

Bill No. 133 of 2021

THE COMPULSORY TEACHING OF KNOWLEDGE, TRADITIONS AND PRACTICES  
OF INDIA IN EDUCATIONAL INSTITUTIONS BILL, 2021

By

SHRI PARVESH SAHIB SINGH, M.P.

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BILL

*to provide for compulsory teaching of Knowledge, Traditions and Practices of India as a co-curricular subject for classes seventh to tenth standard in school education in India in order to enable students to know and understand India's glorious culture and traditions and foster, strengthen and maintain Indian culture and its civilizational strength and for matters connected therewith or incidental thereto.*

BE it enacted by Parliament in the Seventy-second Year of the Republic of India as follows:—

1. (1) This Act may be called the Compulsory Teaching of Knowledge, Traditions and Practices of India Act, 2021. Short title and commencement.

5 (2) It shall come into force on such date as notified by the Central Government may, by notification in the Official Gazette, appoint.

Definitions.

2. In this Act, unless the context otherwise requires,—

(a) “appropriate Government” means in the case of a State, the Government of that State and in all other cases, the Central Government;

(b) “Committee” means the Committee on Cultural Education established under section 4;

(c) “conventional methods” means regular mode of teaching with help of textbook and written examination;

(d) “educational institution” means an institution imparting primary, middle secondary or higher secondary level education to children by whatever name such institution is called, but does not include a minority educational institution;

(e) “innovative methods” means audio visuals, story-telling, poetry, skit and drama, debates, discussions, field visits, project work and similar kind of activities;

(f) “internal assessment” means assessment and examination of student’s progress by internal staff of the school;

(g) “Knowledge, Traditions and Practices of India” means the subject of Knowledge, Traditions and Practices of India taught as an optional subject for classes eleventh and twelfth standard in Central Board of Secondary Education;

(h) “practical assessment” means assessing through project works, assignments, group discussions or any kind of relevant method other than written examination; and

(i) “prescribed” means prescribed by rules made under this Act.

Compulsory  
teaching of  
Knowledge,  
Traditions and  
Practices of  
India.

3. (1) From such date as the Central Government may, by notification in the Official Gazette, specify the Knowledge, Traditions and Practices of India shall be taught from classes seventh to tenth standard as a part of their curriculum in all educational institutions affiliated to Central Board of Secondary Education in India.

(2) The curriculum and examination of compulsory teaching of Knowledge, Traditions and Practices of India shall differ from conventional methods of teaching followed for other subject.

(3) The compulsory teaching of Knowledge, Traditions and Practices of India shall be taught completely in a student friendly and with innovative and practical methods.

(4) There shall be no written examination for the Knowledge, Traditions and Practices of India and the progress of a student shall be measured through practical assessment modes only.

(5) For Secondary School Certificate Examination (SSC), marks for the Knowledge, Traditions and Practices of India shall be awarded through internal assessment.

(6) For classes eleventh and twelfth standard, the subject of Knowledge, Traditions and Practices of India shall continue to be offered as an optional subject for students of all streams in educational institution affiliated with Central Board of Secondary Education in India.

Constitution of  
Committee on  
Cultural  
Education.

4. (1) The Central Government shall, by notification in the Official Gazette, constitute a Committee to be known as the Committee on Cultural Education for the purpose of reviewing and re-framing a larger curriculum for the subject Knowledge, Traditions and Practices of India.

(2) The Committee shall review and enlarge the syllabus of the subject based on its existing theme.

(3) The Committee shall function under the purview of Ministry of Education.

(4) The Committee shall consists of:—

(a) a Chairperson to be appointed by the Central Government in such manner as may be prescribed;

(b) Secretary, Department of School Education and Literacy in Ministry of Education- member -Secretary;

(c) Secretary of Union Ministry of Culture—*ex-officio* Member;

(d) one member each from the following institutions, namely:—

(i) National Council of Educational Research and Training (NCERT);

(ii) Central Board of Secondary Education (CBSE);

(iii) National Council for Teacher Education (NCTE);

(iv) Archaeological Survey of India;

(v) Indian Council for Cultural Relations;

(vi) Centre for Cultural Resources and Training;

(vii) Indira Gandhi National Centre for Arts;

(viii) Indian National Trust for Arts and Cultural Heritage;

(ix) National Mission for Manuscripts; and

(x) Sahitya Akademi;

(e) three eminent scholars having extensive teaching or research experience in the fields like Ancient History, Indian Philosophy and Subaltern Studies to be appointed by the Central Government in such manner as may be prescribed;

(f) four renowned artists having experience of not less than twenty years in the field of Performing Arts like Indian Dance, Indian Music, Indian theatre and Indian Painting to be appointed by the Central Government in such manner as may be prescribed; and

(g) one eminent person having knowledge and practical experience in the field of psychology, pedagogy and teaching aptitude to be appointed by the Central Government in such manner as may be prescribed.

(5) The Chairperson and other members of the Committee shall be appointed by a selection-cum-search panel consisting of Union Minister of Education, Union Minister of Culture, Chairperson of Central Board of Secondary Education (CBSE) and Chairperson of National Council of Educational Research and Training (NCERT).

(6) The Committee shall submit its report to the Union Ministry of Education, Government of India within one year from the date of its constitution.

(7) The Committee shall meet at least for five times in a year.

(8) The Committee shall meet at such time and places and shall observe such rules of procedure in regard to the transaction of business at its meetings as may be prescribed.

5. Notwithstanding anything contained in this Act, the provisions of this Act shall apply to minority institutions only if the management of such institutions convey to the appropriate Government their willingness to include the teaching of environmental education text books in their school curriculum.

\*Application of Act on minority educational institutions in certain situation.

6. The Central Government shall, after due appropriation made by Parliament by law in this behalf, provide adequate funds to the Committee on Cultural Education for carrying out the purposes of this Act.

Central Government to provide fund.

7. The provisions of this Act shall have effect notwithstanding anything inconsistent therewith contained in any other law for the time being in force.

Overriding effect of the Act.

Power to  
remove  
difficulty.

8. If any difficulty arises in giving effect to the provisions of this Act, the Central Government may make such order or give such direction, not inconsistent with the provisions of this Act, as may appear to be necessary or expedient for removing the difficulty:

Provided that no such order shall be made after the expiry of the period of two years from the date of commencement of this Act.

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Power to make  
rules.

9. (1) The Central Government may, by notification in the Official Gazette, make rules for carrying out the purposes of this Act.

(2) Every rule made under this section shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule or both the Houses agree that the rule should not be made, the rule shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule.

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## STATEMENT OF OBJECTS AND REASONS

Indian culture and traditions have been the core intellectual strength of India since ages. The diversity and depth of our culture and knowledge traditions is established to be the richest in the world. When Indian culture has influenced and gained attention of scholars from across the world since ages, it is important for own children to know and understand how magnificent and glorious our Knowledge, traditions and cultural practices have been since ancient times. Although a glimpse of that is provided in the subjects of social sciences, it is not sufficient for them to understand such a humongous culture and knowledge system. There needs to be a stand-alone study involving historical, sociological, anthropological, psychological, philosophical and analytical approaches for understanding our culture, traditions and knowledge systems.

The Central Board of Secondary Education had introduced an elective subject “Knowledge, Traditions and Practices of India” for Classes Eleventh and Twelfth in the year 2002. The subject received an overwhelming response from educationist and teaching community all over the country. The subject aims for student to understand intellectual achievements of Indian culture and Knowledge, traditions in ancient India. They can be found in several fields of study ranging from scriptural, philosophical, scientific, technical, artistic and religious sources. It also aims to highlight the multiplicity of thoughts, languages, lifestyles and scientific, artistic and philosophical perceptions in India. The rich classical literacy sources of India are repositories of much of ancient wisdom and large stock of collective folklore imagination.

The need is to extend the subject “Knowledge, Traditions and Practices of India” for Classes seventh to tenth which is currently offered as an optional subject for classes eleventh and twelfth by Central Board of Secondary Education. This subject shall be taught in classes seventh to tenth in schools affiliated to Central Board of Secondary Education in India. The curriculum and teaching methods for this subject shall be student friendly and innovative practical methods such as audio visuals, story-telling, poetry, skit and drama, debates, discussions, field visits, project works or any kind of such activities. There will be no written examination for this subject and the progress of a student will be measured through Practical Assessment methods. For Secondary School Certificate Examination (SSC), marks shall be awarded through Internal Assessment. For Classes XI and XII, this subject shall continue to be offered as an optional subject for students of all streams in schools affiliated to Central Board of Secondary Education in India.

The need is also to constitute a high level committee for the purpose of reviewing and re-framing the curriculum for the existing subject “Knowledge, Traditions and Practices”. The Committee shall include members from wide backgrounds having relevant knowledge and experience with regard to Indian Culture

and Knowledge, Traditions. The syllabus of the subject shall be enlarged based on the existing theme of the subject.

Effort is required to make the subject fun-loving, interesting and yet productive. It intends to shape the curriculum for this subject in such a manner that it does not add any kind of burden on students. It seeks to empower students by giving them realization of how great, diverse and magnanimous our culture is. Even in practical terms the multi-disciplinary nature of this subject offers a bed-rock foundation for students to excel in any field that they choose for their professional carriers. Moreover, it exposes students to India's such a rich and diverse field of performing arts, handicrafts, temperature and much more which can further widen their carrier options.

The comprehensive approach of the proposed Bill is to make students learn, know and understand our Culture and Knowledge, traditions so that we can foster, strengthen and maintain the richness and pride of Indian culture. This will foster cultural affinity among our citizens and also help India remain a strong cultural force in the world.

Hence this Bill.

NEW DELHI;  
*July 5, 2021.*

PARVESH SAHIB SINGH

#### PRESIDENT'S RECOMMENDATION UNDER ARTICLE 117(3) OF THE CONSTITUTION

[Copy of Letter No. F.4-11/2021-Sch.4 dated 15 December, 2021 from Shri Dharmendra Pradhan, Minister of Education and Skill Development and Entrepreneurship to the Secretary General, Lok Sabha].

The President, having been informed of the subject matter of the Compulsory Teaching of Knowledge, Traditions and Practices of India in Educational Institutions Bill, 2021 by Shri Parvesh Sahib Singh, M.P., recommends to Lok Sabha the consideration of the Bill under clause (3) of article 117 of the Constitution.

## FINANCIAL MEMORANDUM

Clause 4 of the Bill provides for constitution of Committee on Cultural Education for the purpose of reviewing and re-framing a larger curriculum for the subject Knowledge, Traditions and Practices of India. It also provides for appointment of a Chairperson, eminent scholars, renowned artists and eminent persons in the Committee. Clause 6 provides for payment of adequate funds to the States for carrying out the purpose of the Act. The Bill, therefore, if enacted, would involve expenditure from the Consolidated Fund of India. It is estimated that a recurring expenditure of about rupees fifty crore will be involved per annum from the Consolidated Fund of India.

A non-recurring expenditure of about rupees one hundred crore is also likely to be involved.

## MEMORANDUM REGARDING DELEGATED LEGISLATION

Clause 9 of the Bill empowers the Central Government to make rules for carrying out the purpose of the Bill. As the rules will relate to matters of detail only, the delegation of legislative power is of a normal character.





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*(Shri Parvesh Sahib Singh, M.P.)*