



Awareness of DIKSHA Platform Among Secondary School Students

¹Nabeel Ahmad and ²Abdul Raheem

¹ Assistant professor, Takshila college of Education Phulwari Sharif, Patna (BR)

¹ Professor, Maulana Azad National Urdu University, CTE-Bhopal (MP)

Abstract:

The usage of digital teaching-learning platforms in education has become an indispensable part of modern educational practices. In India, the Ministry of Education has launched the DIKSHA platform, which serves as a national digital hub for online teaching-learning resources such as e-content, training modules, and assessment materials. Despite its widespread availability, the DIKSHA platform's scope and level of awareness among learners continue to be an important research topic. The current study looks at DIKSHA platform awareness among secondary school students with an emphasis on male and female students.

The descriptive and survey study designs were used to investigate students' understanding of DIKSHA's objectives, features, and resources. The study's findings show that the majority of students are highly aware of the availability of e-content and learning opportunities. However, there is relatively low level of awareness regarding the availability of evaluation tools and professional development courses. Furthermore, female students have demonstrated greater awareness than their male counterparts. The report suggests that well-designed, structured, and targeted awareness programs along with ongoing training in digital activities, are required to enhance students' understanding of the DIKSHA platform. The current study also provides useful insights for policymakers, educational planners, and institutions seeking to develop digital teaching-learning activities align with the objectives of National Education Policy 2020.

Keywords: DIKSHA Platform, Digital Learning, Digital Education, Online Teaching-Learning Resources, Student Awareness, Secondary School Students

1. Introduction:

The teaching-learning and evaluation methods employed in classrooms have evolved in the twenty-first century due to the incorporation of several digital projects. Online materials and digital tools are now critical for improving educational quality, efficacy, and accessibility. The Indian government has developed a variety of digital projects aiming at improving educational practices, educational outcomes, and bridging the digital divide among stakeholders, using the transformative power of digital resources. In 2017, the Ministry of Education launched the DIKSHA (Digital Infrastructure for Knowledge

¹ Assistant professor, Takshila college of Education Phulwari Sharif, Patna (BR)

² Professor, Maulana Azad National Urdu University, CTE-Bhopal (MP)

Sharing) platform as part of the National Digital Education Architecture (NDEAR) to encourage technology-driven teaching, learning, and evaluation methods across the country.

DIKSHA is a national platform that assists many stakeholders (teachers, students, and parents) by offering access to a diverse set of digital teaching and learning resources. It provides digital interactive teaching-learning content that is aligned with school curricula, assessment tools, and professional development courses for students. The platform is accessible via the web and mobile applications in a variety of Indian languages. It ensures inclusivity and accessibility for all stakeholders. DIKSHA platform promotes active teaching-learning, collaboration, and continual professional development in India's changing educational landscape by equipping students with digital skills and supporting creative, learner-centered educational practices.

The effective integration of the DIKSHA platform into classroom teaching-learning and assessment practices is primarily determined by students' awareness of the digital platform's various features and resources. Sometimes students are unaware of the platform's entire range of features, and they lack motivation and sufficient instruction to use it properly. This study aims to measure secondary school students' awareness of the DIKSHA platform and provide useful insights into their understanding of its various resources. The study aims to help policymakers and educational institutions build focused training and support programs that enhance students' understanding of DIKSHA, hence boosting the implementation of digital education efforts in India.

2. Statement of the Problem:

The DIKSHA platform encourages e-learning and digital literacy while providing students with digital teaching-learning resources. This study looks into the **awareness of DIKSHA platform among secondary school students**, their understanding of the platform, and gender discrepancies. It also identifies gaps and generates recommendations for enhancing students' understanding through digital education initiatives.

3. Objectives of the Study:

- 3.1** To study the level of awareness of DIKSHA Platform among secondary school students.
- 3.2** To study the level of awareness of DIKSHA Platform among male secondary school students.
- 3.3** To study the level of awareness of DIKSHA Platform among female secondary school students.

4. Significance of the Study:

The DIKSHA platform was created by the Indian government with the specific objective of providing high-quality educational resources to students and learners in order to increase digital education in India as well as promote and improve e-learning. The platform was critical during the COVID-19 outbreak and ensures educational continuity in the event that traditional classroom instruction is discontinued. DIKSHA enables students to deliver engaging courses and achieve educational objectives through flexible, inclusive, and ICT-enabled ways by giving free access to a variety of digital teaching-learning materials. Its efficacy throughout the epidemic revealed its potential as a transformative tool for sustaining teaching-learning even in challenging conditions.

Its widespread implementation and numerous years of operation necessitate an assessment of students' knowledge levels in order to assure its efficient use. The current study, therefore, explores the level of awareness of the DIKSHA platform among secondary school students, with an emphasis on gender-based inequalities. Understanding these patterns is critical since students are essential facilitators of digital teaching-learning and play a significant part in the successful integration of DIKSHA into India's school education system.

5. Review of Related Literature

5.1 Review of the Previous Studies

- **Walia (2020)** during COVID-19, she did a study on the technology divide among Indian students and discovered that they were utilizing the DIKSHA app. Further, she noted that instructors are receiving support from DIKSHA, the national government's digital learning portal that provides lessons in a variety of languages for all elementary through senior secondary classes. It was discovered that students were unaware that the e-textbook was available through the DIKSHA App.
- **Gopika and Rekha (2023)** conducted a review study in which they found that the global teaching–learning system underwent significant changes due to the COVID-19 pandemic. Digital technology is currently penetrated in every element of academic life and this sudden transformation has a significant impact on digital learning. The study's goal was to look at how schoolchildren perceived and used digital learning before and after COVID-19, and how COVID-19 changed their perspective of digital learning. Two surveys were conducted prior to and following the COVID-19 pandemic. According to the study's findings, students are increasingly satisfied with digital learning materials, and their use of digital learning has grown significantly since the COVID-19 outbreak. Students now have more information about digital learning. The kids' motivation has, however, decreased after COVID-19.
- **Singh (2023)** carried out a study named 'One Nation One Digital Platform for School Education in India: A Study of Awareness and Utilization of DIKSHA Online Platform among Secondary Stage Students in Varanasi City.' Researchers discovered that pupils had a poor average level of understanding about DIKSHA. Despite this, the usage status was considered satisfactory. There was no significant difference in awareness between male and female students, but utilization rates did differ, with male students being more engaged.

5.2 Gaps in Existing Research:

- The review of relevant studies reveals that they have mostly focused on students' use and perceptions of the DIKSHA platform and digital learning during and after the COVID-19 pandemics. Walia (2020) highlighted students' use of DIKSHA but discovered low student awareness, whereas Gopika and Rekha (2023) reported increasing student engagement with digital platforms following the pandemic. Singh (2023) discovered satisfactory student application of DIKSHA but very low awareness levels, with no significant gender differences.
- However, research on students' awareness levels, particularly at the secondary school level, has received little attention, despite their critical role in incorporating DIKSHA into classroom teaching-learning practices and promoting digital education. The current study, named 'awareness of DIKSHA platform among secondary school students,' aims to investigate students' awareness levels as well as gender-based inequalities to fill this research gap. The study's goal is to give insights that can guide and monitor future policy and initiatives to strengthen digital education implementation in schools.

6. Methodology:

6.1 Research Design: The research is descriptive in nature, aiming to present a clear, accurate, and thorough picture of DIKSHA platform awareness among the secondary school students without manipulating factors. The survey approach is the suited data collection tool since it provides for efficient and large-scale data collection that can measure levels of DIKSHA knowledge among students, adding breadth and depth to the research. The poll assesses students' awareness of DIKSHA by inquiring their familiarity with the platform, its features, and content.

6.2 Population and Sample: The current study is to explore the level of a of the DIKSHA platform in among secondary school students. The population consists of secondary school students from government inter colleges of Western Uttar Pradesh. The sample for this research study was collected from each district of Western Uttar Pradesh's two selected divisions, Bareilly and Moradabad, using probability sampling and randomization to ensure that the sample was both adequate and representative.

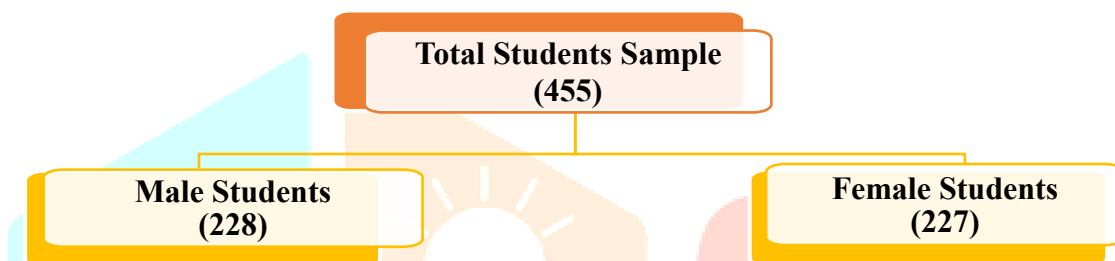


Fig. 1: Sampling distribution of the secondary school Students

6.3 Tool and Instruments:

- **Name of the tool:** The current study used a self-constructed and standardized tool called the **Students' DIKSHA Awareness Test (S-DAT)** to measure secondary school students' awareness of the DIKSHA platform.
- **Description of the Tool:** The tool assesses DIKSHA awareness using 24 multiple choice questions, each with one valid answer. DIKSHA awareness includes knowledge of the platform's existence, purpose, features, and benefits, such as DIKSHA, Energized Textbooks (ETB), NISHTHA, VidyaDaan, PM e-Vidya, and National Quizzes, as well as the ability of students, educators, and students to effectively access and use these resources to improve teaching and learning.
- **Reliability of the Tool S-DAT:** Various methods have been used to determine S-DAT's dependability. The reliability coefficient was found to be 0.83 by all approaches (KR-20 formula, Guttman split-half method, and Cronbach's Alpha), demonstrating the present scale's excellent level of dependability.
- **Validity of the Tool S-DAT:** S-DAT validity has been established by face validity, content validity, and inter dimensional validity. The face and content validity have been confirmed by expert validation,. Inter-dimensional validity (as tested by Pearson's correlation matrix) revealed strong relationships among dimensions, validating the current scale's high inter-dimensional validity.
- **Scoring of Students' DIKSHA Awareness Test (S-DAT):** S-DAT has 24 multiple choice questions (MCQs) with four response option having one correct option. The MCQs has been scored as 0 for incorrect option and 1 for the correct option.

- **Norms for Students' DIKSHA Awareness Test (S-DAT):** For the S-DAT, range score and percentile score norms have been developed and given in the table 1:

Table 1
Norms for the Level of Awareness of DIKSHA Platform Among Secondary Students

Level of Awareness	Range score norms
Very High	21 & Above
High	16 – 20
Average	11 – 15
Low	6-10
Very Low	5 & Below

7. Data Collection and Analysis Methods:

7.1 Data Collection Methods: The present study used a survey method to measure secondary school students' awareness of the DIKSHA platform. The researcher created a self-constructed and standardized awareness test, which included items relevant to students' understanding of the DIKSHA platform's objectives, features, and resources. Based on student replies, the instrument assessed several levels of awareness, ranging from very high to very low, through high, average, and low. The test was delivered to a sample of secondary school students chosen using multistage sampling. It has been ensured that both genders, male and female students, are adequately represented in order to examine gender based awareness levels. The data has been collected through physical administration ensuring confidentiality of the respondents.

The relevant data was collected using a multistage sampling technique. In the first stage, two divisions, Bareilly and Moradabad, were selected at random from Western Uttar Pradesh's six divisions. In the second step, 20 schools (4 to 5 from each of the nine districts in the selected divisions) were selected. In the final stage of the multistage sampling, a total of 455 students were selected using stratified random sampling technique, ensuring adequate representation of male and female students (22 to 23 students each from the 20 randomly selected schools), so that the sample is both adequate and representative for the study.

7.2 Data Analysis Methods: The obtained data was coded, collated, and analysed using descriptive statistical techniques (frequency counts and percentages) to determine the level of awareness. Awareness levels have been classified according to predetermined score ranges. The analysis results are presented in tabular format for clarity and ease of understanding. The analysis provides a clear picture of the level of knowledge of the DIKSHA platform among secondary school students in general, as well as in male and female samples.

8. Result and Findings:

Awareness of DIKSHA Platform Among Secondary School Students: The distribution of secondary school Students as per their level of the awareness of the DIKSHA platform has been presented in the Table 2:

Table 2
Awareness of DIKSHA Platform among Secondary School Students (N=455)

Level of Awareness	Score Range	N	%
Very High	21 & Above	67	15
High	16 – 20	131	29
Average	11 – 15	127	28
Low	6-10	120	26

Very Low	5 & Below	10	2
Total		455	100

From the observation of the Table 2, it is clear that the most of the secondary school students are found to have average or above average level of awareness level of the DIKSHA platform. 44% of the students have been found to have high and very high level of awareness of the DIKSHA platform (High - 15% and Very High - 29%) which indicates that most of the students are well-informed about the platform and its resources. 28% of students have found to have average level of awareness which shows that they have basic understanding of the platform. Only 28% of students have been found to have low or very low level of the awareness (Low-26% and Very Low-2) which suggests that these students may require targeted support and guidance to enhance their understanding of the DIKSHA platform.

Awareness of DIKSHA Platform Among Male Secondary School Students: The distribution of secondary school male students as per their level of the awareness of the DIKSHA platform has been presented in the Table 3:

Table 3
Awareness of DIKSHA Platform among male Secondary School Students (N=228)

Level of Awareness	Score Range	N	%
Very High	21 & Above	37	16.23
High	16 – 20	52	22.81
Average	11 – 15	64	28.07
Low	6-10	69	30.26
Very Low	5 & Below	06	2.63
Total		228	100

From the observation of the Table 3, it is very much evident that the majority of male secondary school students (39.04%) have been found possessing high and very high level of awareness of the DIKSHA platform (22.81% high and 16.23% very high). A smaller proportion (28.07%) have been found possessing average level of awareness whereas 30.26% have shown possessing low level of the awareness. Only 2.63% are found to be possessing the very low level of the awareness of the DIKSHA platform. These findings depict that while the DIKSHA initiative has achieved noteworthy reach among the male students, a small proportion of the student's need for targeted training and sensitization programs to make them well aware of the DIKSHA platform.

Awareness of DIKSHA Platform Among Female Secondary School Students: The distribution of secondary school female students as per their level of the awareness of the DIKSHA platform has been presented in the Table 4:

Table 4
Awareness of DIKSHA Platform among female Secondary School Students (N=227)

Level of Awareness	Score Range	N	%
Very High	21 & Above	30	13.22
High	16 – 20	79	34.80
Average	11 – 15	63	27.75
Low	6-10	51	22.47
Very Low	5 & Below	04	1.76
Total		227	100

It is very much clear from the observation of the Table 4 that the majority of the female secondary school students have also been found having high and very high level of the awareness of the DIKSHA platform; 13.22% showed very high level of awareness and 34.80% showed high level of the awareness, together accounting for 48.02% of the female sample. 27.75% of the female students are having average level of awareness whereas only 22.47 and 1.76% of the female students are found possessing low and very low level of awareness of the DIKSHA platform. These findings show that the female students are also well-informed and actively engaged with DIKSHA. However, targeted efforts for the female students, who are not well aware, could further enhance their awareness level.

9. Key Outcomes:

- **The level of awareness of the DIKSHA platform among secondary school Students:** The DIKSHA platform has a high level of awareness and acceptance among secondary school students. Only a tiny minority were found to have low awareness, indicating the importance of ongoing sensitization and indicates that the platform has achieved noteworthy reach and recognition among the secondary school students.
- **The level of awareness of the DIKSHA platform among male secondary school Students:** Nearly three-fourths of male students were found to have high or very high awareness levels, while a few still had low levels of knowledge, underscoring the necessity for focused and targeted awareness programs to enhance their understanding of this very digital learning initiative.
- **The level of awareness of the DIKSHA platform among female secondary school Students:** Female secondary students demonstrated higher levels of awareness than male counterparts, indicating that female students are more involved with digital programs such as DIKSHA and which reflects their greater understanding of this digital education initiatives.

10. Discussion

Interpretation: The findings of an investigation of DIKSHA platform awareness levels among secondary school students, provided in Tables 2, 3, and 4, provide crucial insights into the platform's awareness level among secondary school students.

- In terms of the overall sample (Table 2), the majority (44%) of students reported a high or very high degree of awareness of the DIKSHA platform, with just a minor fraction (28%) reporting a low or very low level of awareness. This demonstrates that the DIKSHA platform has been widely known and adopted by secondary school students, indicating the successful execution of these digital activities.
- A few differences between male and female students are noticeable when they are observed together. 39.04% of male students (Table 3) demonstrated high or very high levels of awareness. When the female students' awareness levels were examined (Table 4), it was discovered that a greater percentage of female students (48.02%) had a high or very high level of awareness. The percentage of female students with low or very low awareness (24.23%) was lower than that of male counterparts (32.89%), implying that female students are more involved and educated about the DIKSHA platform. These data reveal that both male and female students have a commendable comprehension of the DIKSHA platform, with female students demonstrating a somewhat higher level of awareness. This could be attributable to female students' increased participation in digital training programs, professional development initiatives, or collaborative learning networks that encourage DIKSHA use.
- The findings so indicate that the Ministry of Education's digital programs have been effective in increasing digital awareness among secondary school students. However, the tiny percentage of students with low awareness need ongoing awareness campaigns to promote reasonable and consistent involvement among all students.

Comparison with Past Studies: The conclusions of the current research studies have been supported by prior research studies. According to Kumar & Singh (2021) and Bansal (2022), the government-led digital literacy programs have increased students' awareness and positive attitudes toward the DIKSHA platform. Furthermore, Patel (2023) discovered that female students are more engaged with digital learning tools, which is likely due to their active participation in capacity building initiatives. These investigations confirm the findings of the current study, which demonstrate that DIKSHA has been successfully integrated into teaching-learning practices, albeit ongoing efforts are required to reach people with lower levels of awareness of DIKSHA.

Implications: The findings of the present research study offer important theoretical and practical implications for the various stake holders, which are being presented as under:

- **Theoretical Implications:** The findings of the present study contribute to the theoretical understanding of digital initiative DIKSHA platform and the student's engagement with its resources. It bring forth importance of the role of students' awareness as a foundational aspect which influence the adoption of any digital initiative like DIKSHA. These insights can further pave the way for the research on the interrelationship between awareness, professional development and effective use of digital resources.
- **Practical Implications:** The practical implication, in the light of the findings of the present study, provide action-oriented guidance for various stakeholders, which are as under:
 - **Students:** Understanding the level of awareness can motivate students to explore DIKSHA resources more actively and engage in professional development opportunities.
 - **School Administrators:** Insights into students' awareness of DIKSHA platform can help school administrators to design targeted training programme workshops, orientation sessions that promote equitable access and effective utilization of digital learning resources.
 - **Policymakers and Educational Planners:** The study identifies gaps in awareness, highlighting the need for structured capacity-building initiatives, targeted dissemination strategies, and policy measures to strengthen digital education among the students.
 - **Academicians and Researchers:** The present research study give s scope for future researches in the area of enhancing students' engagement with digital platforms.
 - Overall, the study emphasizes that enhancing students' awareness of DIKSHA is critical for the successful adoption of digital initiatives. Consequently, it supports for the wider educational goals, innovative teaching-learning practices and promoting a more technologically driven education system.

11. Conclusion and recommendations:

11.1 Conclusion: The present research study has been conducted on secondary school Students and of the government inter colleges in the Bareilly and Moradabad divisions of Western Uttar Pradesh. It assessed Students' awareness of the DIKSHA platform. The findings reveal that Students possess a high level of awareness of the DIKSHA platform which include DIKSHA's features and its integration with NCERT, SCERT, and CBSE curricula, and its accessibility through mobile apps, QR codes, and the web portal. They are well-aware about digital resources such as e-texts, videos, quizzes, and simulations, as well as initiatives like Energized Textbooks (ETBs), NISHTHA, VidyaDaan, and PM e-Vidya. However, some gaps remain in comprehending specific components, such as blended training aspects of NISHTHA and the educational use of National Quizzes of DIKSHA. Overall, the study depicts that DIKSHA platform has become an essential tool for Students to support their teaching learning practices.

11.2 Recommendations

- The awareness programs at the district and school levels could be made compulsory so as to inform students about DIKSHA's various features.
- Create region-specific information to ensure that awareness efforts are relevant and easily accessible in different languages.
- Provide incentives such as recognition awards or professional development credits for students who actively use DIKSHA in lesson planning & classroom activities.
- Implement school-wide policies that include DIKSHA-based assignments and activities into the normal academic schedule to boost student participation.

12. Summary of Findings

- **Overall Awareness:** The most of secondary school Students have shown high and very high level of awareness of the DIKSHA platform which indicates that the platform has achieved significant reach among the secondary school Students.
- **Gender Differences:** the female Students showed the higher awareness levels as compared to their male Students which suggests that the female Students might be more responsiveness and engaged the digital initiatives.
- **Average/Low Awareness Groups:** A small proportion of the secondary school Students have been found to have average or low awareness level which highlights the need for targeted awareness programmes.

13. Limitations of the Study

- **Scope:** The present research study has been conducted by taking the sample of Students at secondary school level only.
- **Geographical Coverage:** The data have been collected from a specific region (Western UP) and limited sample of schools.
- **Focus on Awareness Only:** The study has been conducted on awareness of the DIKSHA platform only.
- **Self-Reported Data:** The responses were based on students' self-reported awareness.

14. Future Research Directions

- **Usage and Effectiveness Studies:** Future research might be conducted on the students' utilization of the DIKSHA resources.
- **Broader Students Population:** To provide a more thorough grasp of DIKSHA awareness, future research studies could be expanded to include primary and higher secondary students.
- **Barriers and Challenges:** The future researches may be conducted to explore factors influencing low awareness, such as technological access, training gaps, or motivational barriers.
- **Longitudinal Studies:** Longitudinal research studies can be conducted to assess changes in awareness over time and evaluate the effectiveness of these government initiatives.
- **Comparative Studies:** The future research could be conducted to compare DIKSHA awareness across different states, school types to identify regional or institutional disparities.

References:

- Gopika, J.S. & Rekha R.V. (2023).** Awareness and Use of Digital Learning Before and During COVID-19, *International Journal of Educational Reform* 1–13.
- Singh, J (2023).** One nation one digital platform for school education in India: A study of awareness and utilization of DIKSHA online platform among secondary stage students in Varanasi city. *Leadership, Education, Personality: An Interdisciplinary Journal*, ISSN: 2524-6178.
- Walia, N (2020).** To study the technology gap among Indian learners during COVID-19. *International Journal of Multidisciplinary Educational Research*, ISSN: 2277-7881. Impact Factor: 6.514 (2020), IC Value: 5.16, ISI Value: 2.286.

Government web links:

- **DIKSHA - One Nation, One Digital Platform**
<https://diksha.gov.in/about/>
- **DIKSHA - Learnings from India Experience.**
https://diksha.gov.in/assets/download/Secretary_DoSEL_Presentation_World_Bank_Webinar.pdf
- **India Report Digital Education – (2020)**
https://www.education.gov.in/sites/upload_files/mhrd/files/India_Report_Digital_Education_0.pdf
- **India Report Digital Education – (2021)**
https://www.education.gov.in/sites/upload_files/mhrd/files/irde_21.pdf
- **Ministry of Education, Government of India**
www.education.gov.in
- **NATIONAL TEACHER PLATFORM (Strategy and Approach)**
<https://diksha.gov.in/assets/download/National%20Students%20Platform%20Strategy%20&%20Approach.pdf>
- **PRAGYATA, Guidelines for Digital Education**
https://www.education.gov.in/sites/upload_files/mhrd/files/pragyata-guidelines_0.pdf