

6. Sustainable Development Goals and Gender Inequalities among Scheduled Tribes of Empowered Action Group States with Special Reference to Jharkhand

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Abstract

The dream of inclusive and sustainable growth demands the equal access of available resources by all. The inclusive development requires the reduction in inequalities based on gender, race, geographical regions etc. In India Empowered Action Group States (EAG States) are the representative of approximately 45 percent of the total population and also the home of more than 50 percent of Indian Scheduled Tribe (ST). The present article is developed on the basis of secondary sources. It attempts to analyze and represent the status of ST female of EAG states over the years with special focus on Jharkhand in comparison to ST male and male of other social groups of India on selected indicators of literacy, an important aspect of Sustainable Development Goals (SDGs). Over the years in Jharkhand education sector observe the improvement but it is still significantly lag behind in comparison to other EAG states like Jharkhand is on 3rd last position in terms of literacy rate among the EAG states in 2011, on 2nd position in terms of literacy gap between all social groups and ST but the gap in male and female literacy rate of scheduled tribe is more than all India average.

Key Words: *Sustainable Development Goals, Gender Inequalities, Empowered Action Group States*

Introduction

Indian constitution by dividing the powers of legislation, execution and finance between centre and states with a hierarchical structure of judiciary strengthen it by providing the features of both type of government i.e. federal and unitary and make India a union of states (as mentioned in Article 1 of the constitution which states, “India, that is Bharat, Shall be a Union of States”) with quasi-federal structure. Competitive as well as cooperative both type of federalism is encouraged by Indian government for overall inclusive growth and development in the country. But after the adoption of new economic policy of Liberalization, Privatization and Globalization in 1990s the idea of competitive federalism gained more significance in India. Competitive federalism provides vertical as



well as horizontal relationship between governments. In this the relationship between the central and state government is vertical and between state governments it is horizontal in nature. The idea of competitive federalism got stronger by the abolishment of Planning Commission and establishment of NITI Aayog in 2015 as one of the mandate of NITI Aayog is to develop competitive federalism (NITI Ayog, 2018). However this idea of competition among different states is not new for Indian Government. Previously also states were ranked on various developmental parameters or indicators like literacy, health, infrastructure etc. This regional disparity is always a concern for Indian Government and many programs and policies initiatives has been taken so far to reduce this regional disparity.

In 1980s the demographer Ashish Bose presented a report with states as unit of analysis on Indian demographic diversity and coined the term BIMARU for four states Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh by combining the first letters of these states. He analyzed the states performance on selected indicators and found that these 4 states account nearly about 40 percent of the population of the country in 1981 but lags behind on the selected eight parameters. However some experts expanded BIMARU to BOMARU or BIMAROU to include Odisha as well (Chaudhuri and Ray 2010). Bose left out Odisha purposely and justified his report by quoting that Odisha accounts less than five percent of the total population of the country (Bose, 1988).

Later on the term BIMARU has been used for total eight states as three out of above mentioned four states was divided into two states (Bihar into Bihar and Jharkhand, Madhya Pradesh into Madhya Pradesh and Chhattisgarh, Uttar Pradesh into Uttar Pradesh and Uttarakhand in year 2000) and Odisha has been added by the scholars. So the BIMARU denotes the states Bihar, Jharkhand, Madhya Pradesh, Chhattisgarh, Rajasthan, Uttar Pradesh, Uttarakhand and Odisha. The office of Registrar General of India uses the term Empowered Action Group (EAG) for these eight states in various census reports. Most of these states are part of Central India. Central India is also known for its Scheduled Tribe population. Indian government uses the term Scheduled Tribe (ST) for tribal community in India. The total tribal population of India as per census 2011 is 10.43 crore, constituting 8.6 percent of the total population. More than half of the Indian Scheduled Tribe population as per census 2011 is concentrated in Central India, i.e., Madhya Pradesh (14.69 percent), Maharashtra (10.08 percent), Orissa (9.2 percent), Rajasthan (8.86 percent), Gujarat (8.55 percent), Jharkhand

(8.29 percent), Chhattisgarh (7.5 percent) and Andhra Pradesh (5.7 percent). Table 2 represents the tribal population in EAG states of India.

It is very clear from the Table 2 that the EAG states accounted for more than 50 percent of total ST population of India. Out of these eight states Jharkhand, Chhattisgarh and Uttarakhand are newly formed states and among these three states Jharkhand have the highest ST Population which 8.29 percent of India's total ST population. For this considerable ST population the state of Jharkhand is selected for the subject analysis of the study. There are more than 40 lakhs females belonging to scheduled tribe population in Jharkhand.

The selected nine indicators by Bose were birth rate, death rate, female literacy rate, mean age of marriage of female years, percentage of couples effectively protected by family planning methods, decadal growth rate of population, annual average exponential growth rate, percentage of urban population, and growth rate of urban population. However Bose also presented additional five indicators which he called "indicators of hope" and out of these five indicators three are referring to young women. Bose is of opine that the improvement in these five indicators will have a positive impact on nine indicators and in turn it will help in reducing the disparities (Sharma, 2015). The five indicators of hope are (1) Proportion of girls in the age group 10–14 years going to school. (2) Proportion of girls married in the age group 15–19 years. (3) Average number of children born per woman in the age group 20–24 years. (4) Infant Mortality Rate (IMR). (5) Per capita income. Out of the above mentioned 14 indicators from Bose report it becomes very clear that development of female is very important for reducing the regional disparity in India.

Various studies have been carried out for analyzing the regional disparity taking the concept of BIMARU states as the base point. Scholars are of different opinion on this matter. The regional disparities have aggravated and there is an emerging dichotomy between the backward and forward group of states across all demographic, social and economic indicators (Kurian, 2000). However some find that the in terms of human development regional disparity is continuously decreasing (Dholakia, 2003) and BIMARU is of no relevance as far as economic performance is concerned (Ahluwalia, 2000). Another group of scholar found that the BIMARU states have made progress but they are still on backward position in comparison to national average. These states have improved better than others BIMARU states on different demographic indicators (Sharma, 2015).

Gender and Sustainable Development Goals (SDGs)

There are total 17 SDGs out of which goal number 4 and 5 are exclusively related to literacy and gender related issues. The Goal number 4 is “To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, while the Goal number 5 is, “To achieve gender equality and empower all women and girls” (GoI, 2020). The goal of gender equality and women empowerment demands the pre-fulfillment of targets of goal number 4 as education is the basic step towards equality and empowerment. The Goal 4 has 10 targets to achieve and for monitoring the progress there is 19 (Previously it was 20) indicators (GoI, 2020). Table 1 represents the Summarized form of targets of goal 4.

The Indian constitution has many provisions for the weaker sections of the society and STs are among one of those societies. Fifth and sixth scheduled areas are specially made for the development of scheduled tribe population of India. The Table 2 shows that female population of scheduled tribe community is almost half of the ST population in EAG states. This article is an attempt to analyze and represent the status of ST female of Jharkhand in comparison to ST male and male of other social groups of India on selected 05 indicators of educational development set under the Sustainable Development Goals (SDGs). However due to the limitation of the study and available resources, in this paper Literacy Rate, Gross Enrolment Ratio, Drop-Out Rate, Gender Parity Index and Infant Mortality Rate are chosen for comparative analysis. Following sections represent the status of ST women of Jharkhand on different indicators against the targets of SDG number 4: Quality Education.

Literacy Rate

It has been said that higher levels of literacy and education lead to better attainment of health and nutritional status, economic growth, population control, and empowerment of the weaker sections and community as a whole (GoI, 2011). Therefore literacy is the foremost basic indicator of development for any society/state/country. The working definition of literacy in the Indian census since 1991 is as follows: *The total percentage of the population of an area at a particular time aged seven years or above who can read and write with understanding. Here the denominator is the population aged seven years or more.*

From table 3 it is very clear that although the literacy rate is improving in India in every social group but the gap between literacy rate of ST female and the overall literacy rate of India is not decreasing

accordingly. In 1961 it was 25.14 percent and in 2011 it was 23.64 percent. However the definition of literacy rate changed in year 1991. So it will be better to compare the data from census 1991 onwards. In 1991 the literacy rate of India was 52.21 percent while the literacy rate of ST female was only 18.19 percent. It gave us a gap of 34.02 percent but in 2011 this gap reduced to 23.64 percent it means that gap reduced only by 10.38 percent. But when we look at the improvement in literacy rate of India it shows an improvement of 20.78 percent i.e. from 52.21 percent in 1991 to 72.99 percent in 2011. But coming to the literacy rate of ST female in India there is only improvement of 31.16 percent i.e. from 18.19 percent of literacy rate in 1991 to 49.35 percent in 2011.

The target of 100 percent literacy is far behind as we have a population of almost 51 lakh ST female which have literacy rate below 50 percent. Now if we can look at the picture of ST in the EAG states in table 4. Among the EAG states, Jharkhand is on second last position on the basis of 2011 literacy rate. In case of Jharkhand the literacy rate of Scheduled Tribe in comparison to other social group is in better position than other EAG states. Data reveals that there is a gap of only 9.3 percent in literacy rate (2011) of all social groups versus Scheduled Tribe in Jharkhand, which is better than all India average of 14 percent. In the group analysis of EAG states, the situation of literacy rate gap between STs and all social groups is better than Jharkhand in only Uttarakhand (4.9 percent). But on gender basis the literacy rate scenario got reversed. The gap between male and female literacy rate of scheduled tribes in Jharkhand is 22 percent which is more than all India average of 19.1 percent.

The situation of literacy among rural scheduled tribe female is only 43.9 percent and has a gap of 22.7 percent from the rural scheduled tribe male literacy rate in Jharkhand. The rural ST female literacy rate in Jharkhand is below all India average rural ST female literacy rate of 46.9 percent. Table 6 represents the comparative study of literacy rate of ST female. It shows that the literacy rate of ST female in Jharkhand is lowest in comparison to the taken categories. These data show that over the years there is improvement in literacy rate of Jharkhand but the situation of literacy among scheduled tribe female in comparison to all social groups and ST male is still far behind.

Gross Enrolment Ratio

The Gross Enrolment Ratio (GER) is an indicator calculated regardless of age for a given school year and defined school age population. It denotes the total enrolment in a specific level of education corresponding to the percentage of eligible official school-age population (GoI, 2020). The table 7

shows that in Jharkhand the GER for ST girls in comparison to ST boys and ST total is always low across all the education level. Among EAG states, for age group 14-15 years (Class IX – X), over all Jharkhand hold the 2nd lowest position in terms of GER of ST total after Bihar and for ST girls it is on 3rd last position. The all ST GER from class (I – V) which is 164.5 to Class (IX – X) which is 40.9 has a sharp declination in Jharkhand showing the declining participation in higher level of education.

Dtop-out Rate

For achieving the target of 100 percent literacy keeping the enrolled children of school going age in schools is as important as ensuring their enrolment at eligible age. It means that when an enrolled children dropout from their studies due to various reason, it is one of the biggest obstacle in achieving 100 percent literacy at higher education level. The table 8 shows the dropout rate among ST of EAG states.

It is very clear from the table 8 that the Jharkhand again belong to the last categories of EAG states on the basis of dropout rate among STs in class I – X. The drop –out rate among ST girls is lower in primary level (Class I- V) in comparison to boys in Jharkhand but it become more than double in higher level (Class I – X) of education. This sharp rise in drop –out rate shows the poor level of ST children retention in schools however situation of enrolled ST girls is better than the ST boys.

Gender Parity Index

For measuring the relative access to education on gender basis, the Gender Parity Index (GPI) is designed. It is a socio economic index calculated as the quotient of the number of females by the number of males enrolled in a given stage of education (GoI, MoTASD, 2013). The table 9 shows the gender parity index scheduled tribe population at different educational level in the EAG states and in India.

It has been found out that GPI is highest at primary level (I-V) but got declined across all the classes in case of Jharkhand. It is lowest in class IX – X. However data reveals that the situation of GPI for ST population in Jharkhand is better than many EAG states ST population.

Infant Mortality Rate

Infant Mortality Rate (IMR) is defined as the number of infant deaths in a year per 1,000 live births during the year (GoI, MoTASD, 2013). This is very crucial aspect under target 4.2 as it is the first step

towards ensuring quality child care and development. Table 10 shows the IMR of scheduled tribe population in EAG states and in India. It can be easily depicted that the IMR is higher in rural areas in comparison to urban areas across India and EAG states. In case of Jharkhand also, in rural areas the IMR for T female is higher than the ST male. The IMR of Jharkhand is greater than all India average across all sections.

Table 1: Targets of SDG 4: Quality Education

Target Number	Set Targets (Summarized Form)
Target 4.1	Free primary and secondary education
Target 4.2	Equal access to quality pre-primary education and care
Target 4.3	Equal access to affordable technical, vocational and higher education
Target 4.4	Increase the number of people with relevant skills for financial success
Target 4.5	Eliminate all discrimination in education
Target 4.6	Universal literacy and numeracy
Target 4.7	Education for sustainable development and global citizenship
Target 4.a	Build and upgrade inclusive and safe schools
Target 4.b	Expand higher education scholarships for developing countries
Target 4.c	Increase the supply of qualified teacher in developing countries

Source: Government of India: SDG, NIF Progress Report 2020

Table 2: Scheduled Tribe Population (STP) in EAG states

States/ India	As per census 2011				% of State STP to Total STP of India	% of State STP to Total State Population	% of State Female STP to Total State STP
	Total Population	Scheduled Tribe Population (STP)					
		Male	Female	Total			
Bihar	104,099,452	682,516	654,057	1,336,573	1.28	1.28	48.94
Jharkhand	32,988,134	4,315,407	4,329,635	8,645,042	8.29	26.21	50.08
MP	72,626,809	7,719,404	7,597,380	15,316,784	14.69	21.09	49.60
Chhattisgarh	25,545,198	3,873,191	3,949,711	7,822,902	7.50	30.62	50.49
Rajasthan	68,548,437	4,742,943	4,495,591	9,238,534	8.86	13.48	48.66
UP	199,812,341	581,083	553,190	1,134,273	1.09	0.57	48.77
Uttarakhand	10,086,292	148,669	143,234	291,903	0.28	2.89	49.07
Odisha	41,974,218	4,727,732	4,863,024	9,590,756	9.20	22.85	50.71
EAG	555,680,881	26,790,945	26,585,822	53,376,767	51.19	9.61	49.81
India	1,210,569,573	52,409,823	51,871,211	104,281,034		8.61	49.74

Note: MP – Madhya Pradesh; UP – Uttar Pradesh; EAG - Empowered Action Group

Source: Census 2011, Office of the Registrar General of India

Table 3: Literacy Rate of All Social Groups Vs ST in India (1961-2011)

Year	All Social Groups			Scheduled Tribe (ST)			GAP (All Social Groups Vs ST Female)
	Male	Female	Total	Male	Female	Total	
1961	40.4	15.35	28.3	13.83	3.16	8.53	25.14
1971	45.96	21.97	34.45	17.63	4.85	11.30	29.6
1981	56.38	29.76	43.57	24.52	8.04	16.35	35.53
1991	64.13	39.29	52.21	40.65	18.19	29.60	34.02
2001	75.26	53.67	64.84	59.17	34.76	47.10	30.08
2011	80.89	64.64	72.99	68.53	49.35	58.96	23.64

Note: GAP = (Literacy rate of all social group – Literacy of ST female)

Source: Documents from Office of the Registrar General of India

Table 4: Literacy Rate of All Social Groups Vs ST in EAG states (1981-2011)

State/ India	1991			2001			2011		
	Total	ST	GAP	Total	ST	GAP	Total	ST	GAP
Bihar	37.5	18.9	18.6	47.0	28.2	18.8	61.8	51.1	10.7
Jharkhand	41.4	27.5	13.9	53.6	40.7	12.9	66.4	57.1	9.3
Madhya Pradesh	44.7	18.4	26.3	63.7	41.2	22.6	69.3	50.6	18.8
Chhattisgarh	42.9	26.7	16.2	64.7	52.1	12.6	70.3	59.1	11.2
Rajasthan	38.6	19.4	19.2	60.4	44.7	15.8	66.1	52.8	13.3
Uttar Pradesh	40.7	20.0	20.7	56.3	35.1	21.1	67.7	55.7	12.0
Uttarakhand	57.8	41.2	16.6	71.6	63.2	8.4	78.8	73.9	4.9
Odisha	49.1	22.3	26.8	63.1	37.4	25.7	72.9	52.20	20.6
India	52.2	29.6	22.6	64.8	47.1	17.7	73.0	59.0	14.0

Source: Documents from Office of the Registrar General of India

Table 5: EAG State Wise Literacy Rate of Scheduled Tribes (Census 2011)

States	TOTAL				RURAL				URBAN			
	P	M	F	GAP (M-F)	P	M	F	GAP (M-F)	P	M	F	GAP (M-F)
Bihar	51.1	61.3	40.4	20.9	50.3	60.7	39.5	21.2	65.3	72.5	57.6	14.9
Jharkhand	57.1	68.2	46.2	22.0	55.2	66.6	43.9	22.7	75.4	83.2	67.8	15.4
MP	50.6	59.6	41.5	18.1	49.3	58.4	40.1	18.3	66.7	74.0	59.2	14.8
Chhattisgarh	59.1	69.7	48.8	20.9	57.6	68.4	47.1	21.3	76.9	84.9	69.0	15.9
Rajasthan	52.8	67.6	37.3	30.3	51.7	66.7	36.1	30.6	69.0	81.0	55.6	25.4
UP	55.7	67.1	43.7	23.4	54.5	66.2	42.3	23.9	67.0	74.8	58.0	16.8
Uttarakhand	73.9	83.6	63.9	19.7	72.4	82.5	62.0	20.5	88.3	93.7	82.6	11.1
Odisha	52.2	63.7	41.2	22.5	51.1	62.7	39.9	22.8	69.1	77.7	60.5	17.2
India	59.0	68.5	49.4	19.1	56.9	66.8	46.9	19.9	76.8	83.2	70.3	12.9

Note: P- Person; M- Male; F- Female; MP – Madhya Pradesh; UP – Uttar Pradesh

Source: Census 2011, Office of the Registrar General of India

Table 6: Comparative analysis of literacy rate of ST female of Jharkhand in 2011

Comparative section	Literacy rate (in %)	Literacy rate gap#	Comparative section	Literacy rate (in %)	Literacy rate gap#
All India (Total)	73.0	26.8	All Jharkhand (Total)	66.4	20.2
All India (Male)	80.89	34.69	All Jharkhand (Male)	76.84	30.64
All India (Female)	64.64	18.44	All Jharkhand (Female)	55.42	9.22
All India ST (Total)	59.0	12.8	Jharkhand ST (Total)	57.1	10.9
All India ST (Male)	68.53	22.33	Jharkhand ST (Male)	68.2	22.0
All India ST (Female)	49.4	3.2	Jharkhand ST (Female)	46.2	0.0

Note: ST – Scheduled Tribe; Literacy Rate Gap#: Literacy rate of Comparative section – 46.2
Source: Census 2011, Office of the Registrar General of India

Table 7: Gross Enrollment Ratio (GER) of Scheduled Tribe in year (2010-11)

States	Class (I – V) (6-10 years)			Class (VI – VIII) (11-13 Years)			Class (IX – X) (14-15 Years)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bihar	185.8	139.3	163.7	76.3	57.6	67.2	40.7	26.5	33.9
Jharkhand	164.9	164.1	164.5	84.0	80.8	82.4	42.7	39.0	40.9
Madhya Pradesh	149.5	155.3	152.3	98.2	102.9	100.5	60.0	36.6	48.5
Chhattisgarh	116.7	111.3	114.0	83.9	75.7	79.8	58.0	55.2	56.7
Rajasthan	135.8	127.8	132.0	91.1	71.2	81.6	58.1	44.3	51.5
Uttar Pradesh	957.9	953.7	955.9	634.9	538.0	587.5	749.4	489.1	618.9
Uttarakhand	154.1	143.1	148.7	122.0	128.2	125.0	101.1	104.7	102.8
Odisha	132.7	137.4	135.0	77.1	72.5	74.9	43.2	40.7	42.1
India	137.2	136.7	137.0	90.7	87.0	88.9	57.1	49.1	53.3

Source: GoI, MoTASD, 2013

Table 8: Drop-out Rates of Scheduled Tribe students (2010-11) in EAG states

States	Class I – V			Class I - VIII			Class I – X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bihar	31.6	19.8	27.1	59.1	47	54.8	72.2	69	71.1
Jharkhand	39.6	35.0	37.5	60.5	49.4	55.8	80.8	78.5	79.8
Madhya Pradesh	40.6	33.3	37.1	38.6	33.4	36.1	58.7	71.9	64.6
Chhattisgarh	38.4	42.1	40.3	45.4	49.5	47.4	63.3	62	62.7
Rajasthan	47.8	51.2	49.4	59.5	68.9	64	78.2	80.7	79.3
Uttar Pradesh	NA	NA	NA	27.9	13.8	22.2	NA	NA	NA
Uttarakhand	21.5	9.9	16.3	34	29.2	31.6	34.1	37.7	36
Odisha	25.2	18.6	22.1	74	75.3	74.6	86.4	84.5	85.6
India	37.2	33.9	35.6	54.7	55.4	55	70.6	71.3	70.9

Source: GoI, MoTASD, 2013

Table 9: EAG state wise gender parity index – ST (2010-11)

States	Classes (I – V)	Classes (VI-VIII)	Classes (I –VIII)	Classes (IX-X)	Classes (I-XII)
Bihar	0.75	0.75	0.75	0.65	0.73
Jharkhand	1.00	0.96	0.98	0.91	0.97
MP	1.04	1.05	1.04	0.61	0.97
Chhattisgarh	0.95	0.90	0.94	0.95	0.93
Rajasthan	0.94	0.78	0.90	0.76	0.87
UP	1.00	0.85	0.96	0.65	0.88
Uttarakhand	0.93	1.05	0.97	1.04	0.97
Odisha	1.04	0.94	1.01	0.94	0.99
India	1.00	0.96	0.99	0.86	0.96

Note: MP- Madhya Pradesh; UP – Uttar Pradesh; Source: GoI, MoTASD, 2013

Table 10: EAG state wise Infant Mortality Rate (IMR) of Scheduled Tribe (2001)

States	TOTAL				RURAL				URBAN			
	P	M	F	GAP	P	M	F	GAP	P	M	F	GAP
Bihar	77	71	84	-13	78	72	84	-12	57	48	64	-16
Jharkhand	77	81	74	7	79	75	83	-8	57	55	59	-4
MP	110	110	110	0	111	111	112	-1	84	81	87	-6
Chhattisgarh	95	96	95	1	97	97	97	0	69	66	72	-6
Rajasthan	100	96	103	-7	101	97	104	-7	71	65	76	-11
UP	85	82	90	-8	87	84	90	-6	75	68	82	-14
Uttarakhand	71	68	73	-5	71	69	74	-5	57	44	70	-26
Odisha	92	93	92	1	93	94	92	2	75	73	77	-4
India	84	82	86	-4	85	84	88	-4	61	58	64	-6

Note: P – Persons; M – Male; F – Female; MP – Madhya Pradesh; UP – Uttar Pradesh
GAP = IMR of Male – IMR of Female

Source: District Level Estimates of Child Mortality in India, Census of India, 2001

Conclusion

The present study reveals that the status of scheduled tribe as a social group is lower than the national average across all the selected five indicators (Literacy rate, Gross Enrolment Ratio, Dropout Rate, Gender Parity Index and Infant Mortality Rate). The selected Empowered Action Group states except Uttarakhand are still behind the national average in literacy rate. The literacy rate of Scheduled Tribe (total) in EAG states are below than the national average except Uttarakhand and Chhattisgarh. But when it comes to the literacy of ST female in EAG states, it is below than the national average except Uttarakhand. The literacy rate of ST female in state of Jharkhand is lower than all the selected sections of comparison as given in table 6. The gross enrolment ratio and dropout rate is higher in ST

female of Jharkhand in comparison to national average. In case of Infant Mortality rate, Scheduled Tribe (All -Total, male and female) of Bihar, Jharkhand and Uttarkhand has made progress and in these 03 EAG states IMR is lower than the national IMR. The study shows that over the years Jharkhand state has improved on educational development indicators but still gender inequalities exist among STs in education.

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