



ROLE OF THE DIKSHA PLATFORM IN TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT AND EMPOWERMENT: A SYSTEMATIC REVIEW

Rubina Khatun

Senior Research Scholar, School of Education, Pondicherry University,
email id - rubinakhatun.pu.2022@gmail.com, Orchid id- 0009-0007-9376-5756

Vijaykumar R

Professor, School of Education, Pondicherry University,
Email Id - vijaykumarsoe@gamil.com , Orchid id- 0000-0002-8569-686

ABSTRACT

India has initiated the 'Digital India' program to increase the nationwide use of the internet. Simultaneously, the Ministry of Education launched a unified national digital platform for students, teachers, and parents, namely DIKSHA (Digital Infrastructure for Knowledge Sharing), which has emerged as a resource/ platform for supporting teachers' professional development and their empowerment in India. However, evidence regarding the platform's potential to empower teachers remains limited. Hence, the objective of this systematic literature review is to examine the potential of the DIKSHA platform to promote teachers' continuous professional development and empowerment. The study followed the PRISMA guidelines, and relevant prior research was identified from databases such as ERIC and Google Scholar. Studies published between 2017 and 2025 were considered and screened through the predefined criteria. Finally, 22 articles met the eligibility criteria and were included in the further thematic analysis. Findings highlight the potential of DIKSHA as an effective digital platform for strengthening teachers' professional competency and fostering empowerment in classroom decision-making. The study is significant for educational planners and policymakers, highlighting the effectiveness and limitations of large-scale digital initiatives and offering suggestions for teachers and policymakers on teacher training and capacity building to fulfil the vision of NEP 2020.

Keywords: NEP 2020, Digital competency, Digital tool / Platforms

INTRODUCTION

“By education I mean an all-round drawing out of the best in child—body, mind, and spirit.”

- Mahatma Gandhi

With this enlightening quote, Gandhiji underlines the importance of teachers in students' overall development. So, enhancing students' learning outcomes requires improving teachers' quality with the changing dynamics of the educational system (Hammond, 2006). The rapid growth of digital technology has revolutionized teachers' professional learning systems.



In this context, the "Digital India" campaign has been introduced by the government of India to increase internet use across the country. In alignment with this, the Educational Ministry (MOE) of India has also started a unified national digital platform, popularly known as 'DIKSHA (Digital Infrastructure for Knowledge Sharing).', to support students, parents, and teachers across the country. The platform provides high-quality content and structured courses for teaching and learning (UNESCO, n.d.). This national digital initiative is a part of the "Atma Nirbhay Bharat" program, under the Prime Minister e-vidya scheme, which aims to create a large national repository of open educational resources (OER)

Teachers' professional competency has received special attention in India since the implementation of the National Education Policy, 2020, which urges teachers to engage in 50 hours of professional development activities each year. Continuous Professional Development (CPD) is an essential part of teachers' professional growth (Avalos, 1998). It is defined as structured learning that enhances teachers' knowledge and guides them in improving their instructional strategies and their competency to respond effectively to diverse needs (Hammond & Hyle). Whereas Teacher empowerment refers to the process of providing autonomy, responsibility, and authority in their work, enabling them to make decisions on their teaching strategies and curriculum, thereby encouraging them to take an active role in decision-making processes in schools, which leads to increased job satisfaction, enhanced teaching effectiveness, and better student learning outcomes. Snodgrass Rangel et al. (2020) proposed six dimensions of teacher empowerment, including decision-making, professional growth, status, self-efficacy, autonomy, and impact.

Digital platforms have proven to be an effective tool to enhance the professional competency of teachers (Hennessy et al., 2022). Previous studies have focused on several dimensions of DIKSHA's effectiveness related to awareness (Ahmad & Raheem, 2025); perceptions of the quality of e-content on the DIKSHA platform (Roul & Mohalik, 2025); the relationship between awareness and utilization of the platforms (Singh, 2023); patterns of DIKSHA usage, its perceived relevance, and its impact on lesson planning, curriculum alignment, and career advancement (Karthikeyan, 2025); challenges and remedies associated with the availability of e-content in Diksha (Thate, 2021). Nevertheless, there is limited evidence of the extent to which the national digital learning platform DIKSHA has contributed to enhancing teachers' professional competency and empowering them to make informed classroom decisions.

Hence, the objective of the present study is to explore the potential of the DIKSHA platform to promote continuous professional development and empowerment of the teachers.

CONCEPTUAL FRAMEWORK

The conceptual framework of this study is based on the assumption that digital learning platforms support teachers' continuous professional development (CPD) and teachers' empowerment, which can be understood through the theoretical lenses of Adult Learning Theory and Experimental Learning Theory.

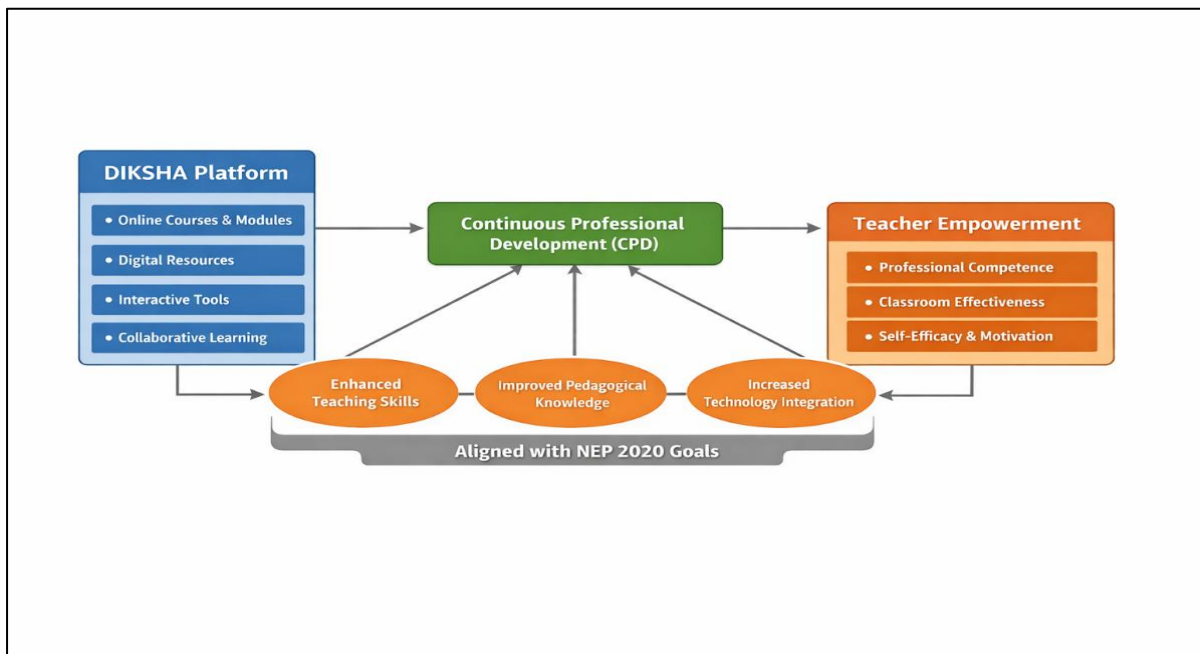


1. Malcolm Knowles (1968) proposed the Adult Learning theory, which highlights that adult learners prefer learning autonomy, self-directed learning, and professional needs, aligning with the continuous learning process of teachers through DIKSHA

2. Teachers improve knowledge, skills in pedagogy, professional competencies, and become more confident in using digital tools and autonomous in instructional decision-making through this continuous teaching-learning cycle, leading to their empowerment. This process aligns with Kolb's Experimental Learning Theory, which explains that 'knowledge is formed through the transformation of experience', and proceeds through Concrete Experience - Reflective Observation - Abstract Conceptualization - Active Experimentation.

There is a mutual, two-way relationship between teachers' continuous professional development (CPD) and their empowerment (Dey, 2024; Yalçın et al., 2025; Yao et al., 2024). Empowering teachers, thereby, means engaging them more in continuous learning and supporting sustainable professional development (CPD) in accordance with the National Education Policy 2020, which promotes teachers' continuous learning.

Figure 1: Theoretical framework of the study (Source: Author made)



METHODOLOGY

The study employs a systematic literature review to examine the role of digital platforms in teacher continuous professional development and their empowerment, with a particular focus on the DIKSHA platform in the Indian context. A systematic literature review (SLR) is a



structured, transparent, and reproducible research methodology for identifying, selecting, and critically appraising relevant prior studies to answer specific research questions, following strict predefined norms. (Rivera et al., 2022; Feak et al., 2009; Hecker & Kalpokas, n.d.).

The data were collected from academic databases, such as **Google Scholar and ERIC**, using keywords such as **“DIKSHA platform AND digital teacher training AND teacher professional development” OR “DIKSHA platform and teacher competency”**. In addition to this, the government. and other institutions' policy documents related to digital and teacher education have been analysed. After initial data collection, a robust screening was performed and systematically filtered using predefined inclusion and exclusion criteria (Khatun & Vijaykumar, 2026).

▪ **Exclusion and Inclusion Criteria**

The study primarily considers research published between 2017 and 2025, since the DIKSHA platform was launched in India in 2017. The authors systematically and manually searched the aforementioned database using predefined keywords “DIKSHA platform AND digital teacher training AND teacher professional development” OR “Digital platform and teacher competency” and identified 89 articles during the initial screening. Following that, the study conducted a second screening and identified 17 duplicate studies, 7 in languages other than English, and 25 studies that were not relevant to the topic; these have been removed from the datasets (presented in Table: 1). After thoroughly cleaning the datasets, the authors reviewed the abstracts individually and selected only those studies that met this criterion; these are

Inclusion criteria

- Relevant to teacher professional development
- Focusing on digital platforms or technology-enabled teacher training
- Articles discussing teacher empowerment in the context of digital learning
- Policy documents related to teacher education and professional development

Exclusion criteria

- Studies not related to teacher professional development
- Articles lacking sufficient theoretical or empirical relevance to the topic

Screening: The authors removed 9 studies that did not meet the inclusion criteria; full articles were unavailable for 10 studies, and 3 studies lacked proper empirical data. Finally, 22 articles were included in Synthesis, reviewed, and thematically arranged using a deductive coding



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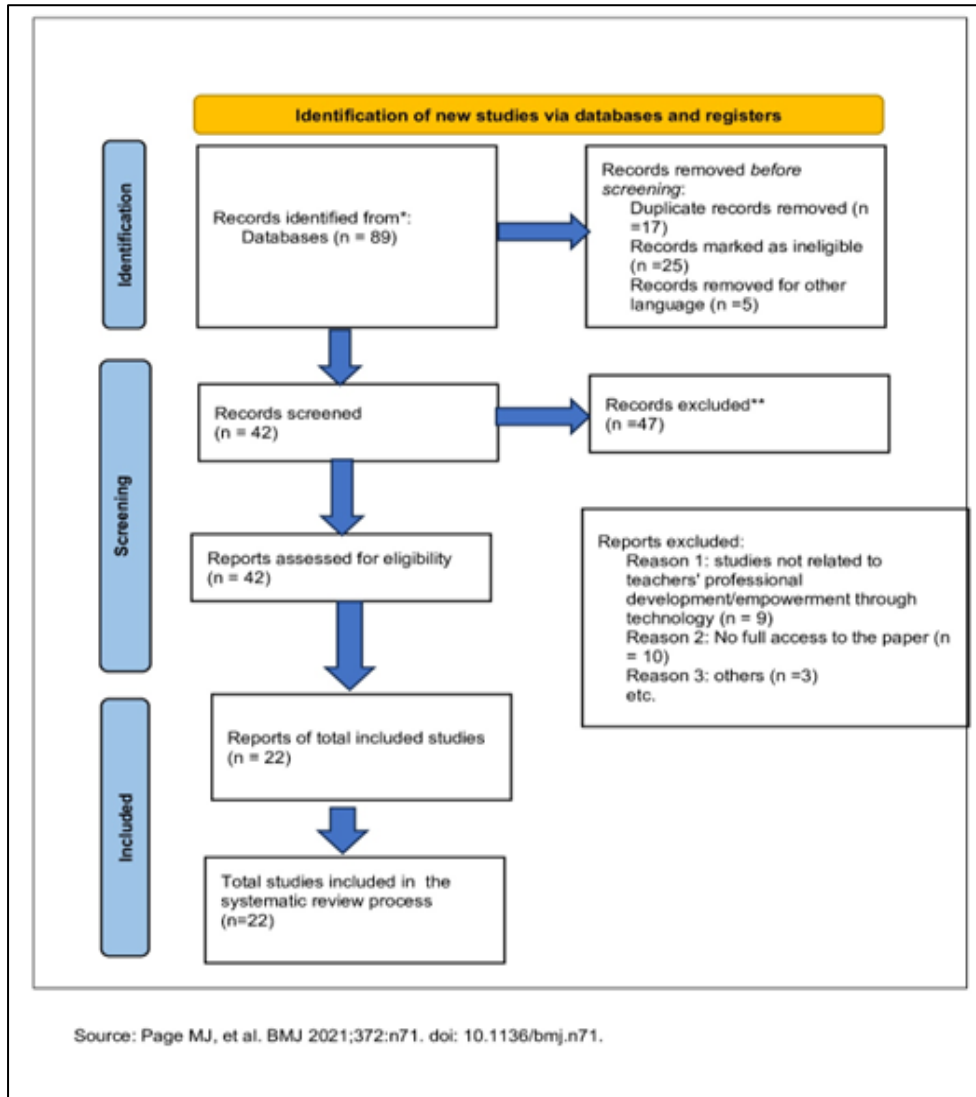
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method to identify the major dimensions of digital professional learning and teacher empowerment.

Quality Appraisal: Both authors have assessed the quality of the included studies in accordance with predefined criteria, including clarity of the research question, appropriateness of the research methods, sample size, data collection technique, analytical rigor, and transparency of reporting.

Figure 2: PRISMA 2020 flow diagram for the systematic review



FINDINGS & INTERPRETATION

❖ *Diksha platforms as a means of professional development for teachers*

Theme 1: Accessibility & self-paced training program

The landscape of professional development for teachers has been revolutionized by the integration of digital learning platforms, which offer greater flexibility, availability, and scalability in teaching and learning, regardless of geographic barriers (Avalos, 1998; Desimone, 2009; Mishra & Koehler, 2006). The essential features of DIKSHA are that its



content is available in 36 Indian languages and aligned with national and state curricula developed by NCERT, CBSE, and various State Education Boards. Teachers can easily integrate digital resources with physical textbooks via Quick Response (QR) codes, which improves classroom teaching and learning by connecting traditional instructional materials with digital learning resources (UNESCO, n.d.).

Altaf & Azad (2024) highlighted that 80-85% of schools are adopting the DIKSHA platform to support academic success, personal growth, and learner development. Students also reported that teachers use the Diksha app and energized text materials in the classroom to update their knowledge (Kumar & Kumari, 2023). Shokeen & Kaur (2025) stated that 69.01% of the teacher participants felt that the Nishtha modules are easily accessible *via DIKSHA*.

Theme 2. Curriculum-aligned Teaching and Learning Resources:

The national platform provides access to a large repository of teaching and learning resources, including lesson plans, instructional videos, interactive learning modules, and digital textbooks. These materials assist teachers in planning and delivering effective classroom instruction. Even those with 1-3 years of experience and middle school educators found the courses most relevant (Karthikeyan, 2025). Roul and Mohalik, (2025) showed that teachers have positive perceptions regarding the quality of the content, alignment, and accessibility available in the Diksha platform.

Theme 3. Capacity Development Programme

One of the major initiatives available through DIKSHA is NISHTHA, which focuses on building the professional capacity of teachers and school leaders. 88.9% of teacher respondents agree or strongly agree that Diksha enhances lesson planning and classroom teaching (Kumar & Kumari, 2023). Karthikeyan, (2025) highlighted that 80% of the participants, comprising 71 teachers from the Delhi-NCR region, have completed at least one Nishtha training module through the DIKSHA Platform. The platform includes practice exercises, quizzes, and question banks that allow teachers and students to assess their understanding of various subjects. These tools help teachers evaluate student learning and provide feedback for improvement.

Theme 4. Collaborative Knowledge Sharing and Professional Communities:

DIKSHA promotes collaborative knowledge sharing or collaborative learning. Teachers can create and participate in peer groups and online discussions, and share their content within these groups, thereby enhancing their professional networking and knowledge sharing (Peng et al., 2024; Ravi, 2020). Such kinds of collaborative environments encourage teachers to engage in reflective practice, collective problem-solving, and help them to stay up-to-date with the new teaching strategies and educational innovations (Badoni & Pachauri, 2021)

Theme 5. Crowdsourced Content Development: Teachers, subject experts, and educational organizations can contribute digital content to the DIKSHA platform through the ‘Vidya Daan’



initiative. These initiatives not only enrich the repository of Open Educational Resources (Karwal, 2020) , but also enable them as active contributors and collaborators in knowledge creation. Such participation strengthens their technological and digital pedagogical skills, which are essential for modern classroom practice.

❖ *DIKSHA platform as an instrument for Teachers' Empowerment*

Teachers' empowerment refers to the process by which educators build their professional autonomy, confidence, and competence to make informed pedagogical decisions in classrooms (Guskey, 2002). The DIKSHA / NISHTHA platform offers lesson plans and interactive teaching modules designed with inclusive practices and student-centered pedagogy, which substantially strengthen teachers' instructional and technological skills. Biswas & Banerjee (2025) highlighted NISHTHA, improved competency gains among the teachers (20-25 %), Most of the teachers are comfortable in using the DIKSHA app in classroom teaching (Kumar & Kumari, 2023). Even, Badoni and Pachauri (2021) reported substantial improvements in teachers' abilities and self-efficacy in creating e-content and using web tools effectively.

Table 1: DIKSHA and Teacher Empowerment Aspects

<i>Theme wise Empowerment aspect</i>	<i>Role of DIKSHA</i>	<i>References</i>
1.Digital Competency	Skill gains, tech integration, better lesson design	(Altaf & Azad, 2024; Badoni & Pachauri, 2021; Bhardwaj & Rathee, 2024; Karwal, 2020;Karthikeyan, 2025; Biswas & Banerjee, 2025)
2. Self-Efficacy	Enhance confidence, efficiency , and classroom effectiveness	(Kanvaria & Dubey, 2022; Biswas & Banerjee, 2025)
3.Autonomy & agency	Access to OER, ability to create/share resources	(Kanvaria & Dubey, 2022; Peng et al., 2024; Biswas & Banerjee, 2025; Ravi, 2020)
4.Inclusion & reach	Rural, SC/ST, women teachers benefit from flexible access	(Karthikeyan,2025; Biswas & Banerjee, 2025; Verma et al., 2025)



5. Career growth opportunity	Provides certification and professional growth opportunity	(Karwal, 2020; Karthikeyan, 2025)
6. Classroom Effectiveness	Improve students' outcomes (10-15% increase in pass percentage).	(Altaf & Azad, 2024; Karthikeyan, 2025; Biswas & Banerjee, 2025)

❖ *Challenges*

Despite the potential benefits, the use of digital platforms for teacher professional development also faces several challenges. Issues such as limited internet connectivity, limited digital literacy among teachers, and inadequate technological infrastructure in schools can hinder the effective use of these platforms (Kanvaria & Dubey, 2022; Peng et al., 2024; Shokeen & Kaur, 2025; Singh, 2023). Additionally, some teachers may struggle to adapt to online learning environments due to limited technological confidence or insufficient institutional support, awareness, and not believing in future career growth (Ghosh, 2022; Kumar & Kumari, 2023; Karthikeyan, 2025; Thate, 2021). To maximize the potential of the DIKSHA platform, it is necessary to resolve challenges as early as possible.

DISCUSSION

The study's findings revealed that the national digital platform has changed the dynamics of teachers' continuous professional learning in India by shifting the workshop-based CPD training model to a flexible, accessible, technology-enabled, and self-directed learning ecosystem. This finding is the same as with the global studies on digital platforms for teachers' professional development, which indicate that these are the key strengths of digital platforms for teachers' continuous professional development. (Rashida & Bariham, 2025; Rienties et al., 2023). Although research has been conducted in tech-savvy countries, where teachers' engagement with digital tools is common, in the Indian Context, there remain infrastructural inequalities that affect equitable access to professional learning opportunities for teachers (Peng et al., 2024; Shokeen & Kaur, 2025).

The enhancement of teachers' empowerment, viz., self-efficacy and autonomy, may be attributed to opportunities gained through the DIKSHA platform, including repeated engagement with the training module, collective problem-solving, content creation, and sharing, which build teachers' digital competency. The findings are similar to those in previous global settings (Graziano et al., 2023).

However, Professional learning for teachers through DIKSHA has expanded at a national Scale, but the study results indicate that access alone does not guarantee meaningful participation. Teachers living in resource-constrained areas may continue to face difficulty related to internet connectivity, device availability, and digital competency (Kanvaria &



Dubey, 2022; Peng et al., 2024; Shokeen & Kaur, 2025; Singh, 2023), suggesting that digital inclusion remains a structural challenge rather than merely a technological issue.

Recommendation:

This reflection is particularly significant in the context of the National Education Policy 2020, which envisions teachers as reflective practitioners and active contributors to educational reforms. To strengthen the vision of the National Education Policy 2020, the study provides some suggestions for educators, curriculum, and the policy level. These are

- **Recommendation at Teacher's Level**

- a. Teachers should be motivated to use DIKSHA or other digital professional development platforms for their meaningful professional growth and classroom improvement.
- b. Teachers should be encouraged to use digital tools such as the DIKSHA platform or others in their day-to-day classroom while teaching.
- c. Teachers need to strengthen their digital literacy and technological skills to effectively use this technology in classroom teaching.
- d. Teachers should be motivated in collaborative professional learning and peer-sharing networks available through digital platforms more.
- e. Teachers should encourage more participation to create and share localized and context-specific digital learning resources through initiatives such as Vidya Daan.

- **Recommendation at Curriculum Level**

- a. Curriculum for teachers' education courses must integrate technology-infused instructional practices and digital pedagogy to equip future teachers for digitally enhanced classroom settings.
- b. Teacher education programs must include practical training on the use of digital learning platforms, digital assessment tools, and the creation of e-content to strengthen future teachers' professional competencies and classroom effectiveness.

- **Recommendations at Policy Level**

- a. Policymakers must focus to strengthen digital infrastructure in schools, particularly in rural and resource-constrained regions, to ensure equitable access to digital opportunities.
- b. Continuous technical support along with digital literacy training, and institutional encouragement should be provided to teachers for effective utilization of DIKSHA and other similar digital learning platforms.



c. Educational authorities make mandatory participation in digital CPD in long-term teacher professional development policies to promote lifelong learning and teacher empowerment.

CONCLUSION

The quality of education within a nation largely depends on its teachers' quality, because teachers' competence, commitment, and preparedness for professional development are the most influential factors in determining students' achievement, motivation, their attitude and overall their lifelong development. Hence, the development of teachers' professional empowerment in the changing landscape of technological advancement is necessary for any country. In light of this, the DIKSHA platform has become a significant initiative by the Indian government to facilitate continuous professional development and teachers' empowerment.

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