## GOVERNMENT OF INDIA MINISTRY OF EDUCATION DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

# LOK SABHA UNSTARRED QUESTION NO. 188 ANSWERED ON 03/02/2025

### PM eVidya DTH Channel

188. Shri Suresh Kumar Kashyap:

Smt. Kriti Devi Debbarman:

Shri Chandra Prakash Joshi:

Shri Dineshbhai Makwana:

Shri Shankar Lalwani:

Shri Devusinh Chauhan:

Shri Vijay Baghel:

Shri Vishnu Dayal Ramis:

#### Will the Minister of *Education* be pleased to state:

- (a) the type of contents broadcasted by the PM eVidya DTH channel;
- (b) whether the channel broadcast in regional languages also and if so, the details thereof and if not, the reasons therefor;
- (c) whether the Government plans to integrate the PM eVidya DTH with other digital education initiatives such as Diksha platform;
- (d) the expected outcomes in terms of educational accessibility for the hearing impaired students; and
- (e) the details of the outcome in Himachal Pradesh by this initiative?

#### **ANSWER**

#### MINISTER OF STATE IN THE MINISTRY OF EDUCATION

#### (Shri Jayant Chaudhary)

(a) PM eVidya DTH TV Channels telecast primarily curriculum-based educational video programs in Indian languages. These programs cover various subjects including languages and vocational education as per the school curriculum prescribed by NCERT/CBSE and the SCERTs and school education boards of the States/Union Territories. In addition, PM eVidya DTH TV Channels also broadcast various programs having curricular/co-curricular/extra-curricular values such as art and craft, health education, general knowledge, general awareness, value education, cultural heritage, yoga, sports, etc.

- (b) PM eVidya DTH Channels currently telecast e-contents in 30 Indian languages including Hindi and English. The other languages are 1. Assamese, 2. Bengali, 3. Galo, 4. Garo, 5. Gujarati, 6. Idu, 7. Indian Sign Language (ISL) 8. Kaman, 9. Kannada, 10. Khasi, 11. Kok Borak, 12. Konkani, 13. Malayalam, 14. Manipuri, 15. Marathi, 16. Mizo, 17. Nepali, 18. Nyishi, 19. Odia 20. Punjabi, 21. Sanskrit, 22. Tagin, 23. Tamil, 24. Tangsa, 25. Taraon, 26. Telugu, 27. Urdu, and 28. Wancho
- (c) Yes, PM eVidya initiative is aimed at convergence of all efforts related to digital/online/on-air education to enable multi-modal access to education in a resilient and coherent way. To this effect, DIKSHA platform has been enabled for coherent access of the QR code embedded educational audio/video/multimedia programs disseminated through 200 PM eVidya DTH TV Channels and 400 radio stations and on iRadio in a simultaneous manner.
- (d) PM eVidya DTH TV Channels' initiative includes India's first television channel in Indian Sign Language (ISL), on Channel # 31 to promote accessible education for students with hearing disabilities. The expected outcomes in terms of educational accessibility to be achieved through this novel initiative involves to disseminate learning content for school children, teachers, teacher educators, and other stakeholders in areas such as career guidance, skill training, mental health, class wise curricular content, communication skills, as well as the promotion of sign language as a subject, just like any other languages.
- (e) The State of Himachal Pradesh has been allotted 5 DTH TV channels under PM eVidya (viz. DD PM eVIDYA HP88, 89, 90, 91, and 92). As on date, the State is disseminating 3,683 numbers of e-content approximately equalling 638 hours of telecast based on NCERT/State syllabus.

In DIKSHA, Himachal Pradesh has its own tenant in which around 3542 e-resources (including 294 energized textbooks, 868 text documents, 2058 audios/videos and 320 interactive contents) have been uploaded. The DIKSHA platform use cases in Himachal Pradesh includes 1.9 Lakhs registered users and 829 daily active users. Also using NISHTHA courses on DIKSHA 100% teachers from Himachal Pradesh are trained on NISHTHA ECCE (342 master trainer teachers) NISHTHA Elementary (12020 teachers) and NISHTHA Secondary (19580 teachers) courses. In NISHTHA FLN, 5199 teachers completed certification course through DIKSHA platform.

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