative to other ministries.

Regarding the dignitary associated with the launch, approximately fifty one percent of respondents correctly identified Shri M. Venkaiah Naidu, while the remainder selected other public figures. With respect to the full form of DIKSHA, approximately sixty seven percent of respondents correctly identified it as Digital Infrastructure for Knowledge Sharing, while approximately thirty three percent selected an incorrect expansion of the acronym. Finally, with respect to the scope of the platform, approximately seventy one percent of respondents correctly indicated that DIKSHA functions across the nation rather than being restricted to a particular state or level of government.

Table 3
Factual Knowledge Items: Percentage of Correct Responses (N = 40 to 43)

Item	Correct Responses
Year of launch (5 September 2017)	40.0%
Initiating ministry (Ministry of Education)	69.8%
Dignitary associated with launch (Shri M. Venkaiah Naidu)	51.2%
Full form of DIKSHA	67.4%
Scope of operation (across the nation)	71.4%

Taken together, these findings suggest a pattern in which teachers demonstrate relatively strong awareness of the broad institutional framing of DIKSHA, particularly its national scope and its association with the Ministry of Education and the National Council of Educational Research and Training, while showing comparatively weaker recall of specific historical details such as the exact date of launch and the dignitary associated with its inauguration. This pattern is consistent with the literature on public awareness of government initiatives more broadly, which suggests that citizens and stakeholders tend to retain information about the function and purpose of an initiative more readily than specific factual details such as dates and names, since the former is directly relevant to their practical engagement with the initiative while the latter is largely incidental.

Perceptions of Purpose, Features and Performance

Respondents were also asked about their perceptions of the purpose and features of DIKSHA. When asked about

the purpose of the app, approximately sixty three percent of respondents correctly identified that DIKSHA serves multiple purposes simultaneously, including courses for continuous learning, classroom resources and dashboards for progress and assessment, rather than any single function in isolation. Similarly, when asked about the features of the app, approximately seventy percent of respondents correctly identified that DIKSHA offers a combination of in class resources, teacher training content and assessment aids.

When asked to characterise DIKSHA as an initiative of the Government of India, approximately forty four percent of respondents described it as a good initiative, while approximately forty percent described it as a unique initiative, and a smaller proportion offered more critical characterisations. None of the respondents characterised the initiative in entirely negative terms, suggesting a generally favourable disposition towards the platform among the sample, even where factual knowledge of specific details remained incomplete.

Table 4
Perceptions of Purpose and Features of DIKSHA (N = 43)

Item	Percentage Selecting Comprehensive or Favourable Option
Purpose of DIKSHA (multiple functions / all of the above)	62.8%
Features of DIKSHA (multiple features / all of the above)	69.8%
Characterisation as a good or unique initiative	83.7%

The finding that a majority of respondents recognised DIKSHA as serving multiple, integrated functions rather than a single narrow purpose is significant, since it suggests that teachers who are aware of the platform tend to hold a reasonably accurate, holistic understanding of its design as a comprehensive teacher support ecosystem rather than as a single-purpose tool. This is consistent with the platform's own stated objectives, which explicitly position it as combining training, resources and assessment within a single infrastructure. The largely favourable characterisation of the initiative further suggests that, where awareness exists, it tends to be accompanied by positive attitudes, which is an encouraging finding for the sustainability of the initiative, although it also raises the question of whether positive attitudes can be translated into more consistent and informed use of the platform among teachers who currently fall within the less-aware segment of the sample.

Discussion

The findings of this study indicate that awareness of the DIKSHA app among the sampled school teachers is moderate to substantial, with the majority of respondents demonstrating accurate knowledge of the platform's broad purpose, its national scope and its association with the Ministry of Education, while a notable minority remained uninformed about specific historical details such as the exact date of launch. This pattern aligns with earlier exploratory work on DIKSHA conducted in the Delhi region, which similarly found variation in teachers' familiarity with the

platform's instructional applications despite general recognition of its existence.

The finding that informal sources such as friends and social media were the most commonly cited channels through which teachers first learned about DIKSHA is particularly noteworthy. It suggests that, at present, peer networks function as a more effective conduit for information about the platform than formal institutional announcements from schools or administrative bodies. While peer based dissemination has the advantage of being organic and trusted, it also carries the risk of transmitting incomplete or inaccurate information, which may partly explain the gaps observed in factual knowledge regarding the platform's launch and history. This suggests a potential role for schools and teacher education institutions in complementing informal channels with structured orientation sessions that ensure accurate and comprehensive information reaches all teachers, including those who may not be part of active informal networks.

The generally favourable attitudes expressed by respondents towards DIKSHA as a government initiative, even among those whose factual knowledge was incomplete, suggest that the platform enjoys a degree of goodwill that could be leveraged to support further awareness building efforts. At the same time, the gap between favourable attitudes and complete factual awareness points to an opportunity for targeted interventions, such as short orientation modules embedded within existing teacher training programmes, that could help convert generalised goodwill into informed and confident use of the platform's specific features.

It is also important to situate these findings within the broader context of the PM eVidya initiative, of which DIKSHA forms a part. PM eVidya represents an effort to unify multiple digital, online and on-air education initiatives under a single umbrella, with DIKSHA serving as the central content and training repository. Teachers' awareness of DIKSHA therefore has implications not only for their individual professional development but also for the effectiveness of this wider unified framework, since DIKSHA functions as the access point through which several other components of PM eVidya, including energised textbooks and the VidyaDaan content contribution programme, are made available to teachers and students.

Conclusion and Recommendations

This study set out to examine the level of awareness of school teachers towards the DIKSHA app, with particular reference to a sample of forty-three teachers associated with Jamia Millia Islamia. The findings indicate that the majority of respondents possess a reasonably accurate understanding of the platform's broad purpose, scope and features, and hold favourable attitudes towards it as a government initiative. At the same time, a substantial minority of respondents lack precise factual knowledge regarding the platform's origin and history, and informal social networks currently play a larger role than formal institutional channels in disseminating information about the platform.

On the basis of these findings, the study offers the following recommendations. First, schools and teacher education

institutions should consider incorporating structured orientation sessions on DIKSHA within existing in service training calendars, ensuring that all teachers receive accurate and comprehensive information regardless of their access to informal networks. Second, given the generally favourable attitudes observed among respondents, awareness campaigns could build on this existing goodwill by emphasising specific, practical features of the platform, such as course enrolment, certificate completion and the use of energised textbooks, rather than focusing solely on general promotional messaging. Third, future research could extend this exploratory study by employing probability based sampling across a larger and more diverse population of school teachers, and could incorporate qualitative methods such as interviews to explore not only awareness but also the barriers that prevent aware teachers from translating their knowledge into sustained use of the platform.

In conclusion, while the DIKSHA app has succeeded in establishing a notable presence among the school teachers sampled in this study, there remains scope for strengthening both the depth and the channels of awareness, so that the platform's potential as the national digital infrastructure for teachers can be more fully realised in practice.

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