



GENDER DISPARITY IN LITERACY IN UTTAR PRADESH: A COMPARATIVE STUDY OF BUNDELKHAND AND OUDH REGION

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Abstract :

This research paper delves into the gender disparity in literacy rates within Uttar Pradesh, with a particular focus on a comparative analysis between the Bundelkhand and Oudh regions. Despite belonging to the same state, Bundelkhand is notably less developed than Oudh, prompting an investigation into the reasons behind this developmental gap and its implications for gender equity in literacy. Through an extensive review of literature and rigorous statistical analysis, this study aims to uncover the multifaceted factors contributing to unequal literacy rates between males and females in these regions. It examines socio-economic, cultural, and educational variables influencing literacy attainment among genders, while also considering disparities in access to education, prevailing societal norms, and governmental interventions. By adopting a comparative approach, the paper seeks to discern unique challenges and opportunities present in Bundelkhand and Oudh concerning gender parity in literacy. Furthermore, it proposes potential policy implications and interventions aimed at addressing the identified disparities and fostering greater educational opportunities for women and girls. This research contributes to the existing body of knowledge on gender inequality in education and offers actionable insights for policymakers, educators, and stakeholders striving to create inclusive and equitable educational systems in Uttar Pradesh and beyond.

Index Terms - Gender Disparity, Literacy, Uttar Pradesh, Bundelkhand, Oudh, Socio-economic Factors, Cultural Norms, Educational Infrastructure, Government Policies.

1. Introduction

1.1 BACKGROUND AND RATIONALE

Gender disparity in literacy remains a significant challenge in many parts of the world, including India. Despite numerous efforts to improve educational opportunities for all, disparities persist, particularly in regions with socio-economic challenges. Uttar Pradesh, India's most populous state, is no exception, facing significant gender disparities in literacy rates. The state of Uttar Pradesh comprises diverse regions, each with its own unique socio-economic and cultural characteristics. Two such regions, Bundelkhand and Oudh, present an interesting case for comparative analysis. While both regions share the same socio-political landscape as part of Uttar Pradesh, they exhibit notable differences in development indicators, including literacy rates. Bundelkhand, located in the southern part of Uttar Pradesh, is historically known for its arid and drought-prone conditions, which have contributed to socio-economic challenges and limited access to basic services such as education. Oudh, on the other hand, situated in the central part of the state, has relatively better infrastructure and development indicators compared to Bundelkhand. Understanding the factors contributing to gender disparity in literacy within these two regions is crucial for designing targeted interventions and policies aimed at promoting gender equity in education. This research seeks to delve deeper into these issues by conducting a comparative study of Bundelkhand and Oudh, exploring the socio-economic, cultural, and educational factors influencing literacy rates among males and females.

1.2 SCOPE AND SIGNIFICANCE

The scope of this study encompasses an in-depth analysis of gender disparity in literacy within the Bundelkhand and Oudh regions of Uttar Pradesh. The research will utilize a mixed-methods approach, incorporating both quantitative analysis of secondary data and qualitative insights gathered through fieldwork and interviews. This study is significant as it contributes to the existing body of knowledge on gender inequality in education, particularly in the context of Uttar Pradesh. By focusing on two distinct regions within the state, it aims to provide insights into the unique challenges and opportunities for promoting gender equity in education. The findings of this research can inform evidence-based policymaking and intervention strategies aimed at addressing gender disparities in literacy and fostering inclusive and equitable educational opportunities for all residents of Uttar Pradesh.

STUDY AREA

1.3 Introduction to Bundelkhand

Bundelkhand (previously known as Jejabhukti or Jejakabhukti and Jajhuti or Jijhoti) is a hilly region that spans over the state of Uttar Pradesh and Madhya Pradesh. It has rich historical values, cultural dynamics and geographical location. It was proposed to be a state as it has its own cultural, linguistic and traditional values specific to the region. With its heavy administrative implications, it served as a centre of profit for the rulers of the Chandela Dynasty and Khengar community. Later around 14th century the Chandela dynasty was overthrown but the Bundelas, thus replacing the name of the region to Bundelkhand meaning "Bundela Domain". During the British Rule, various freedom fighters emerged from this region which helped to transform the trajectory of India as we know of today. Princely provinces of Orchha, Datia and Sathar were also considered a part of this region. The geographical diversity of this region can be substantiated by the topography of the region which consists of rugged plateaus, fertile plains, forests and rivers. Mountain ranges such as the Vindhyas and the Satpura ranges are a part of the terrain along with rivers namely Betwa, Yamuna, Ken. The unique region of Bundelkhand comprised of 7 districts namely Banda, Chitrakoot, Hamirpur, Jalaun, Jhansi, Lalitpur, and Mahoba. All of these regions have their specific importances and drawbacks. Bundelkhand region struggles with natural issues such as drought, water scarcity, lack of forest cover, lack of sustainable agricultural practices, quality education and so on and so forth. This captivating blend of rich and immersive history combined with the distinguishable and contrasting geographical features makes it an impressive region to study.



1.4 INTRODUCTION TO OUDH

Literacy is a fine indicator of socio-economic progress in India which in-turn affects the political standpoint of the country as a whole. Access to education is one of the most important factors which can change the dynamics of the Uttar Pradesh that we know currently. Uttar Pradesh still remains one of the backward states in the India and aiding the gender-based discrimination with respect to increasing literacy rate in the region could shed valuable light in the area. Oudh (also known as Awadh or Avadh) is one of the oldest cities of India. Its history is intricately placed with Ancient India. It is located in the northern part of India and specifically in the north-eastern part of Uttar Pradesh. Its co-ordinates lie between 25°34' and 28°06' North latitude and 80°10' and 83°05' east longitude. It is surrounded by Nepal Terai region in the northern and southern region, Ganga plain region in the east and Rohilkhand plain in the west. (Bano, 2017) It was previously a part of the Kosala Region in ancient India which can be traced back to Hindu, Buddhist and Jainism scriptures. It also served as an authoritarian hub for the British empire and the Mughal Kingdoms as they took control of the Awadh region to gain control over India. *Source: Maps of India, 2011*

Oudh has always been in the heart of Uttar Pradesh which is to say that all the major advancements that have happened here carry major social, economic, political, cultural, artistic, linguistic and religious underlying depths in it. There are 15 districts in the Oudh region, namely, Khiri, Hardoi, Sitapur, Bahraich, Unnao, Lucknow, Barabanki, Shravasti, Rai Bareilly, Sultanpur, Pratapgarh, Balrampur, Gonda, Faizapur, Ambedkar Nagar. The historical accounts and legends associated with it have elevated its status, imbuing its past with captivating narratives of adventure, selflessness, religious fervour, societal advancement, and vibrant cultural development.



1.5 INTRODUCTION TO THE RESEARCH AREA UTTAR PRADESH: BUNDELKHAND AND OUDH.

Uttar Pradesh, often referred to as the "Heartland of India," is the country's most populous state, renowned for its rich cultural heritage and historical significance. Situated in the northern part of India, Uttar Pradesh spans vast geographical and socio-economic diversity, encompassing fertile plains, densely populated urban centres, and remote rural landscapes. As the cradle of ancient civilizations. Within the expansive territory of Uttar Pradesh lie diverse regions, each characterized by its own distinct socio-economic and cultural milieu. Among these regions, Bundelkhand and Oudh stand out as notable examples, each offering unique insights into the complexities of development and governance within the state.

1.6 LITERATURE REVIEW

1.6.1 Gender Disparity in Education: Global Perspectives

Gender disparity in education is a pervasive issue worldwide, with significant implications for social and economic development. Numerous studies have documented disparities in literacy rates, school enrolment, retention, and completion rates between males and females across various countries and regions. Factors contributing to gender disparities in education include socio-economic status, cultural norms, discriminatory practices, inadequate infrastructure, and limited access to resources.

1.6.2 GENDER DISPARITY IN EDUCATION IN INDIA

India, despite significant progress in expanding access to education, continues to grapple with gender disparities in literacy and educational attainment. While there has been a notable increase in overall literacy rates, gender differentials persist, particularly in rural and marginalized communities. Girls often face barriers to education due to socio-cultural norms, early marriage, lack of access to sanitation facilities, and safety concerns during travel to schools.

1.6.3 EDUCATIONAL LANDSCAPE OF UTTAR PRADESH

Uttar Pradesh, as India's most populous state, presents complex challenges in the realm of education. Despite efforts to improve educational infrastructure and expand access to schooling, the state continues to lag behind national averages in literacy rates and educational indicators. Regional disparities within Uttar Pradesh further exacerbate the challenges, with certain regions facing greater socio-economic and educational barriers than others.

1.6.4 REGIONAL DISPARITIES: BUNDELKHAND VS. OUDH

Bundelkhand and Oudh represent two distinct regions within Uttar Pradesh, each with its own socio-economic and developmental characteristics. Bundelkhand, characterized by its semi-arid terrain and agrarian economy, has historically faced challenges related to poverty, water scarcity, and limited access to basic services. Oudh, on the other hand, benefits from relatively better infrastructure and economic opportunities, with higher levels of development compared to Bundelkhand.

1.6.5 FACTORS CONTRIBUTING TO GENDER DISPARITY IN LITERACY

Several factors contribute to gender disparities in literacy within Bundelkhand and Oudh regions. Socio-economic factors such as poverty, parental education level, and household income play a significant role in determining access to education for both genders. Cultural norms and traditional gender roles also influence educational opportunities, with girls often being expected to prioritize household duties over schooling. Additionally, inadequate educational infrastructure, teacher shortages, and limited government investment in education further perpetuate gender disparities in literacy. This literature review highlights the multifaceted nature of gender disparities in education and provides a comprehensive understanding of the factors influencing literacy rates within Bundelkhand and Oudh regions. Building upon existing research, this study aims to conduct a comparative analysis to identify specific challenges and opportunities for promoting gender equity in education in these two regions of Uttar Pradesh.

1.7 OBJECTIVES OF THE STUDY

The primary objectives of this study are:

1. To assess the current status of literacy rates among males and females in Bundelkhand and Oudh regions.
2. To identify socio-economic factors influencing gender disparity in literacy within these regions.
3. To explore cultural norms and attitudes towards education that may contribute to gender disparities in literacy.
4. To analyse the availability and accessibility of educational infrastructure and resources in Bundelkhand and Oudh.
5. To examine the impact of government policies and interventions on gender equity in education in these regions.
6. To provide actionable recommendations for policymakers, educators, and stakeholders to address gender disparity in literacy and promote inclusive and equitable educational opportunities.

2. METHODOLOGY

The process of compilation of facts and data for this research paper has consisted of meticulous data planning and opting for a systematic approach towards the collection. The pre-existing secondary sources such as previously conducted studies, publications, articles, journals, government reports, and book records have helped to establish a baseline understanding of the area and identify the gaps of knowledge. Literacy based data analysis and study related to the gender bias, literacy rates, population growth have been used to gather relevant secondary data. Socio-economic data from the surveys and reports have been used to formulate a better understanding of the gender disparity that has been prevailing in the regions of Bundelkhand and Oudh.

3. RESULT ANALYSIS AND DATA USED

3.1 Provision for Maps, Tables, Data, and Charts

Maps: Detailed maps depicting the geographical boundaries of Bundelkhand and Oudh regions within Uttar Pradesh will be included to provide spatial context to the study.

Tables: Tables will be utilized to present quantitative data, such as literacy rates among males and females, socio-economic indicators, and government expenditure on education in Bundelkhand and Oudh.

Data: Secondary data obtained from official sources such as government reports, census data, and educational surveys will be used for quantitative analysis.

Charts: Charts, such as bar graphs and pie charts, will be employed to visually represent data trends and comparisons between Bundelkhand and Oudh, aiding in the interpretation of findings and enhancing the readability of the research paper.

Table 1: Population of Uttar Pradesh

Population (Male and Female)	2011		
	total	Male	female
total	99581477	04596415	4985062
rural	55111022	1044655	4066367
Urban	4470455	3551760	0918695
Child Population (0-6 years)			
total	9728235	5653175	4075060
rural	4248066	2736068	1511998
Urban	480169	917107	563062

Source: Census 2011, Government of India

Table 2: Total Literate, Literacy rate in Uttar Pradesh

total literate 2011	total	rural	Urban
total	18423805	8396557	0027248
Male	0479196	3609910	6869286
female	7944609	4786647	3157962
literacy rate 2001			
total	6.27	2.53	9.75
Male	8.82	6.59	6.76
female	2.22	6.90	1.73

Literacy rate 2011			
Total	9.72	7.55	7.01
Male	9.24	8.48	1.75
Female	9.26	5.61	1.68
Gap in Literacy Rate	001	011	
Gap in rural & urban literacy rate (urban-rural)	7.22	.46	
Gap in male & female literacy rate (male-female)			
Rural	9.69	2.87	
Urban	5.03	0.07	

Source: Census 2011, Government of India

Table 3: State Educational Indicators: Registered Educational Institute and registered students in Uttar Pradesh

Institute	006-07	009-10	010-11
University	1	0	0
Degree College	893	789	166
Secondary and Higher Secondary	4745	6510	7644
Upper Primary School	4121	2155	3281
Primary School	37366	46568	47376
Nursery School	3	3	3
Registered students (in Thousands)			



College	1635	2054	2139
Secondary and Higher Secondary	9531	10928	11722
Male	5594	6312	6772
Female	3937	4616	4950
Upper Primary School	5960	9807	9805
Male	3483	5342	5197
Female	2477	4465	4608
Primary School	24038	27315	27319
Male	13172	14235	14206
Female	10866	13080	13113
Nursery School	3	5	5

Source: Education Directorate, Uttar Pradesh.

Table 4: Population division on the basis of gender in Bundelkhand Region

BUNDELKHAND REGION				
Distno.	Name	Population		
		People	Male	Female
1	BANDA	1799410	965876	833534
2	CHITRAKOOT	991730	527721	464009
3	HAMIRPUR	1104285	593537	510748
4	JALAUN	1689974	906092	783882
5	JHANSI	1998603	1057436	941167
6	LALITPUR	1221592	641011	580581
7	MAHOBA	875958	466358	409600

Source: Census of India, 2011

Table 5: Population division on the basis of gender in Oudh Region

OUDH REGION				
Dist no.	Name	Population		
		People	Male	Female
	MURAIYA	379545	40040	39505
	MARA BANKI	260699	707073	553626
	MATAWAH	581810	45856	35954
	MARRUKHABAD	885204	006240	78964
	MARDOUI	092845	191442	901403
	MIRZA APUR	656616	81776	74840
	MIRZA APUR DEHAT	796184	63255	32929
	MIRZA APUR NAGAR	581268	459806	121462
	MIRZA APUR	021243	123187	898056
0	MIRZA APUR	589838	394476	195362
1	MIRZA APUR BARELI	405559	752542	653017
2	MIRZA APUR	108367	630087	478280
3	MIRZA APUR	483992	375264	108728

Source: Census of India, 2011

Table 6: Literacy of the population on the basis of gender in Bundelkhand Region

BUNDELKHAND							
Dist no.	Name	Population			Literacy		
		People	Male	Female	People	Male	Female
1	BANDA	1799410	965876	833534	1002937	630626	72311
2	CHITRAKOOT	991730	527721	464009	531072	330339	00733
3	HAMIRPUR	1104285	593537	510748	653299	408125	45174
4	JALAUN	1689974	906092	783882	1075196	653430	21766
5	JHANSI	1998603	1057436	941167	1304513	783705	20808
6	LALITPUR	1221592	641011	580581	641191	397586	43605
7	MAHOBA	875958	466358	409600	488106	302283	85823

Source: Census of India, 2011

Table 7: Literacy of the population on the basis of gender in Oudh Region

OUDH							
Distno.	Name	Population			Literacy		
		People	Male	Female	People	Male	Female
	MURAIYA	379545	40040	39505	30836	46198	84638
	BARA BANKI	260699	707073	553626	692458	010518	81940
	CHITAWAH	581810	45856	35954	062003	23583	38420
	MARRUKHABAD	885204	006240	78964	092677	54827	37850
	MIRZAPUR	092845	191442	901403	221601	374587	47014
	CANNAUJ	656616	81776	74840	017087	03596	13491
	CANPUR DEHAT	796184	63255	32929	170243	92964	77279
	CANPUR NAGAR	581268	459806	121462	243022	829179	413843
	FAIZIYATPUR	021243	123187	898056	034044	237157	96887
0	MIRZAPUR	589838	394476	195362	127260	742440	384820
1	MIRZAPUR	405559	752542	653017	965843	165965	99878
2	MIRZAPUR	108367	630087	478280	773584	053063	20521
3	MIRZAPUR	483992	375264	108728	283733	397702	86031

Source: Census of India, 2011

4. RESULT AND DISCUSSION

4.1 Factors associated with Gender Disparity in Literacy

While studying quantitative approaches regarding the factors that are associated with gender disparity in literacy in Bundelkhand and Oudh region, heterogeneous and multi-faceted approaches need to be taken. In order to understand the problems related to the topic, a straight view cannot hinder our perspective. Some of the main factors that can affect the literacy rates in these regions are given as follows:

- 1. Early marriage:** Due to high illiteracy rates, the girls are married off at early ages. Deep-rooted cultural and rural stigma considers their girls to be burdens. According to them, they should be married off as early as possible to confine them to household chores and married lifestyle.
- 2. Access to Information and Technology:** Due to lack of technology, people are not aware of their privileges. They can affect girl children specifically as new phones are often given to boys while girls are expected to do household work.
- 3. Gender Bias in Curriculum and Teaching Methods:** Teaching practices often differ in areas where girls are considered. Societal attitude towards women often leads to higher drop-out rates in schools and colleges in females.
- 4. Economic Status:** This leads to the imbalance in the proportion of education that is being catered to the families.

Low-income families often prioritize the education of their male children over their daughters. Often male children are expected to join farming activities from early ages. Therefore education is not prioritized in these regions

4.2 SOCIO-ECONOMIC FACTORS INFLUENCING LITERACY ATTAINMENT

To understand Gender disparity in literacy in the context of socio-economic factors we need to dive deeper into the intrinsic working principles of a society that helps to facilitate or hinders the growth of the literacy attainment. Some major factors encompass various dimensions of an individual's socio-economic status, including income, education level of parents, availability of resources, and cultural norms. By analyzing the respective socio-economic backdrops of both Oudh and Bundelkhand Region, we can draw a comparative study. Oudh region has always had better overall infrastructure development in Uttar Pradesh when compared to the surrounding regions. Owing to its geographical location, it has a diverse history of settlers and rulers who helped the city flourish in areas of artistry and linguistics. Oudh region has higher literacy rate than the national average. Bundelkhand on the other hand faces tremendous challenges regarding the educational infrastructures. Due to lack of historical wealth and negligence from the governing bodies, the literacy rate never flourished in this region. This shows a stark contrast in the socio-economic factors which help to determine the literacy rate even though both of these regions are located so closely.

4.3 CULTURAL NORMS AND GENDER ROLES

Oudh boasts its rich history and diversity by being one of the most important trading hubs and governing regions in India. Its population consisted of a variety of different people. This plethora of culture gave rise to the differences in the hierarchies in the region. Since traditional times, Oudh has emphasized the importance of artistry and education. The literacy rate in the region has always maintained its growth amongst upper class and middle-class people. However, lower class people were abstained from accessing education as easily as the other classes. Dalits and Muslims had to face discrimination in order to attain education. Biasness towards girls and the profanity of the families to prioritize the education of boy child over a girl child withheld girls from accessing education. This maintained the gender disparity in literacy. Their belief that women should be confined to the household chores have been withholding them from obtaining educational liberation. In Bundelkhand, the education system did not spring to its glory since the ancient times. Unlike Oudh, the society of Bundelkhand was heavily dependent on agriculture. The region is characterized by rugged terrain and rural population. Working as labour in their agricultural fields were prioritized over attaining education in this region as it helped to boost the economic condition of the family. Boys are expected to contribute their time in manual labour in the farming activities and girls are expected to tend to their household chores. Another such practice included the early marriage practices and purdah system which inherently restricted mobility. Caste dynamics play a crucial role in determining equitable access to education in this region. While both the regions have their own set of challenges, caste-based discrimination, economic development, patriarchal inclinations, etc affect both the regions heavily. Cultural dynamics and socio-economic factors have tremendously put the issues into perspective.

4.4 ACCESS TO EDUCATIONAL INFRASTRUCTURE AND RESOURCES

In both the regions of Bundelkhand and Oudh, factors such as student-teacher ratio, availability of textbooks and government initiatives play a significant role in the increase in literacy rate. Oudh comprising of districts like Lucknow and Faizabad has better access to educational infrastructure when compared to Bundelkhand which comprises of districts such as Jhansi and Chitrakoot. There are better private and public-school facilities available in Oudh region. In Bundelkhand, the areas lack proper educational infrastructure, access to resources such as availability of clean water, availability of electricity and access to sanitation. This degrades the quality of education which lowers the literacy rate in Bundelkhand when compared to Oudh region. Another important factor, availability of teachers changes the whole working scenario of these regions. Since ages, Oudh has a centre of leaning and trade, therefore the communities living there are positively affected by their customs and beliefs. Oudh being an urban centre attracts more qualified teachers and professors to teach in their schools and colleges. Oudh Region provides the teachers with better employment opportunities and better wages for work. However, the case is not the same with Bundelkhand region. Traditionally classified to be one of the rural centres due to its agrarian economy and preference for farming led daily activities, the learning opportunities here fail short of the expectations. This negatively affects the education of the community. There is a deficit in the availability of teaching faculties. This lessens the quality of education which negatively affects students pursuing education from this region. Addressing the gender disparities in education is a crucial determining factor in the future of the education in Bundelkhand region as it can improve the overall literacy rate of the region.

4.5 GOVERNMENT POLICIES AND INTERVENTIONS

The government has put forward various policies for implementation in Oudh Region as well as Bundelkhand Region. In Oudh region, the provisions for mid-day meal had been started to attract the students to educational regions. Model Schools, providing free text books, providing free school uniforms etc. are some of the many interventions that the government has put forward for the betterment of the people. Even though similar incentives were put in place for the benefit of Bundelkhand region, the outcomes have differed heavily. Due to lack of supervision, infrastructural challenges and administrative issues, the efforts that were put out are having a relatively slower outcome when compared to the Oudh Districts.

4.6 COMMUNITY PERCEPTIONS AND ATTITUDES TOWARDS GENDER EQUITY IN EDUCATION

Due to the traditional outlook of both the regions, both women and men are held back from pursuing education. Farming practices are prioritized and education is never allowed to be put on the pedestal. Due to cultural norms and traditional beliefs gender equity in education sounds like wishful dreaming in regions of Bundelkhand and Oudh. There might be deep rooted beliefs about giving education to boys only. Stigma related to education of girls often hold back the female population from pursuing basic education. Often girls are viewed as burdens to be passed down from family to family which means that by educating their girls, they would not benefit from it as their girls would be married at an early age, hence, becoming a part of someone else's family. These attitudes perpetuate the struggle to gain equitable education for both males and females from an early age without letting the prevalent gender disparity of the region affect them.

4.7 POLICY IMPLICATIONS AND RECOMMENDATIONS

There is a plethora of policies that have been implemented on national and state levels for the better education of girl children. To eradicate the gender disparity in order to pursue equity in education a list of governmental and non- governmental policies have been put out. The District Primary Education Programme by Indian Government was launched to help aid the accessibility of education via formal and informal sources such as Primary schools or other alternatives. Sarva Siksha Abhiyaan is a flagship programme launched by the Indian Government to achieve Universal Elementary Education (UEE). UEE was launched in 2002 with the partnership of state governments and local self- governments. Right to Education Act, 2002 ensures free and compulsory education for all the children between the age groups of 6 to 14. Free book services have been provided so that the children cannot be held back from accessing education. Implementation of the PM POSHAN Mid-day meal services helps to give nutritional food to the children in their primary stages of development especially in summers. Kanya Sumangala Yojana is another such yojana by the state government to help the girl children to access education. In this yojana an amount of Rs. 15,000 will be provided to every individual girl under 6 categories for her educational purposes. Providing better education in Madrassas (SPQEM), Operation Kayakalp (in which all the primary schools are supposed to be turned into ideal schools for learning by August 2022), Mahila Samakhya, 'Beti Bachao, Beti Padhao', 'Padhein Betiyan, Badhein Betiyan' are some of the other policies that have been implemented in order to tackle the acute issues related to the gender disparity in literacy in these regions in both national and state levels. The New Education Policy has vowed to reduce the drop out rates of girls in educational sectors from a young age. The New Education Policy of 2020 came up with schemes such as each one teach one to make education accessible to all. Overall, there have been loads of policies and schemes that have been implemented to look after the benefit of the literacy of the masses. However, there has been a lack of efficiency in their implementation which has caused lack of outcome generation. Various Socio-economic and cultural barriers exist in this region which leads to unequal distribution of education in the regions of Bundelkhand and Oudh. Poverty, lack of infrastructure, lack of guidance, lack of acute transportation facilities hinder the process of education availability. Tailored programmes based on the needs of the local masses such as agriculture related education should be promoted in regions of Bundelkhand, scholarship programmes should be implemented to draw focus and interest of the people. Collaborative efforts with NGOs working in these areas can help to uplift the living conditions of the people residing here. They can take up area focused and target oriented missions to wage the gap in gender biasness in the educational sector. Gender sensitization workshops should be provided in order to de-stigmatize the vast array of issues that are related to lack of awareness in these regions. Empowerment of youth and women can help to foster better cultural and traditional networks amongst existing communities. This new generation of thinkers will ultimately understand the need for education despite the gender of the child.

5. CONCLUSION

This study tried to delve deeper into the causes, reasons, consequences and possible solutions to the problems that are being faced in these regions of Bundelkhand and Oudh. In regions of Oudh and Bundelkhand the potential array of problems requires intricate and target oriented solutions as we have seen through the comprehensive study of the topic. Through the quantitative and qualitative analysis of the major factors that have been affecting the gender disparity in literacy, it can be easily understood that the state of Uttar Pradesh still has a long way to go. Deep rooted patriarchal norms, gender stereotypes, cultural implications, etc have acutely affected the socio-cultural aspect of growth of education. Economically the low-income households have not been able to provide for the fulfilment of the basic necessary needs of the children such as access to education. The data that has been collected in order to put this whole research paper together have been taken from credible sources and compiled into this paper after immense observations. Every data that has been compiled have been thoroughly checked, marked and then associated with their sub topics. The data has shown stark differences in the accessibility of education between the males and females of the same age groups. A gap can be noticed as the literacy rate among the females are declining and the gap grows bigger and wider as higher education is brought into the scenario. A multi-dimensional and multi-faceted approach needs to be considered in order to uplift the marginalized part of the society and especially women in areas of education. This will be able to uplift the literacy rates in the region of Bundelkhand and Oudh. Grassroot level policies need to be implemented in order to foster a sense of unity and fraternity among the various communities that live in this region. Educating the women of the nation will help to aid the social, cultural, political and economic needs and wants of these regions and the nation in the bigger scenario. Therefore, more catered efforts need to be put in place in order to fight these issues related to gender disparity in literacy related to the regions of Oudh and Bundelkhand.

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