

# Exploring The Utilization Of The Diksha Portal By Pre-Service Teachers During School Internships

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## Abstract

*This research paper investigates the usage of the DIKSHA (Digital Infrastructure for Knowledge Sharing) portal by pre-service teachers during their school internship. The study aims to analyze the extent of DIKSHA portal usage, identify the challenges faced by pre-service teachers, and evaluate the benefits derived from utilizing the portal. Through a mixed-methods approach, combining quantitative closed ended questions and qualitative open-ended questions, data was collected from pre-service teachers across teacher education institutions. The findings reveal that while the DIKSHA portal is a valuable resource for enhancing teaching practices and professional development, challenges such as limited internet access and lack of training need to be addressed. The study concludes with recommendations for improving the DIKSHA portal and providing better support to pre-service teachers.*

**Keywords:** *DIKSHA portal, pre-service teachers, digital learning, school internship.*

## INTRODUCTION

In the rapidly evolving landscape of education, the integration of technology has become a crucial component in enhancing the quality of teaching and learning. The integration of technology into education has transformed teaching and learning processes, fostering accessibility, interactivity, and adaptability. The DIKSHA (Digital Infrastructure for Knowledge Sharing) portal, developed by the National Council for Educational Research and Training (NCERT) under the Ministry of Education, Government of India, serves as a national platform for school education and has emerged as a pivotal digital platform designed to enhance the professional development of educators, including pre-service teachers. With its extensive repository of curated educational resources, lesson plans, and interactive content, DIKSHA aims to empower teachers and

support personalized learning experiences. It aims to provide teachers, students, and parents with access to a wide array of digital resources that support the teaching-learning process. [Chandra, 2023]

Pre-service teachers, who are in the nascent stages of their professional journey, have a unique opportunity to harness the potential of digital tools during their school internships. The school internship phase is a critical component of teacher education programs, where pre-service teachers engage in practical teaching and gain hands-on experience in real classroom settings. This period presents an opportunity to explore the usage of digital platforms, such as the DIKSHA portal, to supplement their teaching methodologies, enhance lesson delivery, and facilitate self-directed professional growth. The DIKSHA portal offers

them valuable resources, including lesson plans, worksheets, interactive content, and professional development modules, which can significantly enhance their teaching practices and pedagogical skills. [Goel & Malik, 2021]

The National Education Policy (NEP) 2020 underscores the importance of integrating technology in education to achieve better learning outcomes and promote digital literacy. The NEP 2020 envisions a future where teachers are well-equipped to leverage digital platforms like DIKSHA to facilitate effective and engaging learning experiences. Similarly, the National Curriculum Framework for School Education (NCFSE) 2023 emphasizes the creation of a holistic and inclusive curriculum that incorporates digital tools to improve the quality of education. The National Curriculum Framework for Teacher Education (NCFTE) 2009 further highlights the need for preparing teachers to use digital resources and integrate technology into their teaching practices.

This research paper aims to study the usage of the DIKSHA portal by pre-service teachers during their school internship. It seeks to analyze the extent to which pre-service teachers utilize the DIKSHA portal, identify the challenges they encounter, and evaluate the benefits they derive from it. By doing so, this research contributes to the understanding of how digital platforms can support the professional development of pre-service teachers and enhance the overall quality of education.

## LITERATURE REVIEW

The study on the implementation of the DIKSHA program in the secondary school education in Koderma District, India highlights the implementation and adoption of the DIKSHA

platform, emphasizing its significance in transforming education in secondary schools in Koderma district, Jharkhand. The research involved 80 secondary school teachers—49 male (61.25%) and 31 female (38.75%). Statistical analysis revealed a mean and standard deviation of 4.9 and 3.1 for male and female teachers, respectively. Teachers acknowledged DIKSHA's role in aiding teaching practices, though challenges in adoption were noted. Additionally, a survey of 500 students demonstrated positive learning habits in 349 students, reflecting a majority (69.8%) reporting benefits, while 151 students (30.2%) expressed reservations. These findings underscore DIKSHA's potential in fostering digital literacy and enhancing learning experiences, despite challenges that require further investigation and improvement. This study provides a foundation for optimizing DIKSHA's implementation and expanding its reach.

The research 'Innovative strategies on DIKSHA portal: An experimental study of impact on inclusive student engagement' emphasizes the role of innovative strategies, integrating technology, hands-on activities, and diverse materials, in fostering enthusiasm and active participation in learning. It identifies technology and digital platforms, particularly the DIKSHA portal, as pivotal for addressing educational challenges in India, aligning with the goals of NEP 2020. This study explores how effective utilization of the DIKSHA portal can foster inclusive student development. Conducted in the Balipatna block of Khordha district, the study involved 30 students with disabilities as the experimental group and 30 students as the control group, selected through purposive sampling. A five-point Likert scale questionnaire served as the research tool, with pre- and post-test methodologies used to evaluate the

impact of the DIKSHA portal. The study assessed the platform's features and functionalities to identify strategies that support inclusivity for students with varying learning abilities. References to Herman and Banister's research reinforce the claim that online education enhances student engagement and promotes better learning outcomes compared to traditional methods. The findings highlight the potential of the DIKSHA portal in creating inclusive educational environments while offering actionable insights for educators, administrators, and policymakers aiming to integrate technology into inclusive education practices.

The COVID-19 pandemic caused significant disruptions across various sectors globally, with the education sector being among the hardest hit, particularly in rural communities in India. With schools and educational institutions forced to close, online education became the primary solution for maintaining educational continuity. This research 'a study on access and use of DIKSHA for school teachers amid COVID-19 in Rajasthan' investigates the accessibility and utilization of the DIKSHA platform during the pandemic, focusing on its implementation and the impact of digital education initiatives in rural areas. The study employed both quantitative and qualitative methods, involving 100 teachers and 100 students who actively used the DIKSHA portal during the lockdown. Data were collected from 30 villages in Jaipur and Udaipur districts, Rajasthan. Findings reveal that while a significant number of participants acknowledged the platform's usefulness, many faced challenges in effectively utilizing it, primarily due to poor internet connectivity and frequent interruptions. These findings highlight the urgent need for robust digital infrastructure, improved connectivity, and comprehensive training programs. Addressing

these issues is crucial to enabling online education platforms like DIKSHA to bridge educational gaps and maximize their impact on students in rural regions, promoting equitable access to quality education.

The research 'a study of popular online educational portals websites and applications in India' examines the characteristics, effectiveness, and educational impact of online educational portals in India, using a mixed-methods approach and qualitative content analysis. A sample of 28 online portals, including 200 features, was analyzed, selected purposively. Portals such as BYJU's, Unacademy, and DIKSHA were categorized by authority, objectives, accessibility, user community, presentation, and navigability. Among them, 23 portals belonged to the private sector, while five were public sector initiatives, including DIKSHA and Swayam. The study found that these portals support various educational levels, including primary, secondary, higher, competitive, and skill-based education, through synchronous and asynchronous learning processes. Features such as multilingual content, audio-video support, and interactive presentations were widely observed. However, only a few portals, including DIKSHA, catered to both teachers and students, highlighting a gap in inclusivity. The research also revealed that 18 portals followed an objectivist learning approach, four were constructivist, and six adopted a combination of both. Findings underscore the critical role of online portals in enhancing learning, teaching, and engagement for diverse user groups, including students, teachers, and policymakers. These platforms are vital tools for digital education, though improvements in accessibility and inclusivity remain necessary for broader adoption and effectiveness.

This study ‘impact of DIKSHA app as an electronic resource in English language teaching-learning process in different Kendriya Vidyalayas of India’ examines the effectiveness of the DIKSHA app as an electronic resource in the English language teaching-learning process within Kendriya Vidyalayas across India. Aligned with NEP-2020 Para 23.6, the research highlights the emphasis on integrating technology-based education platforms, like DIKSHA, into schools and higher educational institutions to utilize e-content and support teacher professional development. The policy also underscores the importance of tech-savvy educators to meet contemporary educational demands. DIKSHA serves as a platform for training both teachers and students, while also acting as a valuable resource for English language education. The research utilized a case study approach, deploying a questionnaire via Google Forms to collect data from KVS English teachers across India. The data underwent both qualitative and quantitative analysis to assess the app’s utility. The study identifies both the advantages and limitations of the DIKSHA app as a teaching-learning tool. Findings reveal positive implications for various stakeholders, including teachers and students, in enhancing English language instruction. However, certain demerits and areas for improvement were also noted. This research offers actionable insights for optimizing DIKSHA’s role in fostering effective English language teaching-learning processes in institutional contexts.

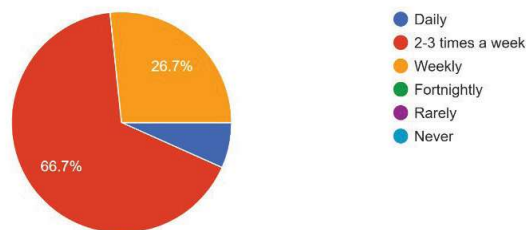
## METHODOLOGY

This study employs a mixed-methods approach to gain a comprehensive understanding of the usage of the DIKSHA portal by pre-service teachers during their school internship. The

participants of this study include pre-service teachers from various institutions who recently completed their school internship across various teacher education institutions. A purposive sampling technique is used to ensure relevant participation. Data collection instruments consist of a structured questionnaire with both open-ended and closed-ended questions, designed to gather information on the usage, challenges, frequency of DIKSHA portal. The structured questionnaire is administered to pre-service teachers through online platforms. Quantitative data from the closed-ended questions is analyzed using descriptive statistics to summarize the usage patterns, challenges, benefits, and suggestions provided by the participants. Qualitative data from the open-ended questions analyzed thematically to identify common themes and insights related to the usage of the DIKSHA portal.

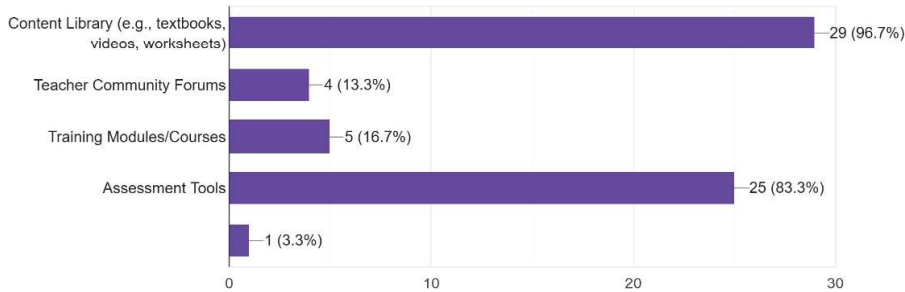
## Results

**Usage Frequency and Engagement:** The study reveals that pre-service teachers exhibit a high level of engagement with the DIKSHA portal during their school internship.



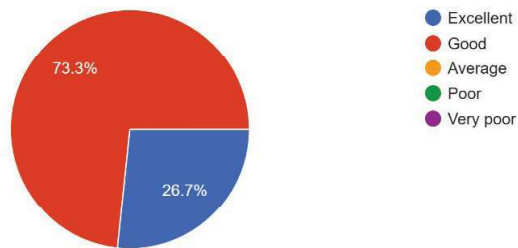
This frequency of usage underscores the importance of the DIKSHA portal as a valuable resource for pre-service teachers in their day-to-day teaching practices and professional development.

**Features Utilized:** The data indicates that pre-service teachers predominantly utilize the content library available on the DIKSHA portal:



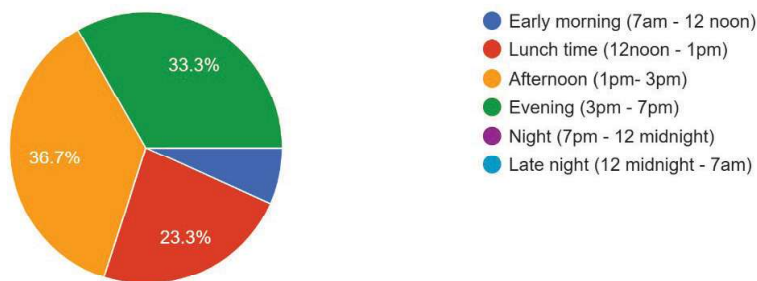
This preference highlights the critical role of accessible teaching resources and materials in supporting lesson planning and classroom instruction.

**User Experience:** The overall user experience of pre-service teachers with the DIKSHA portal is positive:



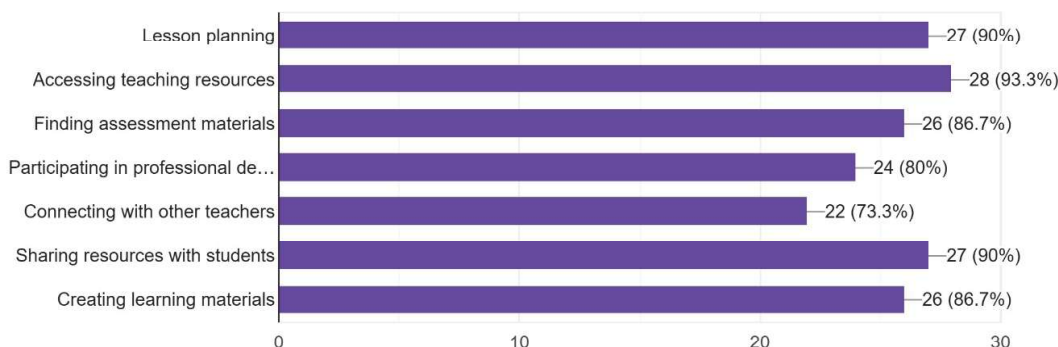
This positive feedback suggests that the portal is user-friendly and beneficial in enhancing teaching practices.

**Timing of Usage:** The usage patterns show that pre-service teachers mostly access the DIKSHA portal during specific times of the day:



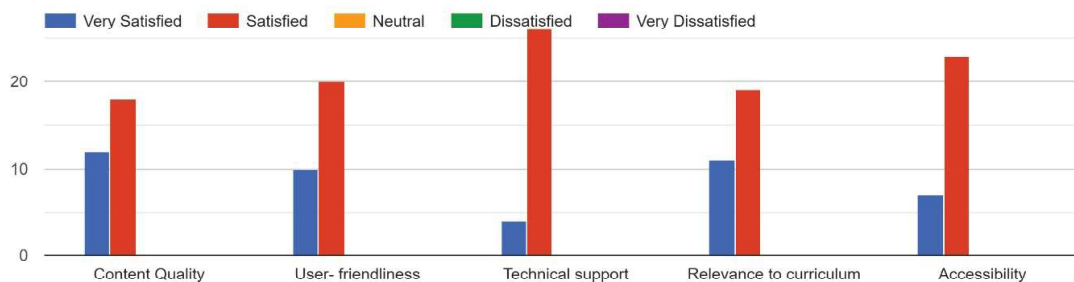
These usage times may reflect the pre-service teachers’ schedules and availability to engage with digital resources.

Purposes of Usage: The DIKSHA portal is utilized for various purposes, indicating its versatility and comprehensive support for pre-service teachers:



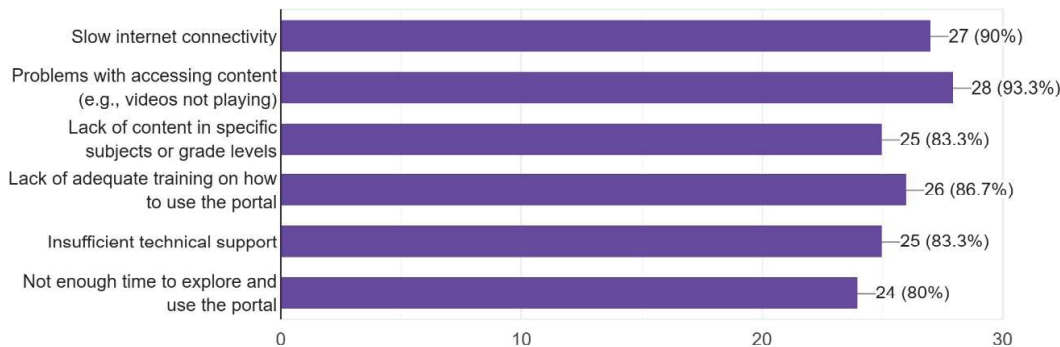
These findings underscore the portal’s role in supporting different aspects of teaching and professional growth.

Satisfaction with Aspects of DIKSHA Portal: Pre-service teachers expressed high levels of satisfaction with various aspects of the DIKSHA portal:



These high satisfaction levels reflect the portal’s effectiveness in meeting the needs and expectations of pre-service teachers.

Challenges Faced: Despite the positive aspects, pre-service teachers encountered several challenges while using the DIKSHA portal:



Addressing these challenges is crucial to enhancing the user experience and maximizing the potential of the DIKSHA portal.

## DISCUSSION

The findings of this study highlight the significant role of the DIKSHA portal in enhancing the teaching and learning experiences of pre-service teachers during their school internship. The high level of engagement with the portal underscores its relevance and utility as a valuable resource in day-to-day teaching practices and professional development. Most users accessed the portal regularly, which reflects its alignment with the pedagogical needs of pre-service teachers. “A study of the implementation of the DIKSHA program in the secondary school education in Koderma District, India” emphasizes the adoption and impact of DIKSHA in secondary schools, noting its role in aiding teaching practices despite some challenges. For preservice teachers during internships, these findings highlight the potential for DIKSHA to enhance their teaching practices, improve digital literacy, and provide better learning experiences for students. [Kumar & Kumari, 2023]

The predominance of the content library as the most utilized feature emphasizes the importance of accessible and ready-to-use teaching resources in supporting lesson planning and classroom instruction. This reliance on the portal’s digital content demonstrates how technology can bridge gaps in traditional teacher preparation and provide innovative tools for teaching. The emphasis on integrating innovative strategies and technology through the DIKSHA portal to foster inclusive student engagement can be a key reference for pre-service teachers. It provides evidence on the importance of adapting the platform to address diverse student needs during internships, fostering inclusive and engaging teaching practices. [Mandala & Pradhan, 2024]

The positive user experience reported by pre-service teachers suggests that the portal is intuitive, easy to navigate, and well-suited to their teaching requirements. This user-friendliness is a critical factor in ensuring the sustained adoption of technology in education. However, analyzing the timing of usage

reveals insights into how pre-service teachers balance their schedules. The portal's accessibility at specific times reflects their need for flexibility to integrate digital resources into their busy routines effectively.

The versatility of the DIKSHA portal, as evidenced by its use for various purposes, underscores its comprehensive support for pre-service teachers. Whether for lesson planning, professional development, or other instructional needs, the platform demonstrates its ability to address multiple facets of teacher preparation. This versatility is a testament to the portal's potential to transform teaching practices and prepare educators for 21st-century classrooms. By analyzing online portals, including DIKSHA, the study "A study of popular online educational portals websites and applications in India" sheds light on the platform's role in providing educational resources for various levels. Pre-service teachers can leverage these insights to better utilize DIKSHA's features, ensuring inclusivity and effectiveness in their teaching methods during internships. [Bhartiya, 2023]

High levels of satisfaction with various aspects of the DIKSHA portal further affirm its effectiveness in meeting the expectations and needs of pre-service teachers. These findings highlight the successful integration of technology into teacher education and suggest a positive outlook for its continued use in internships and beyond.

Nevertheless, challenges faced by pre-service teachers while using the portal cannot be overlooked. These could include technical issues, limited awareness of certain features, or the need for additional training to maximize its benefits. Addressing these challenges is essential

to enhancing the user experience and ensuring the portal's full potential is realized.

In summary, the study reinforces the pivotal role of the DIKSHA portal in pre-service teacher education. By addressing the identified challenges and building on its strengths, the portal can further solidify its position as a cornerstone of digital teacher preparation. Future research could focus on long-term impacts on teaching efficacy and explore strategies to promote more frequent and diverse usage among pre-service teachers.

## CONCLUSION

The DIKSHA portal plays a vital role in supporting the professional development and teaching practices of pre-service teachers during their school internship. The high level of engagement and positive feedback from users reflect the portal's effectiveness as a digital resource. However, addressing the challenges identified in this study, such as improving internet connectivity, expanding content, and providing adequate training and support, is essential for maximizing the potential of the DIKSHA portal and ensuring its continued success in enhancing the quality of education.

The findings reveal a high level of engagement, with frequent usage emphasizing the portal's relevance in providing accessible teaching resources, lesson planning tools, and professional development opportunities. The user-friendly interface and positive user experiences indicate that the portal is well-aligned with the needs of pre-service teachers.

The results also highlight the versatility of the portal, as it supports various aspects of teaching and professional growth. High satisfaction levels

among users further validate its effectiveness in enhancing teaching practices. However, the study also identifies challenges such as technical issues and limited awareness of features, which must be addressed to optimize the portal's usability and impact.

In conclusion, the DIKSHA portal proves to be an indispensable resource for pre-service teachers, bridging gaps between theoretical knowledge and practical application. By addressing the identified challenges and continuously improving its features, the portal can further strengthen its position as a cornerstone of digital teacher preparation, fostering a new generation of educators equipped for the demands of 21st-century classrooms. Future research could explore the long-term impacts of its usage and strategies to promote sustained engagement.

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