

Awareness of DIKSHA Platform Among Secondary School Teachers

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ABSTRACT

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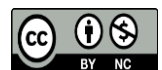
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The use of digital teaching-learning platforms in education has become an essential component of modern educational practices. In India, the Ministry of Education has launched the Digital Infrastructure for Knowledge Sharing (DIKSHA) platform, which acts as a national digital center for online teaching-learning resources such as e-content, teacher training modules, and assessment materials. Despite its ubiquitous availability, the extent and level of awareness of the DIKSHA platform among instructors remains a key subject of research. The current study investigates DIKSHA platform awareness among secondary school teachers as a whole, with a focus on male and female teachers. The descriptive and survey research design has been employed to explore the teachers' awareness with DIKSHA's objectives, features, and resources. The findings of the study depicts that a majority of teachers have a high or very high level of awareness regarding the availability of e-content and teaching-learning. A comparatively low level of awareness has been found regarding the availability of assessment tools and professional development modules. Further, the female teachers have shown higher awareness levels than their male counterparts. The study found that there is a need for well-designed, organized and targeted awareness campaigns, and constant training in digital initiatives to enhance teachers' awareness level regarding the DIKSHA platform. The present research also provides valuable insights for policymakers, educational planners and institutions to strengthen digital teaching-learning initiatives in alignment with the objectives of the National Education Policy (NEP) 2020.

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1. INTRODUCTION:

The teaching-learning and evaluation methods used in classrooms have changed in the twenty-first century as a result of the incorporation of numerous digital initiatives. Online resources and digital tools are now essential for raising the standard, efficacy, and accessibility of education. By leveraging the transformative power of digital resources, the Indian government has implemented a number of digital initiatives aimed at improving educational practices, improving educational outcomes, and bridging the digital divide among stakeholders. In order to promote technology-driven teaching, learning, and assessment methods throughout the country, the Ministry of Education introduced the DIKSHA (Digital Infrastructure for Knowledge Sharing) platform in 2017 under the framework of the National Digital Education Architecture (NDEAR).

DIKSHA is a national platform which supports the various stakeholders (teachers, students, and parents) by providing access to a wide range of digital teaching learning resources. It offers various digital interactive teaching-learning content aligned with school curricula, assessments tools and professional development courses for teachers. The platform is

accessible through the web as well as mobile applications in various Indian languages. It ensures inclusivity and accessibility for varied stakeholders. By empowering teachers with digital skills and encouraging innovative, learner-centred educational practices, DIKSHA platform plays a key role in fostering active teaching-learning, collaboration, and continuous professional development in India's evolving educational landscape.

The effective integration of the DIKSHA platform into classroom teaching-learning and assessment practices primarily and mainly depends on teachers' awareness level regarding the various features and resources of the digital platform. Sometimes, the teachers remain unaware of the platform's full range of features and sometimes lack enthusiasm and proper training to use it effectively. This study focuses on assessing the level of awareness of the DIKSHA platform among secondary school teachers and provide valuable insights into their understanding with its various resources. The study intends to inform the policymakers and educational institutions in designing targeted training and support programs that enhance teachers' awareness with DIKSHA, consequently strengthening the implementation of digital education initiatives in India.

2. Statement of the Problem:

The DIKSHA platform provides digital teaching-learning resources for the teachers and promote e-learning and digital literacy. This study explores the level of **awareness of the DIKSHA platform among secondary school teachers** along with the gender-based differences and identify gaps and inform strategies for enhancing teacher awareness with digital education initiatives.

3. Objectives of the Study:

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

4. Significance of the Study:

To promote and enhance e-learning and strengthen digital education in India, the Government of India launched the DIKSHA platform as an initiative specifically targeted at providing high-quality educational resources for the teachers and learners. The platform played a vital role during the COVID-19 pandemic, and ensures continuity in education when traditional classroom teaching was disrupted. By offering open access to diverse digital teaching-learning materials, DIKSHA empowered teachers to deliver engaging lessons and achieve educational goals through flexible, inclusive and ICT enabled approaches. Its effectiveness during the pandemic highlighted its potential as a transformative tool for sustaining teaching-learning even in the challenging situations.

Its widespread implementation and several years of operation, there is a need to assess teachers' awareness level so as to ensure its effective utilization. The present study, therefore, explores the level of awareness of the DIKSHA platform among secondary school teachers along with a focus on gender-based differences. To understand these patterns is crucial for a teacher because teachers serve as key facilitators of digital teaching learning and play an important role in the effective integration of DIKSHA into India's school education system.

5. Review of Related Literature:

Walia (2020) during COVID-19, she conducted a study on the technological divide among Indian students and found that teachers were using the DIKSHA App. Additionally, she stated that instructors are receiving assistance from DIKSHA, the national government's digital learning platform, which offers lessons in numerous languages for all elementary through senior secondary classes. It was discovered that pupils were unaware that the e-textbook was available on the DIKSHA App.

Gopika and Rekha (2023) through their study hold that the global educational teaching-learning system has undergone significant modifications as a result of the COVID-19 pandemic. Digital technology now permeates every aspect of academic life. Digital learning has experienced a considerable change as a result of this abrupt change. The purpose of the study was to examine how school children perceived and used digital learning before and after COVID-19 and also how COVID-19 altered their understanding of digital learning was another factor. Before and after the COVID-19 epidemic, two surveys were undertaken. According to the study's findings, students are more satisfied with digital learning resources and their use of digital learning has greatly increased after the COVID-19 epidemic. Students now have more information regarding digital learning. The kids' motivation has, however, decreased after COVID-19.

Singh (2023) conducted a study entitled '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.' Researcher found that students exhibited a low average level of awareness about DIKSHA. Despite this, the utilization status was deemed satisfactory. No significant difference in awareness was observed between male and female students, but utilization rates differed, with male students showing higher engagement.

Gaps in Existing Research:

The review of related studies shows that these have mainly focused on students' use and perception of the DIKSHA platform and digital learning during and after the COVID-19 pandemic. Walia (2020) highlighted teachers' use of DIKSHA but found limited student awareness whereas Gopika and Rekha (2023) showed increased student engagement with digital platforms post-pandemic. Singh (2023) found satisfactory student utilization of DIKSHA but relatively low awareness levels having no significant gender difference.

However, the research on teachers' awareness level, especially at the secondary school level, remains little touched, despite their decisive role in integrating DIKSHA into classroom teaching-learning practices and promoting digital education. The present study titled 'Awareness of DIKSHA platform among secondary school teachers' seeks to explore teachers' awareness level along with gender-based differences to addressing this research gap. The study targets to provide insights that can guide and monitor future policies and training initiatives to reinforce digital education implementation in schools.

6. Methodology:

6.1 Research Design: The research is **descriptive** because it aims to provide a clear, accurate, and detailed picture of the awareness of the DIKSHA platform in teaching, learning and assessment without manipulating variables. The **survey method** is best suited data collection tool as it allows for efficient, large-scale data gathering that can quantify levels of awareness of DIKSHA, among the teachers, providing both breadth and depth to the research. The survey measures the awareness of DIKSHA among teachers by asking about their familiarity with the platform, the features they know about, and their exposure to its content.

6.2 Population and Sample: The present study aims to investigate the level of awareness, of DIKSHA platform in teaching, learning and assessment among the secondary school teachers. The secondary school teachers of the government inter colleges in all the districts of the two divisions (Bareilly & Moradabad) of Western Uttar Pradesh constitutes the population. The sample for the present research-based study was drawn from each

district of the two divisions of Western Uttar Pradesh namely Bareilly & Moradabad by using probability sampling and randomization so as to make the sample both-adequate as well as representative.

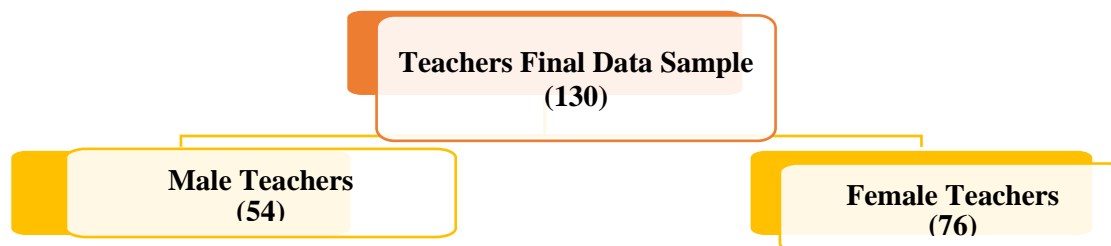


Fig. 1: Sampling distribution of the secondary school teachers

6.3 Tool(s) and Instrument(s):

The present study aimed to assess secondary school teachers' awareness of the DIKSHA platform using a self-constructed and standardized instrument, the Teachers' DIKSHA Awareness Test (T-DAT). The tool comprises two sections: the first collects respondents' personal and demographic information (e.g., name, gender, institution type), while the second assesses DIKSHA awareness through 24 multiple-choice questions with one correct response each. DIKSHA awareness encompasses knowledge of the platform's existence, purpose, features, and benefits, including DIKSHA, Energized Textbooks (ETB), NISHTHA, VidyaDaan, PM e-Vidya, and National Quizzes, as well as the ability of teachers, students, and educators to access and utilize these resources effectively to enhance teaching and learning experiences.

- **Reliability of Teachers' DIKSHA Awareness Test (T-DAT):** The reliability of T-DAT has been established by various methods. The reliability coefficient has been found to be 0.83 by all methods (the Kuder-Richardson-20 (KR-20) formula, the Guttman split-half method and Cronbach's Alpha), which demonstrate high level of reliability of the present scale.
- **Validity of Teachers' DIKSHA Awareness Test (T-DAT):** The validity of T-DAT, has been established through face validity, content validity and inter-dimensional validity. The face and content validity has been confirmed by refining the initial 36 items to a final set of 24 items across six dimensions through the expert validation. Inter-dimensional validity (assessed by Pearson's correlation matrix) showed strong correlations among dimensions, confirming high inter dimensional validity of the present scale.
- **Scoring of Teachers' DIKSHA Awareness Test (T-DAT):** T-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 Teachers' DIKSHA Awareness Test (T-DAT):** For the present T-DAT, range score and percentile score norms have been developed and given in the table 1:

Norms for the Level of Awareness of DIKSHA Platform Among Secondary Teachers

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

Table 1

7. Data Collection and Analysis Methods:

7.1 Data Collection Methods:

A survey method has been used in the present study to assess the level of awareness of the DIKSHA platform among secondary school teachers. A self-constructed and standardized awareness test has been developed by the researcher, consisting of items related to teachers' knowledge with the objectives, features, and resources of the DIKSHA platform. The tool measured different levels of awareness ranging from very high to very low through high, average and low, based on teachers' responses. The test has been administered on a sample of secondary school teachers selected through multistage sampling. It has been ensured to have the adequate representation of both the genders, i.e., male and female teachers to study the awareness levels with reference to gender. Data has been collected through physical administration ensuring confidentiality of the respondents.

A multi-stage sampling technique has been used to collect the required data. In the first stage, 2 divisions namely Bareilly and Moradabad has been randomly selected from the 6 divisions of Western Uttar Pradesh. In the 2nd stage, 20 schools (2 to 3 from each of the 9 districts in the selected divisions) has been chosen. In the final stage of the multistage sampling, a total of 130 teachers has been selected using stratified random sampling technique ensuring the adequate representation of the male and female teachers (5 to 10 teachers each from the 20 randomly selected schools) has been included so as to make the sample both adequate and representative for the study.

7.2 Data Analysis Methods:

The collected data has been coded, tabulated, and analysed using descriptive statistical techniques (frequency counts and percentages) to find out the level of awareness. Awareness levels has been categorized according to pre-set score ranges. The results of the analysis has been presented in tabular form for clarity and ease in understanding. The analysis depicts a clear picture of the level of awareness of the DIKSHA platform among secondary school teachers for the total sample and for the male and female samples also.

8. Result and Findings:

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

Awareness of DIKSHA Platform among Secondary School Teachers (N=130)

Level of Awareness	Score Range	N	%
Very High	21 & Above	46	35
High	16 – 20	58	45
Average	11 – 15	15	12
Low	6-10	8	6
Very Low	5 & Below	3	2
Total		130	100

Table 2

From the observation of the Table 2, it is clear that the overall awareness level of the DIKSHA platform among secondary school teachers is high. 80% of the teachers have been found to have high and very high level of awareness of the DIKSHA platform (High - 45% and Very High - 35%) which indicates that most of the teachers are well-informed about the platform and its resources. 12% of teachers have found to have average level of awareness which shows that they have basic understanding of the platform. Only 8% of teachers have been found to have low or very low level of

the awareness (Low-6% and Very Low-2) which suggests that these teachers may require targeted support and guidance to enhance their understanding of the DIKSHA platform.

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

Awareness of DIKSHA Platform among male Secondary School Teachers (N=54)

Level of Awareness	Score Range	N	%
Very High	21 & Above	16	30
High	16 – 20	24	44
Average	11 – 15	06	11
Low	6-10	06	11
Very Low	5 & Below	02	04
Total		54	100

Table 3

From the observation of the Table 3, it is very much evident that the majority of male secondary school teachers have been found possessing high and very high level of awareness of the DIKSHA platform (74% in total, in which 44% high and 30% very high). A smaller proportion (11%) have been found possessing average level of awareness whereas 11% have also shown possessing low level of the awareness. Only 4% are found to be possessing the very low level of the awareness of the DIKSHA platform. These findings depicts that while the DIKSHA initiative has achieved noteworthy reach among the male teachers, a small proportion of the teachers need for targeted training and sensitization programs to make them well aware of the DIKSHA platform.

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

Awareness of DIKSHA Platform among female Secondary School Teachers (N=76)

Level of Awareness	Score Range	N	%
Very High	21 & Above	30	39
High	16 – 20	34	45
Average	11 – 15	09	12
Low	6-10	02	03
Very Low	5 & Below	01	01
Total		76	100

Table 4

It is very much clear from the observation of the Table 4 that the majority of the female secondary school teachers have also been found having high and very high level of the awareness of the DIKSHA platform; 39% showed very high level of awareness and 45% showed high level of the awareness, together accounting for 84% of the female sample. 12% of the female teachers are having average level of awareness whereas only 3% and 1% of the female teachers are found possessing low and very low level of awareness of the DIKSHA platform. These findings show that the female teachers are well-informed and actively engaged with DIKSHA. However, targeted efforts for the female teachers, who are not well aware, could further enhance their awareness level.

9. Key Outcomes:

- Most of the secondary school teachers have been found showing high to very high awareness level of the DIKSHA platform, indicating its strong reach and acceptance among the secondary school teachers. Only a small proportion have been found possessing low awareness, suggesting the need for the need of constant sensitization.
- Nearly about three-fourths of male teachers have been found possessing high or very high awareness level, yet a few still showed low level of the awareness, highlighting the need for targeted awareness programs.
- A larger proportion of the female secondary teachers have demonstrated high level of awareness compared to male counterparts which indicates that the female teachers are having stronger engagement with the digital initiatives, i.e., DIKSHA.

10. Discussion:

Interpretation: The results of the analysis of awareness levels of the DIKSHA platform among secondary school teachers presented in the Tables 2, 3, and 4 reveals important insights into the awareness level of the platform among the secondary school teachers.

- As far as the total sample is concerned (Table 2), the majority (80%) of the teachers showed either high or very high level of awareness of the DIKSHA platform whereas only a small proportion (8%) reported low or very low level of awareness. This indicates that DIKSHA platform has been widely known and embraced by secondary school teachers which reflects the successful implementation of this digital initiatives.
- By the observation of male and female teachers together, some differences are obvious. 74% of the male teachers (Table 3) have found to be possessing high or very high awareness levels (31% having very high and 43% having high awareness). When the female teachers' awareness level has been observed (Table 4), it has been found that greater percentage the female teachers (84%) are found to have the high or very high level of awareness (39% with very high and 45% with high awareness). The percentage of female teachers having low or very low awareness level (4%) was smaller than that of male counterpart teachers (15%), which suggests that female teachers are found to have to some extent more engaged and informed about the DIKSHA platform.
- These findings depicts that both, the male and female teachers have a praiseworthy understanding of DIKSHA platform with the female teachers showing a little bit higher awareness level. This may be attributed to the greater participation of female teachers in digital training programs, professional development initiatives, or collaborative learning networks that promote DIKSHA usage.

The results, thus, suggest that this digital initiatives under the Ministry of Education have been effective in fostering digital awareness among the secondary school teachers. However, the small section of the teachers with low awareness demand a need for continuing awareness programs to ensure reasonable and consistent engagement across all the teachers.

Comparison with Past Studies:

The findings of the present research studies has been corroborated by the previous studies also. Kumar & Singh (2021) and Bansal (2022) reported that most of the teachers possess a high level of awareness and positive attitudes toward the DIKSHA platform due to government-led digital literacy programs. Further, Patel (2023) found that the female teachers often show higher engagement with digital learning tools probably due to their active participation in capacity building programmes. These studies together support the results of the present research which prove that

DIKSHA has been successfully integrated into the teaching-learning practices, though constant efforts are needed to reach those with lower levels of the awareness.

Research Questions and Answers:

✚ **Research Question 1:** What is the level of awareness of the DIKSHA platform among secondary school teachers?

- **Answer:** The present study shows that majority of secondary school teachers possess a high and very high level of awareness of the DIKSHA platform. This indicates that the platform has achieved noteworthy reach and recognition among the secondary school teachers, yet a small proportion of teachers show average or low awareness levels.

✚ **Research Question 2:** What is the level of awareness of the DIKSHA platform among male secondary school teachers?

- **Answer:** The majority of the male secondary school teachers have shown high and very high level awareness of the DIKSHA platform. Yet, a small proportion of the respondents have shown low level of awareness. It suggests that there is need for the targeted awareness programs to enhance their understanding of this very digital learning initiative.

✚ **Research Question 3:** What is the level of awareness of the DIKSHA platform among female secondary school teachers?

- **Answer:** The study reveals that the female secondary school teachers have shown higher level of awareness of the DIKSHA platform as compared to their male counterparts. The majority of female teachers are found to have possessing high and very high awareness levels which reflects their greater understanding of this digital education initiatives.

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 contributes to the theoretical understanding of digital initiative DIKSHA platform and the teacher's engagement with its resources. It bring forth importance of the role of teacher 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:

- **Teachers:** Understanding the level of awareness can motivate teachers to explore DIKSHA resources more actively and engage in professional development opportunities.
- **School Administrators:** Insights can inform training programs and workshops to ensure equitable awareness among all staff members.
- **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.
- **Academicians and Researchers:** The present research study give s scope for future researches in the area of enhancing teacher engagement with digital platforms.

- Overall, the study emphasizes that enhancing teachers' awareness of DIKSHA is critical for the successful adoption of digital initiatives. Consequently, it support for the wider educational goals, innovative teaching 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 teachers and of the government inter colleges in the Bareilly and Moradabad divisions of Western Uttar Pradesh. It assessed teachers' awareness of the DIKSHA platform. The findings reveal that teachers 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 teachers 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 teachers about DIKSHA's various features.
- Create region-specific information to ensure that awareness efforts are relevant and easily accessible in different languages.
- Provide incentives for teachers who actively use DIKSHA in lesson planning and classroom activities, such as recognition awards or professional development credits.
- 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 teachers 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 teachers.
- **Gender Differences:** the female teachers showed the higher awareness levels as compared to their male teachers which suggests that the female teachers might be more responsiveness and engaged the digital initiatives.
- **Average/Low Awareness Groups:** A small proportion of the secondary school teachers 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 teachers 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 teachers' self-reported awareness.

14. Future Research Directions:

- **Usage and Effectiveness Studies:** Future research might be conducted the teachers. Utilization of the DIKSHA resources in their teaching practice.
- **Broader Teacher Population:** To provide a more thorough grasp of DIKSHA awareness, future research studies could be expanded to include primary and upper secondary instructors.
- **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.

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