

RESEARCH PAPER

Gender Budgeting in Higher Education in Odisha: A Comparative Analysis

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ABSTRACT

Gender budgeting aims to promote development and empowerment of girls and women through equal distribution of resources by providing equal opportunities for all. The participation of women in different sectors are increasing but the women are still now face various forms of vulnerability, discrimination, harassment, violence and abuse. They are neglected due to social prejudice and exploited physically, mentally, socially, economically and emotionally also. Gender Budgeting is a tool which can be used to address these issues through planning and budgeting. The paper analyzing gender budgeting in Odisha with focus specifically on higher education. Data were collected from secondary sources from the year 2019-20 to 2023-24. Governments total allocation of gender budget in higher education, gender specific allocations, Gender Parity Index in higher education are the major focus of the paper. The Gross Enrolment Ratio (GER) in India gradually decreasing according to the increased level of education. The participation of women in education less than men. It emphasizes the need for implementing Gender Budgeting in higher education in Odisha with analytical planning and purpose to address gender disparities effectively.

HIGHLIGHTS

- ① Gender Budgeting is not a separate budget. It is a tool for gender mainstreaming by analyzing various economic policies of the government from a gender perspective.
- ② The number of students, both boys and girls enrolled in Primary level in India is not equal with the number of students enrolled in Higher Education. Even their number also decreased gradually in comparison to the increased level of education.
- ③ Odisha introduced the process of Gender Budget statement from the FY 2012-13.
- ④ Gender Parity Index (GPI) is defined as Ratio of GER of girls to GER boys. It measures the progress towards gender parity in education participation and learning opportunities available for girls in relation to those available to boys.

Keywords: Gender Budgeting, Higher Education, Gender Disparities

Gender Equality has been a crucial social issue in India for centuries. Census 2011 shows the child sex ratio among child of 0-6 years to be 918 girls for every 1000 boys in India. Sustainable Development Goal five (SDG-05) also reinforce the importance of gender equality. In World Economic Forum's Gender Gap Report 2023, India ranked 142 out of 146 nations in the "economic opportunity and participation" subindex, 59 in "political

empowerment" subindex and 26 in "educational attainment" subindex.

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economic policies of the government from a gender perspective. Activities included under gender budgeting are:

- Addressing the gap between policy commitments and allocations for women through adequate resource allocation
- Mainstreaming gender concerns in public expenditure and policy
- Gender audit of public expenditure, program implementation and policies.

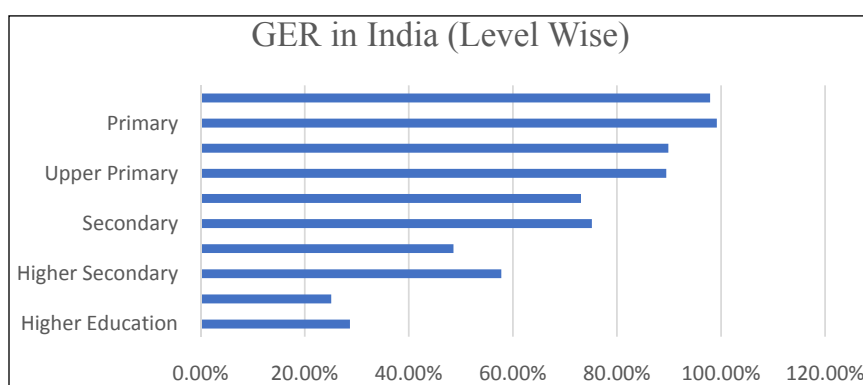
All India Higher Education Survey (AIHES), Govt. of India reported that the Gross Enrollment Ratio (GER), which measures the number of students enrolled in higher education of the eligible population aged 18-23 years. GER for higher education in India stands at 27.1% in overall from which, 28.7% are male and 25.1% are female enrolment in Higher education. But if we compare it with primary and secondary education in India, there is a huge gap in GER. According to the data given by UDISEPlus (UDISE +), The GER at the primary level in India for boys are 99.2% and for female are 97.9% and GER at Upper Primary level for boys are 89.5% and for girls are 89.9%. The GER at secondary level for boys are 75.2% and for girls 73.1% and for higher secondary level it is 57.8% for boys and 48.6% for girls.

From the above data, it is confirmed that the number of students, both boys and girls enrolled in Primary level in India is not equal with the number of students enrolled in Higher Education. Even their number also decreased gradually in comparison to the increased level of education.

Gender Inequalities in the education sector are concentrated in minority communities including urban slums, rural areas, caste, ethnic, language minorities, disabled etc. Reports shows that women enrollments are rising fast and the gender gaps narrowing down, but several forms of gender gaps continue to challenge the objective of equity and inclusion in education. Such gaps in education and training also effect on women's economic participation. Technological often necessitates new skill set. Unfortunately, this can exacerbate the "deskilling" of women in the labor force, as they are often overrepresented in lower-skilled, labor-intensive roles. Studies evident that "Technological Unemployment" imparting women more than men as women's job have a high probability of automation (IMF, 2018). As per the IMF, 26 million of women's job in 30 countries are at high risk of being displaced by technology within the next 20 years. Thus, increasing use of technology in future comes with the fears of displacing women in favor of men in employment (Das and Das 2006; IMF, 2018, MGI 2019), thereby adversely affecting their future potential to better education and economic development.

Thus, specific efforts should be taken for mainstreaming women in this new era of industrial transformation by investing their education and training. This is a long-term dynamic and continuous process of skilling, deskilling and reskilling for sustainable employability (Khare, 2016).

This paper is an attempt to analyzing Gender Budgeting in higher education in India with special focus to the state, Odisha.



Source: AISHE & UDISE +

Fig. 1: GER in India (Level Wise)

Education Sector Gender Budgets in Odisha

The Eleventh Five-year plan (2007-2012) added gender outcome assessment to Gender Budgeting across board, initiating creation of separate Gender Budgeting Cells in all Ministries and Departments as an evident and maintain transparency by making it available in the public domain. As far as the state Odisha is concerned, it introduced the process of Gender Budget statement in the FY 2012-13. From FY 2016-17 the Gender Budget statement was divided into two parts:

- ♦ Part A- Schemes and programs in which 100% provisions are allocated for women
- ♦ Part B – Schemes and programs which constitute at least 30% or more provisions for women in girls in budgetary allocation.

Table 1: Total Allocation to Gender Budget under Part-A and Part-B

Gender Budget Allocation (₹ in Lakhs)			
Year	Part A- 100%	Part B- >30%	Total
2019-20	265367.12	4492788.63	4758155.75
2020-21	326314.12	3965671.56	4291985.68
2021-22	444912.66	4101410.76	4546323.42
2022-23 (Revised Estimates)	532561.80	5078289.78	5610860.58
2023-24 (Budget Estimates)	578369.87	5604693.87	6183063.74

Source: Odisha Gender Budget (2023-24).

Table 1 shows the total budget allocation for Gender Budget under Part A (Gender Specific,

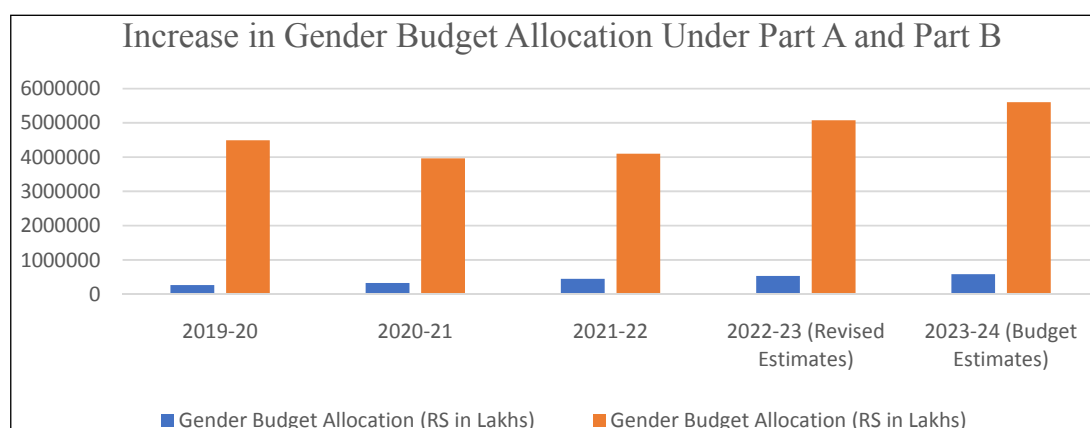
100% analysis) and Part B (Gender Sensitive, >30% analysis). Data describes Government allocating more amount on Gender Budget in education. In FY 2019-20 the total amount allocated was ₹ 4758155.75 lakhs and if we see the FY 2023-24 the amount was 6183063.74 lakh, which is 23.04% increase from allocated gender budget in FY 2019-20. Government of Odisha spends more on Gender Budget in education to promote gender equality through the budgeting process.

Table 2: Distribution of Gender Specific Allocations to Higher Education Department (₹ In Lakhs)

Year	Allocations (In Lakh)
2019-20	940.15
2020-21	963.00
2021-22	1274.19
2022-23 (RE)	1450.00
2023-24 (BE)	2750.00

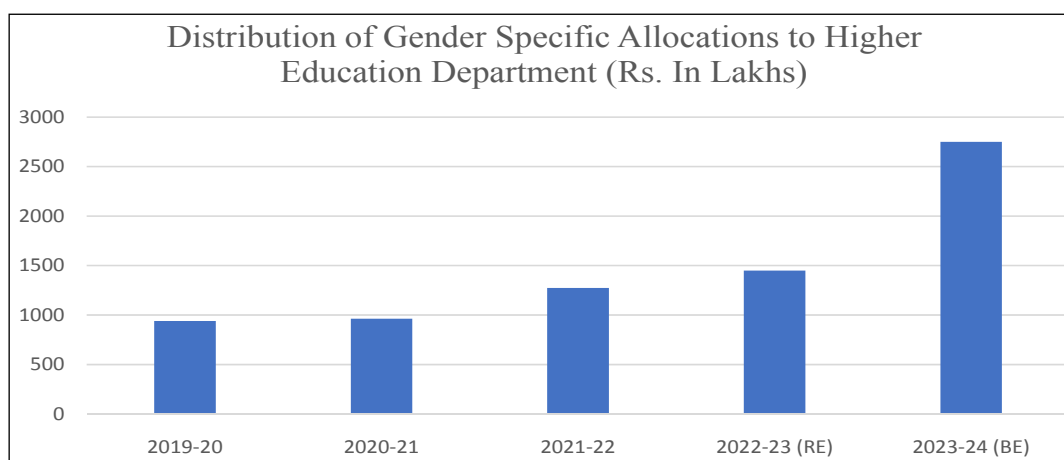
Source: Odisha Gender Budget (2023-24).

Table 2 gives a picture on year wise distribution of Gender specific allocations to higher education department. In FY 2019-20 the allocated amount was 940.15 lakhs and in the latest FY 2023-24 the allocated amount was 2750.00, which is more than 60% from amount allocated in FY 2019-20. The Government's commitment is to strengthen gender equality in higher education through various schemes and programs.



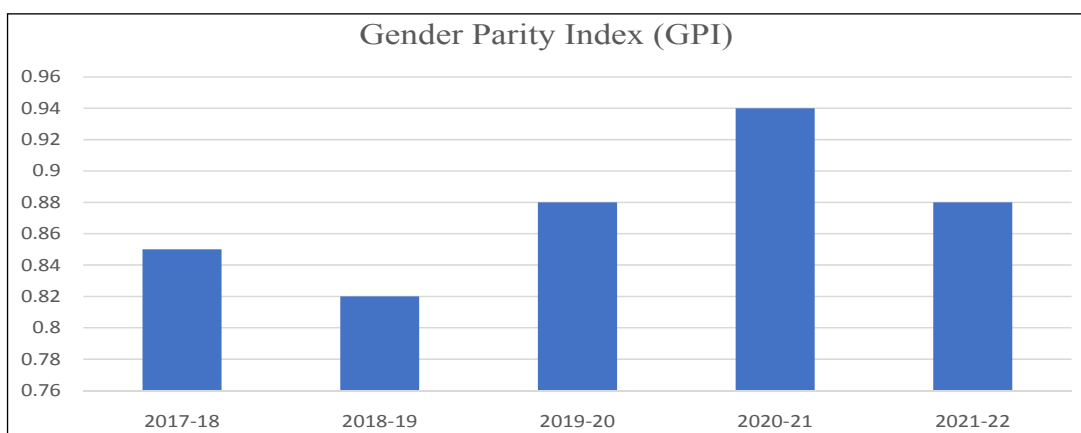
Source: Odisha Gender Budget (2023-24).

Fig. 2: Increase in Gender Budget Allocation Under Part A and Part B



Source: Odisha Gender Budget (2023-24).

Fig. 3: Increase in Distribution of Gender Budget Allocation to Higher Education Department



Source: Economic Survey (2021-22).

Fig. 4

Gender Parity Index (GPI)

Gender Parity Index (GPI) is defined as Ratio of GER of girls to GER boys. It measures the progress towards gender parity in education participation and learning opportunities available for girls in relation to those available to boys. It also represents the levels of girls' empowerment in the society (Ministry of Education).

Table 3: Gender Parity Index (GPI) in higher education (18-23 Years)

Year	Gender Parity Index (GPI)
2017-18	0.85
2018-19	0.82
2019-20	0.88
2020-21	0.94
2021-22	0.88

Source: AISHE, 2021-22.

Table 3 shows Gender Parity Index (GPI) in higher education in Odisha. It shows a stagnant state in GPI at Higher Education in Odisha. Studies have shown that Gender Budgeting does have a positive impact on reducing gender inequalities and therefore serves as a motivation for countries to adopt Gender Budgeting (Stotsky, 2016; Sharp and Elson, 2008; Chakraborty, 2016; Kolovich and Shibuya, 2016).

Women Oriented Schemes

- ♦ UGC Swami Vivekananda Single Girl Child Scholarship for Research in Social Science
- ♦ UGC Post Graduate Indira Gandhi scholarship for single girl child.
- ♦ UGC Post Doctoral Fellowship to the employed women candidates holding Ph.D degree.

- ♦ UGC Day Care Centers for married scholars/ students in Universities and Colleges.
- ♦ Kalinga Sikhya Sathi Yojana (KSSY), Educational loan scheme by Govt. of Odisha.
- ♦ Sudakshya to encourage girl child towards technical education.

CONCLUSION

Women's participation in Higher Education grows, their enrollment also improved. India ranked 127, out of 146 nations according Global Gender Gap Index 2023 released by World Economic Forum. This emphasizes a deeper look into Gender Budgeting, focus more on Higher Education Sector. Because through Higher Education, a skilled and qualified human resource emerged, who become a future global competitor as well as represent our nation on Global level.

Specific interventions through Gender Budgeting in Higher Education are likely to have far reaching impact on achieving gender parity and women's empowerment by employable and economically active educated women. Situations in India's Higher Education is more complex because of huge diversities, socio-economic disparities, poverty, illiteracy. Regional specific Interventions from grassroot level may be more helpful. Community participation in education sector should encouraged. Gender Budgeting specifically focus on rural, socially backward community and differently abled students to provide them ample opportunities, which act as a guiding light towards gender parity.

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