

**REPORT ON**  
**ADULT LITERACY DRIVE**  
**AND**  
**LITERACY WORK**  
**IN**  
**GUJARAT STATE**



**GUJARAT STATE SOCIAL EDUCATION COMMITTEE**  
**Daria Mahal**  
**SURAT**  
**1967**

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**Chairman,**  
**Gujarat State Social Education Committee**  
**Daria Mahal**  
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## REPORT

The State of Gujarat forms the part of western India. Comprising 19 districts. It has a population of 20.6 million people.

A hilly stretch forms its eastern border, while the Arabian Sea washes it, on the west. The Desert of Kutch and the arid tract touching the southern expanse of the Rajasthan desert mark the north of Gujarat.

The middle region is a most fertile plain and so too, its southern stretch watered by the Narmada, the Tapti and several other rivers. A considerable portion of the southern area is covered by the thick forest of the Dangs, with a rich variety of wild life and various other peculiarities. The other forest of Gujarat is Gir which is the only cover that boasts of lions in all Asia.

Though culturally one single whole, Gujarat may be roughly divided into 5 main divisions viz. Kutch, Saurashtra, North Gujarat, Central Gujarat and South Gujarat. Of these Kutch with the desert adjoining it, has developed a cultural pattern sung in the Katchhi tongue which, though, has not a script of its own. Whereas Saurashtra was till lately a nest of some 200 princely states, almost each having a distinct tradition and stamp of culture. The local forms of numerous cultural patterns have greatly enriched the life of its people. Besides, Saurashtra can refer back to proto-historical times when the Yadavas held sway in the sea-port of the old Dwarka and sentinelled the western gate of India. In historic times the Maitrakas ruled over an empire from the capital city of Valabhi, which also was a great seat of learning as recorded by Huen-sang. No wonder Saurashtra can boast of great souls, stalwarts like Lord Krishna, Swami Davanand. Mahatma Gandhi and many

others that took long stretches of time in their stride. Again, it was Saurashtra that threw up Okha, the first industrial town in west Bharat.

North Gujarat contiguous to the Southern tract of the Rajasthan Desert has again a shade of culture all its own. It claims the credit of having nursed and taken to fullness of glory Anhilpur Patan, the capital of her ancient empire under the Chaulukyas. Anhilpur too was a great centre of learning, drawing, enriching and disseminating knowledge of literature, linguistics, politics, theology, law, medicine and several other faculties known to the times. Anart, the ancient name of this area by itself suggests the home of dance loving people. Its folk drama "Bhavai" is still popular to-day.

Central Gujarat is all very fertile and rich in oil. Naturally, every mch of land is put to the best use in this part, which also has proudly in its midst Ahmedabad, the modern capital of the State and the Sabarmati Ashram of Mahatma Gandhi.

Lower down across the Narmada is South Gujarat equally fertile and richer yet in oil. It has already shot forth two industrial towns throbbing with the most modern plants of production, one of them with American co-operation. A considerable portion of its population, however, is formed of the aborigines (the adivasis) who speak several different tongues. They all look forward to coming soon abreast of the times under the influence of the industries.

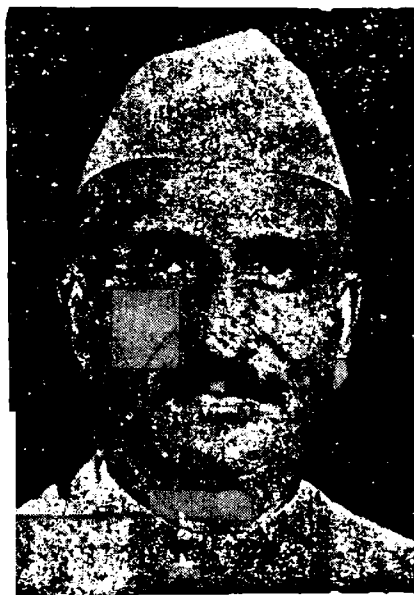
Before the advent of Swaraj, literacy was very low in backward areas of Gujarat, being no higher than 14% in Saurashtra. At present the figure for the whole State of Gujarat is 30% comprising 41.1% among men and 19.1% among women. Ranging from 8% up to 41.9%. It is still as low as 8% in the Dangs and 12.7% in Banaskantha, the northern-most region of Gujarat. That is because our efforts had to be directed not only towards attacking illiteracy but also towards bringing about a change in the economic life of the backward and tribal people and towards acquainting them



**Late Shree Kanjibhai Desai**  
Ex-Chairman



**Shree Jyotsnabahen Shukla**  
Present Chairman



**Padma Bhushan Shree Kalyanjibhai Mehta**  
Ex-Hon. Secretary

- (3) to prepare materials for literacy campaigns like appeals, hand books for camp organizers etc.
- (4) to evolve a system of use of projected Audio visual aids and to maintain a state library of films, films strips etc
- (5) to prepare non-project aids like posters, Flanalo graph materials, charts etc. for use in literacy classes.
- (6) to publish a journal for neo-literates.
- (7) to maintain an effective library system as part of the follow-up programme.
- (8) to prepare, publish and supply follow-up literature for neo-literates.
- (9) to prescribe registers, forms of returns etc, for literacy work.
- (10) to evolve a common system and standard of examination in literacy and to prescribe certificates to be issued.
- (11) to maintain a supply line to reach the village level and to build-up administrative links.
- (12) to undertake such research activities pertaining to Social Education as the committee may deem fit.

### **Publications of the Social Education Committee**

#### **Stories for neo-literates-14 books.**

<b>Sr. No.</b>	<b>Name of the Book</b>
1.	Sonani Int ane Biji Vato
2.	E Pan Mara Dikrao Chhe.
3.	Shikari.
4.	Dangarna Panch Dana.
5.	Lakh Takanu Moti.
6.	Bhavanana Fal.
7.	Ek Muthi Anna.
8.	Satno Marag.
9.	Prem Ej Prabhu.
10.	Mangal Bhavana.
11.	Soneri Vato.
12.	Vahetan Nir.
13.	Sachun Tap.
14.	Pake Ghade.

#### **Other literature**

- |                     |  |
|---------------------|--|
| 1. Kanjibhai.       | 3. Gram Bhajan Sangrah.                          |
| 2. Prasang Parimal. | 4. Agal Vanchie Part 1 & 2.<br>( for follow-up ) |

- |  |                                |
|--|--------------------------------|
| 5. Jagine Joun To part 1 & 2.          | 7. Patthar Tarshe<br>Ramnamna. |
| 6. Rashtriya Samrakshan,<br>Be Natako. | 8. Gop-Kavyo.                  |

**Social Science**

1. Lok Ganga.
2. Apne Sarkar Chhie.
3. Apni Sarhado.
4. Bharatni Arthik Bhugol.

**General Science**

1. Sastan Athana.
2. Apanan Falo.
3. Kidi.
4. Udhai.
5. Gobar Gas.

**Reference Books**

1. Dodh Dayko.
2. Payano Gujarati Shabdakosh.
3. Samaj Shikshan Siddhant Ane Vyavahar.

**Text Books**

- 1- Praudh Pothi.
2. Praudh Vachan Pat.

**Hand books & Guide Books**

1. Gram Pustakalaya.
2. Samaj Shikshan Pothi.
3. Samaj Shikshan Karyakram.
4. Praudh Sahitya Lakhnarne.
5. Samaj Shikshan Karyakartane Margadarshan.  
**Monthly Magazine**: 'Jeevan Deep'.

**TRY-OUT APPROACHES FOR ADULT EDUCATION**

As stated above, all round efforts were necessary and hence various approaches were made. Some of them were as under :

- ( i ) Individual approach.
- ( ii ) Selected area approach.

- ( iii ) Village approach.
- ( iv ) Socio-economic approach.
- ( v ) Group approach.
- ( vi ) Mass approach.

( i ) **Individual Approach** : The individual approach was tried through holding Gharshalas, where individuals—mostly students undertook teaching the adults. But the scheme worked well for a short time only, for without any guidance the workers began to lose their early enthusiasm. An individual approach can, however, produce good results. Only the drive should be properly organised through schools, colleges, villages, village volunteer force, youth clubs, Mahila Mandals (women's clubs). It should awaken local interest and provide inspiration and guidance keeping contact with the Panchayats.

( ii ) **Selected area approach** :-After the advent of freedom intensive efforts were made to stamp out illiteracy in some 30 selected areas of Gujarat. Officers were appointed and concentrated work in this direction was done in these selected areas but the scheme discontinued due to economical reasons.

Appreciable work through such an approach was done already before freedom in Gadhada Taluka in the State of Bhawanagar, and through the "Surat Jilla Niraksharata Nivaran Sangh" of Surat District.

## **COMPOULSORY EDUCATION**

Some decades before this, Gondal State in Gujarat had made Education for women compulsory. This measure proved very fruitful and brought about an all-round development of the people within the State.

Baroda state too had made primary education compulsory as early as in 1906. Such wakefulness on the part of the two states have had their own healthy influence upon the work in the neighbouring areas in Gujarat.



(iii) **The village approach** : In the Saurashtra region, **Mass Literacy Drives** were organised in development blocks and each block was set a target of 100 per cent literacy for the age range 14-40 in at least two villages. This target was fixed to be hit during the literacy drive period itself. As many as 2% villages i. e. 68 villages in 52 blocks of Saurashtra have been able to hit the target and achieved 100% literacy in some of the blocks.

Name of the district	No. of villages
Rajkot district.	12
Bhavanagar „	23
Surendranagar „	7
Jamnagar „	16
Junagdh „	10

(iv) **The Socio economic approach** : The experience of literacy workers has shown that illiterate adults could not take advantage of the literacy classes owing to their economic backwardness. After a hard day's toil for earning their bread, they were too exhausted and little interested. So, under the influence of Gandhian-philosophy an 18 point programme of socio-economic uplift of masses was launched under the name of "Saghana kshetra Yojana" (Scheme for intensive development of villages) in selected areas. The project aimed at originating a change in the socio-economic condition. Adult literacy was obviously a part of the project planned to run for about 5 years in the first stage. The scheme was undertaken in 16 places and the total number of adults turned literate has been 5833.

(v-vi) **Group And The Mass Approach** : Normal literacy classes for tests I and II are being conducted under the scheme sponsored by the state Department of Education and community Development and efforts to stamp out illiteracy, are carried on. To awaken mass enthusiasm for literacy, short duration campaigns with specific targets were also launched in the years 1956, 1958 and 1961. These drives were pushed in selected blocks of the state with a specific

target of making 1000 persons literate in each block within the drive period. The purpose of these drives was to carry the message right to the farmers and other working places of the illiterate as also to achieve quick results within a short period by enlisting public co-operation through the village, taluka and the district. A literacy Drive committee was specially organised with this purpose in view.

The following table shows the achievements of the various drives launched in the former states of Saurashtra and Bombay and at present in Gujarat State. Before May, 1960 Gujarat Area was part of Bombay state while Saurashtra was a State by itself. At present Gujarat itself is a State and Saurashtra forms part of it. The figures relate to adults made literate in Literacy Drives :

	Saurashtra Area	Bombay State Area.	Gujarat State	Total
1956	70,400	—	—	70,400
1958	36,800	—	—	3,8006
1959	34,900	21,178	—	56,078
1961	64,622	—	56,331	1,20,953
<b>Total</b>	<b>2,06,722</b>	<b>21,178</b>	<b>56,331</b>	<b>2,84,231</b>

#### **Follow-up**

For follow up work, a set of 11 sentences covering all the basic letters of alphabets was prepared and put up at the meeting places in the villages. Besides 110 reading cards were prepared, each on different subject of common interest and thousands of copies were distributed free. Moreover 7060 library boxes were put in circulation for the free advantage of the villagers, with the help of Gujarat State Social Education Committee.

#### **DETAILS OF LITERACY DRIVES**

- (i) Looking at it chronologically, the Gadhada Drive in Bhawanagar was the first of its kind to be organised in Gujarat, but it was confined to a Taluka only and was mainly due to zeal and efforts of state Minister for Education Bhawanagar. A mass spirit was yet to be awakened. Yet the small-scale experiment provided some clear useful data for future guidance.

(ii) As a State, it was in 1956 that Saurashtra launched its first literacy drive, was well appreciated by the people and workers alike.

(iii) In 1958 came the second drive launched to cover Kutch too. The target set before each block was to make 1000 adults literate but many surpassed the limit, i. e. Chotila accounted for 2653 and Botad for 2600. At Chogatha, a village in Shihore Taluka, it was indeed a happy sight to watch when a thousand adults met in 40 classes to learn to read and write. The number itself kept up the spirit of villagers and of the workers as well. This second drive brought 36800 people to literacy. The third drive was launched for 2 months in '59 and 56078 persons were brought to light, while in the 4th drive 1,20,953 were made literate.

Thus Gujarat has tried various ways to build up literacy. Of them all, the drives have been found most suitable as they lead to an impressive social change.

### **Literacy for Social Change :**

Every literacy drive was found to have quickened the masses. It gave them a new outlook, and started a new quest. The new knowledge also added to their status. The cases of an old woman of Leria, a village in Visavadar block is unforgettable. Aged 'Kadvi Ma' thought, she was more capable than her son, the sarpanch. Her only disappointment was that she could not read or write. Then the writer of this report initiated her, into the first lesson and there she was taking pains to learn with the help of the local teachers. She soon found herself able to read the whole primer. And with her steady efforts since then she has come to be a member of a District Local Board of Junagad district.

Nathabhai, a farmer of Amarnagar had passed the test of first drive in 1956. He was able to read only the primer and some news from the papers. Still with such humble equipment of his own, he led to literacy some 20 women of his small hamlet. All of them were converted to using new manures and to reading or tending to news papers, read out to them. There are many such

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cases in which literacy has opened out new life and new opportunities.

### **Organization for literacy Drive :**

Before launching each drive a seminar of high Officers was held to decide upon some definite steps of progress.

A survey was made for each village with the help of village Panchayat and names of people offering to learn, and of those offering to teach, were listed.

### **Co-ordination :**

Co-ordination was sought at all levels. Ministers, Departments, Factories all co-operated to make a joint effort. Ministers wrote D. O. letters to their respective departments and gave proper directives.

### **Part played by the local committees :**

It is worth to note that local committees helped the cause considerably by awakening the spirit of the local masses. In Chotila Taluka even doctors and such other busy men moved nightly from village to village and that made great effect.

In the 1958 Drive, some persons who had profited by the earlier drive of 1956 were invited to persuade their illiterate neighbours. They did their work very well and swelled the classes.

### **Instruction and Instructors :—**

In all the drives, the instructors were drawn from local schools, colleges and boarding schools, a third of them offering voluntary service. The success of literacy centres depends mostly on the type of teachers entrusted with work. Happily, the teachers of Ghantvad Ratia and Advana (Porbandar) and many others proved the right type and worked with zeal in places far away from their homes. For the first two months a specially prepared primer was taught to the learners and enthusiastic workers did their work with considerable success.

The instructors can be grouped in three categories.

(i) Paid workers, (ii) Honorary workers and (iii) Partly paid workers.

**Training :**

All the workers were trained in the training camps at Taluka level for three days. They were thus helped to orient themselves to their task. In the first drive all workers were trained at district levels but after that the Taluka level was found more suitable for the purpose. The training covered :

- ( a ) Adult Literacy Method.
- ( b ) Equipment Available.
- ( c ) Forms and how to fill in them;
- ( d ) How to work among adults, and
- ( e ) How to awaken and maintain the interest of the learners.

The method was decided upon at the divisional level and a uniform method was set to be followed in the whole division.

**Preparation and Propaganda :**

Propaganda was well set up in advance so that each area of the state might have enough time to prepare itself for the work.

The text book was prescribed well in advance and other materials provided with the news papers publishing the daily lessons, the workers left equipped for the units to be taken up.

**Cost :**

The total cost of the Drive comes to about Rs. 5 ( about a Dollar ) per adult made literate. The details are as under :-

- ( i ) Rs. 4/- per adult made literate, paid to each worker.
- ( ii ) Rs. 20/- paid extra to each worker conducting classes away from home.
- ( iii ) Rs. 10/- paid extra to each female worker conducting classes away from home.

(iv) Rs. 10/- contingency charges (i. e. Rs. 5/- P.M.)

(v) Expenditure for training at Taluka level met by the Taluka Panchayat (Block). It came to about Rs. 2.25 per trainee per day.

Each adult was supplied free of cost a pocket book and each class a Vachan-Pat (a reading chart). The Pat cost Re. 1/- each and the pocket book Re. 00.15 P. each.

### **Special features and essential Spirit :**

The main features of the drive have been local enthusiasm, co-operation at all levels, and convenient time and place for the teachers and the taught.

Team spirit has put us on the road to success. Local recruitment and local solution of the problem formed the core of organization.

The press and Radio too did their best to awaken the spirit of workers and the illiterates. Many Officers including the Collectors paid visits to the classes and encouraged the learners and their teachers.

To the people in some very backward villages where even the oil lamp was a luxury, the petromax proved a proud possession of the community and symbolized a flooding light of new knowledge.

### **SOME INCIDENTS OF NOTE :—**

(1) Pindarka is a village near Dwarka and has been well known since the days of Lord Krishna. In a class near there, three generations, the son, the father and the grand father of a family sat together to combat illiteracy. The grey haired grand father declared, he would like to read but not to write. Asked why? He explained, "I could dare any body in a wrestling bout in the Akhada (the pit) and send him tumbling in no time. I would greatly enjoy my trick of Dhoby Pachhad (the washer-man's way) playing smart on my opponent. But this little thing

of a pen, I do not know how to handle. It only slips through my fingers.

(ii) In Ludadia, a villae of the Mandvi Block, a shepherd was once so lost in study that lost some 3 to 4 of his fold. They were carried away by wolves.

(iii) In a village near Bhesan, the shepherds were anxious to learn but no teacher could be persuaded to work there. At last a teacher volunteered and conducted a mid-day class after the shepherds had their lunch alfresco.

(iv) In some villages the Sarpanch or the village priest was the only literate person. But he, too, came forward and held a regular class.

#### **ANALYSIS :**

- (1) The drive awakened the thirst for learning.
- (2) Local interpretors proved very helpful.
- (3) Some drop-out is unavoidable.
- (4) Continuation classes register a much smaller number than the primer classes.
- (5) Follow-up classes can help continuance of literacy.
- (6) A drive gives a lasting habit of reading and writing to about 40%, whereas 20% lapse into illitacy, and others continued to be semi-literates only.

Literacy has all along been used to mean ability to read a prescribed primer and to write a note to the relative or the village head for their own personal ends;

- (7) Where women attended the classes they are found to be more regular and punctual than men.

#### **OTHER LITERACY WORK :**

Besides the drive, other work through regular classes has been carried on for the last 18 years. The total no. of persons made literate in the whole of Gujarat is 82200 (in round no). The

otal expenditure including establishment charges comes to about R. 10/ per adult made literate.

### **SOME SPECIAL PROJECTS :**

A pilot project for Fourth Plan was started covering 14 Talukas in three Districts. The main aim was to start the work without remuneration and it was a happy sight to see that 3320 teachers, 235 workers joined the campaign for this social service and 40930 adults got through the prescribed test.

Gujarat State Social Educatoin Commitee is in search of a method which can be helpful to new learners for their self study, as it is very difficult to approach the remote villages of the jungle and hilly area. A writer of a small village Nargol on the Arebian sea has come forward for such literature. The Commitee has taken this work on hand and a pilot project of 50 adults & pre testing of 500 adults has been completed. The final testing of 500 adults will start in the first week of March, 1967. The experiment is in progress and hence it is difficult to arrive at a conclusion at this stage.

The state and the Committee has conducted four adult literacy workshops for the writers but it is still felt that top most writers have not come forward and contributed in the field of adult literacy and particularly the literature for neo-literate adults. Committee has decided and requested top most writers of Gujarat to meet for this work in the midst of April 1967. It is worthy to note that all the writers have voluntered their services without remuneration.

Committee tried to take a Project "Comparative Study Of Adult Literacy Method" thrice, but it was not carried out for one reason or the other. Hence the next Project will be on this title as it is mostly needed for the field work,



**LITERACY IN DISTRICTS OF GUJARAT STATE (1961)**

Name of District	Lit.	Lit.	Literacy (Total)
	men %	women %	
Ahmedabad & Gandhinagar	52.7	29.3	41.9
Kaira	58.4	22.7	36.4
Baroda	45.9	23.4	35.2
Surat & Bulsar	44.4	24.4	34.4
Broach	46.4	21.4	34.3
Mahesana	45.6	22.6	34.0
Rajkot	42.6	20.5	31.7
Amreli	38.8	16.6	28.9
Bhawanagar	38.3	15.8	27.4
Jamnagar	36.4	16.2	26.6
Kutch	33.4	16.9	25.0
Surendranagar	33.8	14.7	24.5
Junagadh	35.4	12.8	24.4
Sabarkantha	36.2	11.3	24.0
Panchmahal	29.9	8.8	19.2
Banaskantha	20.5	4.6	12.7
Dangs	14.3	3.8	9.3

**TOTAL ADULTS MADE LITERATE**

Drives	:	2,84,231
Regular Classes	:	5,24,768
Non-Economic Work	:	5,833
Pre-Freedom Period	:	7,000
		<hr/>
		8,21,832

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National Institute of Educational Planning  
 National Systems Unit

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No. 3951

**NAMES OF MEMBERS OF THE STATE SOCIAL  
EDUCATION COMMITTEE AS ON 28-2-1967**

- |   |                  |
|---|------------------|
| <b>1. Shrimati Jyotsnabahen Shukla,</b>                   | <b>Chairman</b>  |
| <b>Editor, 'Pratap', Surat</b>                            |                  |
| <b>2. Padma Bhushan Shri Kalyanjibhai V.Mehta, Member</b> |                  |
| <b>Ex-Speaker of the Gujarat State</b>                    |                  |
| <b>3. Shri Ishvarbhai Petlikar, Ahmedabad</b>             | "                |
| <b>4. Shri Yashavantbhai Shukla, Ahmedabad</b>            | "                |
| <b>5. Shri Pitambarbhai Patel, Ahmedabad</b>              | "                |
| <b>6. Shri Babubhai Vaidya, M. L. A. Rajkot</b>           | "                |
| <b>7. Shri Ramanarayanbhai Pathak, Valukad,</b>           | "                |
| <b>Bhawanagar Dist.</b>                                   |                  |
| <b>8. Shri Navalbhai Shah,</b>                            | "                |
| <b>Gundi, Ahmedabad</b>                                   | "                |
| <b>9-13. Chairmen, Dist. Panchayat Edu. Committee,</b>    |                  |
| <b>Ahmedabad, Baroda, Sabarkatha, Rojket,</b>             |                  |
| <b>Surendranagar</b>                                      | <b>Members</b>   |
| <b>14. Shri H. N. Shah, Deputy Director of</b>            |                  |
| <b>Edu. Ahmedabad,</b>                                    | <b>Member</b>    |
| <b>15. Shri Chunilal R. Bhatt, Social Education</b>       |                  |
| <b>Officer and Editor : " Jeevandeep "</b>                | <b>Secretary</b> |

