Evaluating Perception of Delhi Government School Teachers towards the DIKSHA Platform: A TAM-Based Analysis

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Abstract

The Digital Infrastructure for Knowledge Sharing (DIKSHA) platform was launched by the Government of India to enhance the nationwide accessibility to educational content through digital means. By employing a descriptive research design, this study explores the perceptions of Delhi government school teachers regarding the DIKSHA platform using the Technology Acceptance Model (TAM). A total of 71 teachers were randomly selected from three regions in Delhi, and data were collected through a validated Likert-scale questionnaire. Findings revealed that teachers' engagement with the DIKSHA platform is hindered by various challenges, such as familiarity with the platform, infrequent usage, and accessibility of the training content. Correlation analysis showed that Perceived Usefulness, Perceived Ease of Use, Attitude and Behavioural Intention significantly predict the actual usage of the DIKSHA Platform among the teachers. Further analysis revealed that teachers with greater familiarity with the platform exhibited a moderate positive inclination towards its usefulness in classrooms. While those with more frequent usage demonstrated a stronger perception of its usefulness in classrooms. The study has its limitations regarding sample size, limited variables and geographical location. This study offers implications for various stakeholders in improving the adoption and utilization of the DIKSHA platform among school teachers.

Keywords: Attitude, DIKSHA, Perceived Usefulness, Perceived Ease of Use, TAM Model, Teachers

Introduction

Digitization of learning has greatly enhanced the accessibility of educational materials via the Internet, multimedia platforms and other online courses (Haleem et al., 2022). This online accessibility of educational content finds its roots in the Open Education Movement. It promotes the free sharing and adoption of digital educational resources with minimal constraints under open licensing frameworks (CIP, 2021). Recently, the world has faced unprecedented global events in the form of the pandemic, which enabled countries to revisit and accelerate the accessibility of learning materials through digital mediums (UNDP, 2023).

In this step, the Government of India in 2020 had launched the PM eVIDYA platform to achieve the vision of One Nation, One Digital Learning Platform. This initiative aims to meet the diverse educational requirements of the students through one single digital platform (MoE, GOI, 2020). PM eVIDYA programme accumulates various initiatives taken by the Government of India such as DIKSHA, Swayam, SwayamPrabha DTH Channels, Special

e-content for CWSN, etc. , to enable multimodal access to the educational content and resources (Desk, 2020).

Built upon an open-source platform, namely Sunbird, Digital Infrastructure for Knowledge Sharing, popularly known as the DIKSHA platform, is a key digital Platform Infrastructure (DPI) initiative under PM eVIDYA, that enables the accessibility of e-textbooks, teaching-learning resources, and course materials through an online portal and mobile application for teachers and students (MoE, GOI, 2021; Singal, 2023). DIKSHA features digitized NCERT textbooks and over 2.43 lakh teaching resources contributed by academicians. It offers multilingual access in 18 languages, enabling widespread reach of the educational content in the nation. To further enhance the educational experience, India's National eGovernance Division (NeGD) under the Ministry of Electronics and Information Technology (MeitY) is also planning the integration of the Personalized Adaptive Learning (PAL) system within DIKSHA. PAL is based on utilizing AI algorithms to create an individualized learning path that is responsive to the needs and abilities of each student. Integration of PAL into DIKSHA has the potential to significantly improve student learning outcomes and engagement (Porecha, 2023). However, the success of the initiative depends on the acceptance and adoption of the platform among the targeted users.

While DIKSHA holds promises to expand access to high-quality educational content, it is also essential to understand how teachers are interacting with and adopting this platform. Successful implementation of any educational technology requires the acceptance and utilization by teachers, who are the critical conduits for translating improved educational technologies into actual learning outcomes. Thus, this p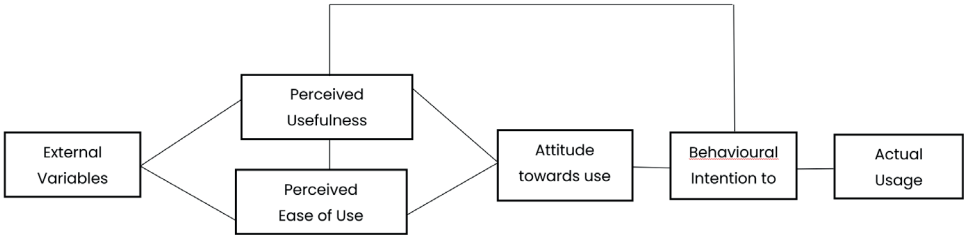aper applies the Technology Acceptance Model (TAM) to analyse the perceptions of Delhi government school teachers regarding the DIKSHA platform.

Introduced by Fred Davis in 1989, the Technology Acceptance Model (TAM) provides a robust framework for understanding user adoption and acceptance of information technologies (Davis, 1989; Shrestha et al., 2021). TAM is one of the most widely used theoretical models in technology adoption research. TAM was adapted from the Theory of Reasoned Action (TRA) which identifies perceived usefulness (PU) and perceived ease of use (PEU) as the two key determinants of technology acceptance (Davis et al., 1989; Chen et al., 2011). The model consists of five variables which are perceived usefulness (PU), perceived ease of use (PEU), attitude towards use, behavioural intention to use and actual usage. Out of these five variables, perceived usefulness and perceived ease of use, in combination with the variable attitude towards the use of technology, frame the core variables of the TAM model, whereas behavioural intention and actual usage are considered outcome variables (Shrestha et al., 2021; Chen et al., 2011). The variable Perceived Usefulness refers to the degree to which a user believes that using a particular technology would enhance their job performance (Davis et al., 1989). In the context of the present study, it refers to the degree to which teachers believe that using the DIKSHA app enhances their teaching effectiveness, supports student learning, and improves overall educational outcomes. The variable Perceived Ease of Use refers to the extent to which users believe they can effortlessly use a technology tool (Davis et al., 1989). In the context of the present study, it refers to how teachers find the DIKSHA app simple, intuitive, and free from technical issues, making it easy to navigate and use as a teaching tool. The variable Attitude towards using

DIKSHA refers to the overall positive or negative feelings that teachers have towards using the DIKSHA app in their teaching practices, reflecting their enthusiasm and satisfaction. The variable Behavioural Intention helps in identifying the likelihood or intention of teachers to continue using and recommending the DIKSHA app, reflecting their motivation to further explore, improve, and advocate for its use. The variable Actual Use refers to the frequency and consistency with which teachers actively engage with the DIKSHA app in their teaching activities, including resource access, using its different features, and encouraging student participation.

Figure-1: TAM Model for analysing the Actual use of the DIKSHA Platform

Source: Technology Acceptance Model (Davis et al., 1989)

Studies have suggested that the experience of using technology can influence the adaption of the technology among users (Abdullah & Ward, 2016; Alfadda & Mahdi, 2021; Alismaiel et al., 2022). Thus, this paper utilises Familiarity with the DIKSHA platform and the Frequency of using the DIKSHA Platform as external variables to analyse government teachers' perception of the DIKSHA Platform. The paper comprises the following research questions to study the perceptions of government school teachers using the TAM model:

1. Is there any relation between the Perceived Usefulness, Perceived Ease of Use, Attitude and Behavioural Intention for using the DIKSHA application in schools among the Delhi government school teachers?

2. Is there any relation between familiarity with the DIKSHA platform and TAM variables?

3. Is there any relation between the frequency of using the DIKSHA platform and TAM variables?

Review of Related Literature

Nair and Mukunda Das (2012) investigated the attitudes of high school mathematics teachers in Kerala, India, towards using Information technology (IT) as a tool for instruction by employing the TAM model. The study revealed that TAM was a suitable framework for studying the attitude of teachers towards technology acceptance. The study also indicated that the teachers' perceived ease of use of IT significantly influenced their perception of its usefulness and overall attitude towards incorporating IT into their teaching practices. Haleem et al. (2022), in their review paper, provided an insightful overview of how digital technologies can help transform classrooms and improve educational outcomes. For teachers, it may reduce the burden by automating regular tasks such as attendance

marking, performance monitoring, etc., whereas for students, it may help them to develop self-study habits by providing a customised learning experience. It is also highlighted that if technology is thoughtfully incorporated into learning, then it can serve various benefits to the future of education. Kampa, (2023) applied a m-learning readiness scale based on TRAM (Technology Readiness and Acceptance Model) among the open and distance learning students in India, in which it was revealed that optimism and innovativeness contribute to perceived ease of use (PEU), perceived usefulness (PU) and user adoption of m-learning positively. On the other hand, discomfort and insecurity negatively impacted the PEU. It was suggested that the m-learning can be utilised in the ODL environment. Muralidharan et al. (2019) demonstrated in their study that personalized and technology-aided instruction enhanced the learning outcomes for middle school students in India. The academically weaker students had shown improvement in their performances in this after-school instruction programme. The results highlighted that a well-designed edtech programme can improve the delivery of education. Jafar et al. (2023) conducted a study in the Tamil Nadu region and concluded that although government initiatives have improved online education access, there are still many students, especially in rural areas, who lack digital resources. It was suggested that the government should prioritize projects like distributing laptops/tablets/mobile devices to the marginalized students and teachers should be trained to adapt to remote and blended teaching-learning approaches. Ghosh, (2022) explored the DIKSHA application as an e-resource for ELT teachers across different KVs in India and found that DIKSHA serves as an invaluable resource for KV ELT teachers by giving them access to training materials, e-content (video lessons, PDFs, MCQs, and interactive exercises), and various teaching-learning aids. However, various limitations, such as technical glitches, the need for frequent app updates, and interface issues, also emerged in the study.

Methodology

This study is based on a descriptive research design that was found appropriate for obtaining perceptions from the population and examining factors that influence government school teachers' adoption of the DIKSHA platform using the Technology Acceptance Model (TAM). The target population for this study consisted of all the government school teachers in Delhi. The list of the region-wise Delhi government schools was obtained from the website of the Education Department Govt. of NCT of Delhi (Govt. of NCT of Delhi, 2024). In this list, schools were divided into East Delhi, North-East, North, North-West, West Delhi, South West, South Delhi, Central Delhi and South East regions. The researcher randomly selected three regions (West, North-West and South-West regions of Delhi) out of the 09 regions given in the list using the random number generator on Google. A simple random sampling method was employed to select eight government schools from the selected regions. This method helped in mitigating the sampling bias and ensured that the sample was not skewed toward teachers already familiar with DIKSHA. The responses were collected using a Google form, which was circulated after getting permission from the head of the schools. A total of 71 responses were received which comprised the sample for the study. A Likert Scale, which consisted of questions related to the DIKSHA application was developed. The questionnaire was divided into three sections. The first section consisted of questions related to

the demographic profile of government school teachers. The second section had questions related to familiarity with and general usage of the DIKSHA Platform. The third section consisted of 25 items related to all five constructs (PU, PEU, attitude, intention and actual use) of TAM (Alfadda & Mahdi (2021); Davis (1989)). The responses for the third part of the questionnaire were recorded through a five-point Likert Scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Two experts from the field of educational technology reviewed the instrument to establish the validity of the content of the questionnaire. Based on their feedback, minor modifications were made. Afterwards, a pilot test of the questionnaire was done on 25 government school teachers from Delhi State. The average response time to complete the questionnaire was recorded to be 15 minutes. The questionnaire had a Cronbach's alpha of 0.965 which displayed high reliability.

Results

Table 1 represents the demographic background of the participants. Most of the school teachers (90.1 per cent) in the study were female. 52.1 per cent of teachers were having 1-10 years of experience in teaching. The majority of the teachers were teaching at the secondary level (56.33 per cent) in Delhi government schools.

Table-1: Demographic background of the participants (n=71)

	N	Percent
Gender		
Female	64	90.1
Male	07	9.9
Teaching Experience		
1-10 Years	37	52.1
11-20 Years	22	31
21-30 Years	11	15.5
More than 30 Years	01	1.4
Teaching Level		
Primary	19	26.8
Middle	12	16.9
Secondary	40	56.33

In Table 2, 59.2 per cent (n= 42) of participants said that they are familiar with the DIKSHA Platform. However, the usage of the DIKSHA platform is relatively low among the participants. 38 per cent of the participants reported that they rarely use it, while 35.2 per cent reported that they use it in a month. Only

2.8 per cent said that they use it daily. A large majority (91.5 per cent, n=65) felt that the content available on DIKSHA is well-aligned with the curriculum of Delhi government schools. Over 80 per cent of the participants (n=58) had completed at least one Nishtha training module through the DIKSHA Platform. More than half (69.01 per cent) of the participants had said that they easily accessed the Nishtha training modules via DIKSHA. However, a majority also claimed (53.5 per cent, n=38) that they had not received any formal training to use the platform.

Table-2: DIKSHA Usage among School Teachers (n=71)

Statements	N	Per cent
Familiarity with the DIKSHA Platform		
Yes	42	59.2%
No	29	40.84%
Frequency of using the DIKSHA Platform		
Daily	02	2.8%
Weekly	11	15.5%
Monthly	25	35.2%
Rarely	27	38%
Never	06	8.5%
Received formal training to use the DIKSHA Platform		
Yes	33	46.5%
No	38	53.5%
Alignment of the DIKSHA Platform with the Curriculum		
Yes	65	91.5%
No	06	8.45%
Have you ever accessed any Nishtha training offered through the DIKSHA platform?		
Yes, I have completed multiple trainings	43	60.6%
Yes, I have completed at least one training.	15	21.1%
No, I have not participated in any training	13	18.30%
Are Nishtha Trainings easily accessible on the DIKSHA platform?		
Yes	49	69.01%
No	10	14.1%
Not Sure	12	16.9%

For understanding the relationship among the TAM constructs (perceived usefulness (PU), perceived ease of use (PEU), attitude toward use, behavioural intention to use (BI), and actual use (AU)), Pearson correlation coefficient (using SPSS) among these constructs was applied. Table 3 revealed that PU and PEU had a high positive correlation with the Attitude (PU= 0.748; PEU= 0.721) and BI (PU= 0.738; PEU= 0.715). Additionally, BI also displayed a positive correlation with AU (r = 0.745). Attitude demonstrated the highest correlation with AU (r =.824). All correlations were significant at the p<.01 level.

Table-3: Correlation among the Constructs

Constructs	Mean	S.D.	PU	PEU	Attitude	BI	AU
PU	3.7915	.50533	1				
PEU	3.6845	.60063	.686**	1			
Attitude	3.6958	.54810	.748**	.721**	1		
BI	3.6676	.55749	.738**	.715**	.786**	1	
AU	3.5268	.63807	.689**	.708**	.824**	.745**	1

**Correlation is significant at the .01 level (2-tailed)

Table 4 shows the correlation between familiarity with the DIKSHA Platform and the constructs of TAM. The variable, Familiarity with DIKSHA showed a moderate positive correlation with perceived usefulness (r=.363, p<.01). This suggests that the teachers who were more familiar with the platform tended to view it as more useful for their teaching.

Table-4: Correlation between Familiarity with DIKSHA and TAM variables

Variable	PU	PEU	Attitude	Intention	Actual Use
Familiarity With DIKSHA	.363**	.214	.146	.257*	.121
	71	71	71	71	71

**Correlation is significant at the .01 level (2-tailed)
*Correlation is significant at the .05 level (2-tailed)

The variable, Frequency of using DIKSHA revealed stronger positive correlations with all TAM constructs (Table 5). The variable had a positive correlation with PU (r=.403, p<.01) which indicated that the participants who frequently used this platform perceived it useful. The variable also had statistically significant correlations with PEU (r=.294, p<.05), attitude (r=.285, p<.05), intention (r=.377, p<.01), and actual use (r=.349, p<.01). Thus, it can be said that the frequency of using DIKSHA positively impacts the perception, actual usage and adaption of the DIKSHA platform among the school teachers.

Table-5: Correlation of Frequency of Using DIKSHA Application with TAM variables

Variable	PU	PEU	Attitude	Intention	Actual Use
Frequency of using DIKSHA	.403**	.294*	.285*	.377**	.349**
	71	71	71	71	71

**Correlation is significant at the .01 level (2-tailed)
*Correlation is significant at the .05 level (2-tailed)

It is evident from Table 4 and Table 5 that the Frequency of using the DIKSHA platform had a slightly higher correlation with other variables of TAM when compared to familiarity with the platform. This suggests that regularly using the DIKSHA platform had a greater influence on improving the perceptions of teachers towards its usefulness, ease of use, fostering positive attitude, intention to use and driving actual adoption of the technology in the classrooms.

Findings & Discussions

The findings of the study align with the existing literature, which emphasized that perceived usefulness and ease of use significantly influence the attitudes, intentions, and actual usage behaviour of a user in a TAM model (Abdullah & Ward, 2016; Buabeng-Andoh, 2018; Davis et al.,1989; Shrestha et al., 2021). Table 2 revealed that while many teachers are using DIKSHA to some degree, they still face barriers such as limited familiarity, infrequent usage, and difficulty in accessing training content. These findings are consistent with Jafar et al. (2023), who found that even with government-led digital initiatives, a lack of digital resources and inadequate training continue to hinder effective technology use, particularly in rural and under-resourced areas.

For the first research question, a strong positive correlation (Table 3) was found between Perceived Usefulness and Perceived Ease of Use (r=.686, p<.01), which indicated that teachers who perceived DIKSHA as easier to use also found it a more useful tool. This aligns with the findings of Nair and Mukunda Das (2012), who noted that perceived ease of use significantly influences the perception of teachers regarding technology's usefulness and their overall attitude toward its adoption. In this study, teachers who perceived DIKSHA was useful had a more positive attitude, greater intention to use, and higher actual usage of the platform (Granić, 2022). It suggested that simplifying the platform interface and fostering positive attitudes by demonstrating the benefits of this platform could enhance its massive adoption among teachers. Haleem et al. (2022) also highlight that reducing technical burdens for teachers, such as simplifying platform navigation and automating routine tasks, can foster positive attitudes and increased intention to use digital platforms.

Similarly, teachers who expressed greater intention to use DIKSHA displayed higher usage behaviour (r=.745, p<.01). However, this relationship was slightly weaker than for attitude, which also suggests that intention alone may not translate fully into actual adoption without a supportive attitude. This finding is in line with the insights of the study conducted by Kampa (2023) on m-learning, in which it was found that user optimism and ease of use were essential for the adoption of the technology. PU, PEU, attitude and intention were found to be significant positive predictors of actual usage behaviour among the participants. Thus, it can be said that

TAM is a valid framework to predict the acceptance and usage of DIKSHA among school teachers.

Regarding the second research question, familiarity with the DIKSHA Platform (Table 4) had a moderate positive correlation with the variable Perceived usefulness and Behavioural Intention of using the platform. Ghosh (2022) highlights that the teachers in Indian KVs value DIKSHA for its e-resources, yet they struggle with technical issues and a need for regular updates, underscoring that familiarity alone is insufficient to drive adoption These findings also suggest that familiarity with DIKSHA is important, it must be coupled with frequent, hands-on experience to strengthen PU, PEU, and related behavioural intentions.

For the third research question, the frequency of using DIKSHA (Table 5) had a positive correlation with all the constructs of TAM. Thus, it can be said that the greater familiarity with DIKSHA appears insufficient on its own to fully improve acceptance based on the TAM Model. However, increased frequency of using the platform/ experience with the technology has stronger ties to enhancing PU, PEU, attitude, behavioural intention and actual usage. These findings are supported by Muralidharan et al. (2019), who reported that continuous engagement with technology-aided instruction can lead to improved learning outcomes, especially for students. Moving teachers from basic familiarity to regular use could therefore be key to technology acceptance, as sustained usage has been linked to better-perceived benefits and enhanced acceptance of digital tools (Buabeng-Andoh, 2018). As Haleem et al. (2022) and Ghosh (2022) both highlight ongoing support, training, and access to resources are critical for ensuring long-term engagement of teachers with educational technology.

These findings indicate that moving teachers from basic familiarity to repeated and regular hands-on use of DIKSHA is key to supporting technology acceptance and improved perception. Thus, providing more training, incentives and support to increase repeated usage could positively influence TAM constructs and improve the adoption of the DIKSHA Platform.

Conclusion

This study explored the perception of Delhi government school teachers towards the DIKSHA Platform using the Technology Acceptance Model. The findings suggest that simplifying the DIKSHA interface and providing hands-on training to teachers can significantly improve its acceptance among teachers. The study implies that policymakers should allocate more resources to train stakeholders and increase investment in the development of the digital education infrastructure. The policymakers may also consider making guidelines for rewarding the stakeholders who regularly utilize DIKSHA by introducing gamification elements such as implementing a badge system or levels to further engage and motivate the users. At the school level, conducting regular training for teachers and improving the accessibility of the DIKSHA platform should be prioritised. The schools should also recognise and provide real-time technical support to the teachers. Teachers should also proactively participate in professional development activities to build their technological competence. Teachers can enhance collaboration and contribute to the development of high-quality e-content by engaging with online communities and partnering with educators from across the nation. The platform developers should strengthen the inbuilt feedback and real-time technical

glitch-addressing system. This feature can instantly solve the problems faced by teachers and students.

The study had various limitations related to sample size, variables and geographical location. With a sample size of 71 teachers, this study serves as a preliminary investigation. Future studies could build upon these findings by using a larger, more diverse sample for enhanced generalizability and more robust statistical analyses, such as regression and correlation. The studies may also utilise qualitative insights by incorporating Interviews, Focused Group Discussions, etc., to provide a comprehensive analysis of the perception. Future research may also benefit from incorporating other technology adoption determinants, such as social influence, self-efficacy, and privacy concerns. The studies can explore the extended versions of the TAM Model to observe the impact of subjective norms and other psychosocial variables on the perceived usefulness of the DIKSHA platform and its actual adaptation. The researchers can also take comparative studies among DIKSHA and various private edtech tools available in the market and can provide useful insights. Overall, this study had important implications for stakeholders in improving the adoption and utilization of the DIKSHA platform among teachers to ultimately enhance learning outcomes through digital platforms.

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Appendix

The Questionnaire

- Gender (Male/Female)

- Teaching Experience (1-10; 11-20; 21-30; More than 30 Years)

- Teaching level ((Primary; Middle; Secondary)

Usage of DIKSHA among School Teachers

- Are you familiar with the DIKSHA platform for teaching and learning purposes? (Yes/No)

- How often do you use the DIKSHA app for accessing educational resources and content? (Daily; Weekly; Monthly; Rarely; Never)

- Have you received any formal training or support to effectively use the DIKSHA app in your teaching? (Yes/No)

- Have you ever accessed any Nishtha training offered through the DIKSHA platform?

- Are Nishtha Trainings easily accessible on the DIKSHA platform?

Perceived Usefulness

1. Using the DIKSHA app significantly enhances my teaching effectiveness.

2. The educational content available on DIKSHA is valuable to me.

3. Accessing resources on DIKSHA positively impacts the learning outcomes of my students.

4. The app makes it easier to explain complex concepts to my students.

5. DIKSHA content enhances the educational experience for my students.

Perceived Ease of Use

6. The interface of DIKSHA App is user-friendly

7. I find it convenient to access content on the DIKSHA app.

8. The instructions provided within the app are clear and straightforward

9. I can easily participate in Nishtha Training Modules within DIKSHA Application

10. I don't encounter technical difficulties when using DIKSHA

Attitude

11. I enjoy using DIKSHA for teaching and learning.

12. DIKSHA is a valuable addition to my teaching toolkit.

13. I look forward to exploring new features and content on DIKSHA

14. I have a strong preference for using DIKSHA over other educational platforms.

15. I am enthusiastic about incorporating DIKSHA into my classroom activities

Behavioural Intention

16. I would recommend DIKSHA to my colleagues

17. I want to attend training sessions to improve my use of DIKSHA

18. I look forward to contributing my own content to DIKSHA

19. I am open to collaborating with other educators through the DIKSHA platform

20. I intend to continue using the DIKSHA app in my teaching

Actual Use

21. I frequently log in to DIKSHA to access educational resources

22. I actively seek out new materials on DIKSHA Application for my classes

23. I consistently engage with DIKSHA's features and tools

24. I encourage my students to use DIKSHA for learning outside of school

25. I contribute to the DIKSHA platform by uploading my teaching resources.