

**CONSTITUTIONAL SAFEGUARDS BY THE STATE AND SCHEDULED TRIBE
EDUCATION UNDER NEP 2020**

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Abstract:

India has a tribal population of about 104 million people, accounting for 8.6% of the country's total population. There are more than 461 tribal communities in India, each with their own culture, religion, language, social practises, and professions, and they are dispersed across the country's states and union territories. Scheduled Tribes, like Scheduled Castes, are the most socially, economically, and educationally poor, marginalized, and excluded people in our society. In India, the societal discrimination against scheduled tribes has a long history. Though for tribal people the government has made certain Safeguards for their upliftment in different aspect of life still their literacy rate is very low in the nation .So for the education of tribal government of India has made certain policies generally but particularly educational policies from time to time NEP 2020 is one of them. NEP 2020 has made certain provisions for Scheduled Tribe for various level of education. The purpose of this investigation is to learn about constitutional Safeguards in general and NEP 2020 for tribal education in particular for their upliftment, in the form of developmental policies, schemes, acts, constitutional safeguards, and other measures taken by the Indian government.

Keywords: Education, Tribes, Constitutional Safeguards, Scheduled Tribes, NEP 2020.

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Introduction:

Education is a powerful tool for social change. It contributes significantly to the economic and social well-being of humans. Education has become a top priority for every country in the world in the modern era. The success and prosperity of a nation and a community were defined by their educational levels. Every member of society must identify and pursue this extraordinary latent potential (Ahmad, 1987). India is a multiracial and cosmopolitan sovereign state with a wide range of faiths, cultures, languages, dialects, and ethnic groupings. Castes, communities, social, and ethnic groupings make up the country's population. Whereas, India, on the other hand, is the world's second most populous country and home to the world's second-largest tribes, second only to Africa. One of India's poorest and most oppressed groups is the tribal population. The Indian constitution designated the tribal community as a weaker sector of society, based on their socioeconomic backwardness and long-term social prejudice and physical separation. The tribal, on the other hand, are a minority, accounting for 8.6% of India's total population, or 104 million people. Unlike their scheduled caste counterparts, the scheduled tribes are not discriminated against by upper caste Hindus. There are currently 461 tribal groups in India, each with their own distinct cultures, social practices, religions, languages, dialects, and occupations, and they are distributed across all Indian states and union territories, with the exception of the states of Haryana, Punjab, Delhi, Chandigarh, and Pondicherry. Tribes in India

are classified by ethnicity [Negritos, Mongolians, and Mediterranean/Dravidian] and regional distribution [North Zone, North-Eastern Zone, Central Zone, Southern Zone, Eastern Zone, Western Zone, and Island Region], with the north-eastern zones having the highest concentration of tribes.

Tribes:

The tribe is a social group or community having similar ancestors, customs and traditions and shared the same while dwelling in their own enclosed society. In India the tribes are known to be the autochthonal people of the land. Tribals are seldom called as Adivasi, Vanyajati, Vanvasi, Pahari, Adimjati and Anusuchit Jan Jati, the latter being the constitutional name (Basu 2000)The word 'tribe ' is derived from Latin word tribus meaning a race of people . Thus tribe is a group or collection of families having a common name, members of which inhabited in the same territory, speak the same language and fallow definite rules with respect to marriage, occupation and in other social institutions having mutuality of obligations.

Characteristic Features of Tribes:

Indian tribes have a variety of distinguishing characteristics that demonstrate their individuality as well as a shared pattern of existence. Tribes of India have been classified by ethnicity [Negritos, Mongolians, and Mediterranean/Dravidian] and regional distribution [North Zone, North-Eastern Zone, Central Zone, Southern Zone, Eastern Zone, Western Zone, and Island Region], each of which is a mutually exclusive, endogenous and exogamous clan with its own name, culture, customs, trading practises, and way of life in their defined territory. The majority of them live in dispersed and small habitations in remote and inaccessible mountainous and forest sections of the nation, which is one of their distinguishing characteristics. Originally, the traits listed below were used to identify a community's status Traditionally, the following traits were used to identify a community as a scheduled tribe: I residents of a common territory (ii) residents of distant and inaccessible locations (iii) residents with common names, languages, ancestors' religions, culture, political organisations, and economic organisations that are simple and self-sufficient.

In the reports from 1952, the Commission of Scheduled Castes and Scheduled Tribes outlined eight characteristics of India's tribal groups:

1. They live in inaccessible woodland and hilly places of the planet, far away from civilised humans.
2. They are classified as Negritos, Australoids, or Mangoloids.
3. They communicate in a tribal dialect that is widely spoken.
4. Hunting, gleaning, and harvesting forest goods are among their favourite activities.
5. Meat is their favourite food.
6. They are able to endure and enjoy being semi-naked.
7. They are armature of drinking and dancing and have a wandering lifestyle.
8. They choose the "Animist" religion, which emphasizes ghosts and spirits as the most significant parts.

Tribal Population in India:

According to the 2011 census, India's Scheduled Tribes have a population of 10.42 crores, accounting for 8.6% of the country's overall population. Since 1961, the tribal population has been increasing (Table 1). Between Census Years 1971 and 1981, the tribal population grew at a faster rate (36.8%) than the rest of the population (24.6 percent). Between Census Years 1981 and 1991, the tribal population grew at a faster rate (30.8 percent) than the rest of the population (23.9 percent). Similarly, from 1991 to 2001, it grew at a pace of 23.5 percent, compared to 21.5 percent for the overall population (Table 2). The sex ratio of Scheduled Tribe population was high as compare to the sex ratio of overall population in all Census Years from 1951 -2011. The sex ratio of Tribal population was in better position.

Table 1

Distribution of ST Population (1951-2011)

Year	Scheduled Tribe	General Population	% of ST to Total Population
1951	9.1	361.1	5.29
1961	30.1	439.2	6.85
1971	38.0	548.2	6.93
1981	51.6	685.2	7.53
1991	67.8	846.3	8.10
2001	84.3	1028.61	8.20
2011	104.2	1210.85	8.60

Table 2

Distribution of STs Population in different States/UTs of India

S. No.	States/UTs	% of ST Population in States/UTs to the Total Population of the Country
1	Andhra Pradesh	2.0
2	Arunachal Pradesh	0.9
3	Assam	3.7
4	Bihar	1.3
5	Chhattisgarh	7.5
6	Goa	0.1
7	Gujarat	8.5
8	Haryana	NA
9	Himachal Pradesh	0.4
10	J&K	1.4
11	Jharkhand	8.3
12	Karnataka	4.1
13	Kerala	0.5
14	Madhya Pradesh	14.7
15	Maharashtra	10.1
16	Manipur	1.1
17	Meghalaya	2.4
18	Mizoram	1.0
19	Nagaland	1.6
20	Orissa	9.2
21	Punjab	NA
22	Rajasthan	8.8
23	Sikkim	0.2
24	Tamil Nadu	0.8
25	Telangana	3.1
26	Tripura	1.1
27	Uttarakhand	0.3
28	Uttar Pradesh	1.1
29	West Bengal	5.1
30	A & N Islands	0.0
31	Chandigarh	NA
32	D & N Haveli	0.2
33	Daman & Diu.	0.0
34	Delhi 167.	NA

35	Lakshadweep	0.1
36	Pondicherry	NA

Source: Census 2011

Except in states such as Haryana, Punjab, Chandigarh, Delhi, and Pondicherry, India's Scheduled Tribe population is unevenly dispersed. Table 2 depicts the tribal population distribution in India by States/UTs. Madhya Pradesh has the country's largest percentage of STs (14.7%), followed by Maharashtra (10.1%), Orissa (9.2%), Gujarat (8.5%), Rajasthan (8.8%), Jharkhand (8.3%), and Chhattisgarh (8.3%). (7.5 percent). Mizoram (94.4%) and Lakshadweep (94.8%) have the largest percentage of tribal people among the States/Union Territories, followed by Nagaland (86.1%), Meghalaya (86.1%), and Arunachal Pradesh (68.8%). (Census 2011)

Table 3

Literacy Rates Of total population / STs – Jammu & Kashmir / India: 2001-2011

State/ Country	literacy rate- 2001		Gap in Literacy rate		literacy in rate-2011		Gap in Literacy rate
	Total	ST			Total	ST	
Jammu & Kashmir /	55.5	37.5	18.0		67.2	50.6	16.6
India	64.8	47.1	17.7		73.0	59.0	14.0

Source: Census of India, 2011

The Scheduled Tribes have a 59 percent all-inclusive literacy rate, compared to 73 percent for the rest of the country (2011 census). From 2001 to 2011, the literacy percentage of the STs population in the Union Territory of Jammu and Kashmir is 50.6 percent, compared to 67.2 percent in India, indicating a literacy disparity of 16.6 percent in J&K and 14.0 percent in India (Census of India, 2011)

Constitutional Safeguards and Provisions for Scheduled Tribe:

The Constitution of India marked to tribal people as the Scheduled Tribes (STs). The Constitution was legally enforced on 26 Jan. 1950, is based on the principles of equality and assurance equality before law with equal protection to all citizens of the country. Constitutional guarantees are not only of fundamental rights and freedoms, but also prohibit discrimination on the grounds of caste, colour, creed, religion, race, sex, and place of birth. Recognizing the special needs of various weaker sections including STs, the Constitution also enjoins upon the State to make special provisions of affirmative discrimination for the advancement of any socially and educationally backward classes. The British strategy of isolation and non-interference has been replaced with a policy of inclusion and integration via development, thanks to these constitutional guarantees. The Indian Constitution's Framers included various clauses aimed at the welfare and development of tribal people. The following are some of the key constitutional protections for STs:

Article 15: The state must ensure that all people of the country (including Scheduled Tribes) have equal rights and opportunities.

Article 15 (4): The State should make particular measures for the advancement of interests, reserving of seats, and welfare of socially and educationally disadvantaged individuals, including Scheduled Castes (SCs) and Scheduled Tribes (STs).

Articles 16 (1) and 16 (4): In matters pertaining to employment or appointment to any position under the state, the state must give equal opportunity with reservation for all tribe members.

Article 16 (4A): The State must make arrangements in relation to promotion to any class or classes of positions in The services in order to assist the country's Scheduled Castes and Scheduled Tribes.

Article 19 (5): The state ensures that indigenous people can own and enjoy their property wherever they are in the country.

Article 46: The State should take special care to promote the educational and economic interests of the weaker parts Of the population, particularly the Scheduled Castes and Scheduled Tribes, and to safeguard them from social injustice and all forms of exploitation.

Article 164 (1): There will be a Minister in charge of tribal welfare in the states of Bihar, Madhya Pradesh, and Orissa, in addition to the welfare of the Scheduled Castes (SCs) and Backward Classes, or any other job. (Chhattisgarh, Jharkhand, Madhya Pradesh, and Orissa are now included.)

Article 243 D: Seats for Scheduled Castes and Tribes should be reserved in every Panchayat for political participation and development.

Article 243 (D): Provides for the reservation of seats in municipal elections for Scheduled Castes and Scheduled Tribes.

Article 244 (1): Defines Scheduled and Tribal Areas, as well as the administration and control of Scheduled Areas and Scheduled Tribes in all states except Assam, Meghalaya, Tripura, and Mizoram (Fifth Schedule of the constitution).

Article 244 (2): Administration of Tribal Areas in Assam, Meghalaya, Tripura, and Mizoram (Sixth Schedule).

Article 275: Allows a considerable sum of money to be removed from income and used for Scheduled Tribes' welfare operations.

Article 275 (1): stipulates that the federal government would give states with grants-in-aid for recognised Scheduled Tribes welfare initiatives.

Scheduled Castes (SCs) and Scheduled Tribes (STs) seats in the Lok Sabha are reserved under Article 330: Reservation of seats in state legislatures for Scheduled Castes and Scheduled Tribes.

Article 335: Provides for the consideration of the claims of people belonging to the Scheduled Castes (SCs) and Scheduled Tribes (STs) in appointments to services and posts related to the Union's or a State's affairs.

Article 338: Authorizes the President to appoint a Special Officer to oversee all matters relating to the protection of Scheduled Castes (SCs) and Scheduled Tribes (STs), and to report to the President.

Article 338 A: A National Commission for Scheduled Tribes is established to investigate, monitor, and evaluate all matters relating to the constitutional safeguards provided for Scheduled Tribes, to investigate complaints of deprivation of rights, and to prepare a report and recommended measures for their socioeconomic development.

Article 339: The Union's administration of Scheduled Areas and the welfare of Scheduled Tribes is under the Union's control.

Article 342: The president of India has the authority to designate certain groups and communities as Scheduled Tribes or tribal communities.

Schemes and Programmes for Tribal Education:

Jammu and Kashmir has a substantial number of scheduled tribes people, accounting for 11.9 percent of the country's total tribal population (Census 2011). The indigenous communities, such as the Gujjar, are included in this proportion. Bakarwal, Bot Brokpa Gujjar Balti, Purigpa, Gaddi, Sippi, Changpa, Mon, Garra, and Beda are some of the names used. Both the federal and state governments have launched a number of development plans, policies, and programmes aimed at assisting and empowering the weaker members of society, such as Scheduled Tribes. In J&K, these include educational, economic, and social development plans. The Department of Social Justice, Empowerment, and Welfare (DSJEW) is a nodal body in J&K that deals with issues of scheduled tribes. The Department is responsible for the care and empowerment of scheduled tribes, and it carries out the following functions: Scheduled Tribes' welfare, economic development programmes, educational development schemes,

vocational training provisions, and volunteer organisations dedicated to the welfare and employment of Scheduled Tribes. Scheduled Tribe Post-Matric Scholarship:

1. **Pre-Matric Scholarships:** Scholarships will be provided by the State/Union Territory Government to which the applicant belongs, i.e. the candidate is domiciled in the corresponding state/Union Territory, and will be sanctioned for studies in India only. The scheme's goals are to: I assist tribal parents with the education of their children in grades 9 and 10, therefore reducing dropout rates. Aside from that, a centrally supported pre-matric scholarship programme for needy scheduled tribal students in grades IX and X is available.
(ii) To increase planned tribal participation at the pre-matric level (grades 9 and 10) in order to improve their chances of proceeding to the post-matric level of education.
2. **Scheduled Tribe Post-Matric Scholarship:** This plan was established to encourage tribal students to pursue Post-Matriculation education in professional, technical, and non-professional degrees at various state-approved institutions by providing financial assistance. Students whose household income does not exceed Rs.1, 0800 per annum are eligible for this initiative, according to the rules of eligibility...
3. **Hostel for ST students, both girls and boys:** During the third five-year development plan (1961-66), a plan for providing hostel accommodation for Scheduled Tribe girls was implemented, and a similar plan for boys was implemented in 1989-1990, and both of these schemes were consolidated in the tenth five-year development plan (Dec 2002). The goal of this project is to give dormitory lodging to marginal tribal students who are unable to continue their study owing to financial constraints or the location of their dwelling, with the goal of completing their education.
4. **Rajiv Gandhi National Fellowship Scheme (RGNF):** This centrally sponsored scheme, known as RGNF, was established in 2005-2006 with the goal of encouraging students from the Scheduled Tribe community to pursue higher education, particularly M.Phil and Ph.D., by providing financial assistance. The University Grant Commission (UGC) was charged with this task.
5. **Creating Vocational Training Centers in Tribal Areas:** The goal of this programme is to help tribals with socioeconomic development by developing the skills of ST students based on their qualifications and current market trends. They would be able to find acceptable job or become self-sufficient as a result of this vocational training.
6. **National Overseas Scholarship Scheme for ST:** This is a programme that gives financial assistance to deserving tribal students who aspire to pursue advanced degrees (Masters, Doctorate, or Post-Doctorate) in the fields of technology, engineering, or science in other countries.
7. **Top Class Education for ST Students:** In 2007-2008, the Ministry of Tribal Affairs launched this programme to encourage outstanding tribal students to pursue higher education (degree or post-degree level).
8. **Ashram School in Tribal Sub-Plan Area:** This programme was initiated by the Ministry of Tribal Affairs in 1990-1991 with the goal of providing education to Scheduled Tribe Community kids with a residential facility.
9. **Tribal Research Institute:** In the tribal-populated states of Andhra Pradesh, Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, West Bengal, Uttar Pradesh, Manipur, and Tripura, the Ministry of Tribal Affairs has established 14 different Tribal Research Institutes (TRIs) for the purpose of promoting research.
10. **Book Bank:** As wastage of education is a concern in tribal education, leading to a higher dropout rate, specific funds have been given in the name of Book Bank for the purchase of books under this plan in order to minimize this level among ST students from professional institutes/universities.
11. **Coaching Courses for STs:** This initiative aimed to give free coaching classes to Scheduled Tribe students in order to help them develop their skills and talents for different competitive tests, allowing them to move away

from the society's margins and compete with mainstream students. Schemes for STs are monitored and evaluated.

12. Ashram School in Tribal Sub-Plan Area: This programme was started in 1990-1991 with the goal of providing education to Scheduled Tribe kids while also providing them with a place to live. The Special Central Assistance to Tribal Sub-Scheme is covered by this intervention

13. Implementation of the ST Prevention of Atrocities Act, 1989: This is a law that prohibits the commission of atrocities against members of the ST and SC communities, as well as providing relief and rehabilitation to those who have been victims of such crimes.

Challenges: Despite constitutional restrictions and safeguards, teaching indigenous children remains a primary focus for the government through different government projects and programmes. There are several socio-cultural, economic, topographical, and administrative barriers (report Ministry of Tribal Affairs, GOI, 2013), as a result of which tribal people's literacy rate has never been equal to that of the general population, and the gap between them has always been wide.

NEP 2020 and Tribal Education

The National Education Policy 2020 was adopted by the Union Cabinet on July 29, 2020, under Prime Minister Narendra Modi's chairmanship.

The policy is based on the Draft National Education Policy 2019, which was submitted to the Ministry of Human Resource Development on December 15, 2018, by the Committee for Draft National Education Policy, which was chaired by Dr. K. Kasturirangan, former chairman of the Indian Space Research Organization.

The four-part National Education Policy includes school education

Part I. Higher education

Part II. Other Key Areas of Focus

Part III. Adult Education, Language Promotion, and Online Education and

Part IV. Policy Implementation

According to U-DISE statistics from 2016-17, roughly 19.6% of students in elementary school are from Scheduled Castes, while this number drops to 17.3% in secondary school. Scheduled Tribes kids (10.6 percent to 6.8%) and differently-abled children (1.1 percent to 0.25 percent) have higher enrolment drops, with female pupils seeing even bigger drops in each of these groups. The drop in higher education enrolment is considerably more dramatic. Tribal communities and children from Scheduled Tribes also face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. While several programmatic interventions to uplift children from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.

Education of Tribal.

Measures taken under NEP 2020 in the following ways:

The New Education Policy-2020 recommends a Socio-Economic Disadvantage Groups (SEDG) category that intends for the educational upliftment of SC, ST, OBC, minorities, and Divyang as a group. Minorities in India are given special attention in the NEP-2020. The term not only provides an educationally empowering environment for traditional state-led marginalised groups, but it also provides adequate room for newly defined groups such as transgender, divyang, and the majority of other marginal. Apart from the existing marginalisation categories, NEP also attempted to investigate Divyang, transgender, ecological, and physically marginalised Zones, and discovered the necessity for their educational inclusion. It established a distinct cluster for various types of marginalisation that contribute to social inequities in India.

1. **Inclusion: Marginalized, Vanchitized, and Excluded:** In addition to SCs, STs, OBCs, and others, the NEP introduces a group called "SEDG," or Socio-Economically Disadvantaged Groups, which includes minorities. Because the present educational system already provides for SC, ST, OBC, and females, the goal of this new category, "SEDG," is to bring together numerous marginalised groups in order to aid in coherent and equal educational planning. While the Indian education system and successive government policies have made steady progress toward closing gender and social category gaps in all levels of school education, large disparities still exist—particularly at the secondary level—particularly for socioeconomically disadvantaged groups that have been historically underrepresented in education, while overall enrolments in schools continue to decline steadily from Grade 1 to Grade 12. The goal of introducing this new category, "SEDG," is to bring together a variety of marginalised groups in order to aid in coherent and equitable educational planning.
2. **Creation of Special Education Zones SEZs for tribal:** The NEP 2020 recommended a policy framework to establish special education Zones to enable participation of marginalised people in India's quality educational environment (SEZs). The SEZs will be identified regions with considerable populations from Scheduled Tribe with low educational attainment. All of the programmes and policies in these SEZs are to be implemented to the fullest extent possible by further coordinated efforts. This policy plan will aid in the development of these areas' educational environment.
3. **Provisions of Special Scholarships and Direct Cash Transfers:** The government is encouraged to give special scholarships and financial transfers for SEDGs under the new education strategy. "There have been several effective... programmes such as... scholarships, conditional cash transfers... that have greatly improved involvement of SEDGs in the... schooling system," reads Section 6.4 (emphasis added). These excellent programmes must be greatly expanded across the country." This provision would make it nearly difficult for youngsters to misappropriate scholarships and will successfully transmit direct benefits to the poorer sectors of society, enabling them to participate in India's educational system.
4. **Creating an Inclusive School Culture:** The NEP-2020 lays forth strategies to transform the culture and atmosphere of ordinary schools, transforming them into dignified and pleasant learning environments for SC, ST, OBC, minorities, and other SEDG populations. Section 6.19 of the NEP-2020 draught declares that "a change in school culture (of the whole) school education system" would be adopted, while Section 6.20 states that "changes in school curriculum" will be made to promote "inclusion and equity."
5. **Free boarding facilities in Jawahar Navodaya Vidyalayas.** NEP 2020 has made provision of free boarding facilities for tribal children in rural areas. Policy recommended that existing vidyalayas will provide all necessary supports to the children of Scheduled Tribe.
6. **Kasturba Gandhi Balika Vidyalayas:** NEP 2020 recommended that Kasturba Gandhi Balika Vidyalayas will be improved and extended to promote the involvement of girls from low-income families in high-quality schools (up to Grade 12).
7. **Creation of more Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas:** To improve high-quality educational opportunities, more Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas would be created around the country, particularly in aspirational districts, Special Education Zones, and other underprivileged regions. Pre-school sections would be added to Kendriya Vidyalayas and other elementary schools around the country, particularly in impoverished regions, to provide at least one year of early childhood care and education.
8. **Special Teachers from Tribal Communities:** In addition, the policy encourages the appointment of teachers and leaders from underrepresented groups, as well as other SEDGs. This suggestion may result in greater career opportunities for SCs, STs, and other SEDGs in the educational sector.
9. **Special Attention for Tribal Women Empowerment:** NEP 2020 give special attention for women from

Scheduled Tribes communities. The policy acknowledges the unique and vital role of women in the upliftment of indigenous communities, not just now but in the future. As a result, the policy proposes that all policies and initiatives aimed at educating SEDGs pupils, particularly females in tribal areas, be given special attention.

10. Effective use of Open Learning: In order to ensure educational participation for marginal communities and other SEDGs including scheduled tribe the NEP-2020 promotes the effective and high-quality use of distance learning. It aims to make learning easier for all students, with a particular focus on socioeconomically disadvantaged groups (SEDGs). The scope of school instruction will be expanded to allow for different learning paths, including both formal and non-formal education types. ‘Open and Distance Learning (ODL) Programs offered by the National Institute of Open Schooling (NIOS) under National Education Policy-2020 and State Open Schools would be extended and reinforced to satisfy the learning requirements of young people in India in general, and tribal people in particular.

Conclusion:

In light of the aforementioned facts and figures, as well as the constitutional provisions, the Government of India is implementing educational schemes in the form of policies for STs in order to enable them to improve their education levels and skills, thereby removing them from the society's marginalized group. The goal of these governmental interventions in the form of constitutional safeguards, schemes, and policies is to increase enrolment and retention of Scheduled Tribes in educational institutions, reduce dropout rates, increase higher education, representation in professional institutions, and representation in government services and politics. As a result, it is apparent that the government is highly concerned about making measures for the welfare and development of tribal people by pursuing such development and promotion efforts for the education of Scheduled Tribes. The government, in the form of constitutional provisions, implements numerous programmes around the country on a regular basis. To summaries, strong policies, excellent administration, and the letter and spirit implementation of these policies, programmes, and other protections can accelerate the pace of tribal education in India, allowing them to fully flourish. To NEP 2020 it has been witnessed that it will work for the strength of tribal and other group of SEDGs and focus on ongoing welfare programmes of these group.

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