CHAPTER - IV

PERSPECTIVES OF TEACHER-PUPIL RELATIONSHIP

1. Retrospect of the concept of 'Teacher' and his relationship with his pupils - from ancient times to the modern day.

2. Demographic information of Goa.

3. A sketch of teacher-pupil relations in Primary, Secondary and Teachers' Education in Goa.
Ancient Times:

Education in its rudimentary stages reveals one common characteristic, namely the close ties that exist between the teacher and pupil.

In ancient times the Hebrew prophets were concerned with both individual and social behaviour of man. This made it necessary for the Jewish elementary school master to teach from sunrise to sunset for which he was no better paid than the village craftsman. The teacher was expected to be a man of unblemished character in order to be able to teach the Torah. These schoolmasters appeared in the second century A.D. with the establishment of elementary schools for boys aged 7 to 13 years.

In Greece, in all early civilized communities, the school teacher emerged as a professional, when folk customs no longer sufficed to train the young in the simple skills of human communication. The school masters were paid irregular pittances depending a good deal on the quality of their services. These teachers enjoyed no social respect and were objects of scorn and sometimes of pity. The teaching profession was the last refuge of the unemployed. One reason for this attitude to the teaching profession may have been the fact that the Greek world was an adult world, in which children were not regarded as of great importance.

The beginning of the 6th Century gave rise to secondary or higher education. This was provided by a new brand of teachers called sophists. Their role was that of a social and vocational instructor - of great survival value.
Socrates (469-399 B.C.) was a very different teacher from the Sophists. He is considered as a radical innovator and a perfect model teacher. As Castle puts it, 'Socrates adapted himself to the capacity of each pupil; his good humour was unshakeable, his manners were gracious even with cynics and fools; and he wore his superiority with humility'.

Plato (427-347 B.C.), Socrates' great disciple, gives us new concept of the teacher's task and that is, that education is growth. Plato is of the opinion that it is wrong to nobly conceive only the content of education and not the ignoble or incompetent teachers in charge of it.

Aristotle (384-322 B.C.) enlarges the concept of the teacher by presenting him as a person who leads his pupils by the hand along the narrow path between what is fine and what is useful as they strive together towards the good life.

In ancient times in Rome the expectations of teachers were different. The teacher was supposed to be a father to his pupils. His state was as pathetic as his Greek forerunner. He was badly paid and held a low position in society.

Quintilian (35-100 A.D.), a Roman school master, was a first rate teacher of adolescents. It was he who felt the vital responses between teacher and pupil and was gifted with an intuitive understanding of youth. It was he who first emphasized the importance of understanding children. As regards the teacher's virtues and his relationships with his students, Quintilian says, 'Let him therefore adopt a parental attitude to his pupil and regard himself as a representative of those who have committed their children to his charge. Let him be free from vice himself and refuse to tolerate it in others. Let him be strict and not austere, genial but not too familiar, for austerity will make him unpopular and familiarity

breeds contempt.*

Agustine (354-430 A.D.) worked ceaselessly to elevate the vocation of the teacher. He advocated the idea that in the practice of education it is the pupil to be educated that matters the most. Teacher-pupil relationship is a two way movement of sympathy that affects the pupil while the teacher speaks, and the teacher while the pupil learns.

In India, in ancient times, the guru was considered as next to the parents. The guru retired to the forest with the group of eager youth seeking knowledge and wisdom. The students lived in a teacher's house in a separate place which was known as "Gurukul", i.e. the teacher's family. A face to face relationship existed and learning was accomplished by the rote method. The punishments imposed too were very severe. Individual attention was paid to favourites and others used to recite in groups under their guidance. The educational process of the very ancient times of India reflects the cordial and devoted 'gurushishya' (teacher-pupil) relationship. The teacher was supposed to be a model whose presence, silence and guidance was a source of inspiration. The guru and his disciples are like one family, a team living together, striving together, experiencing together, in mutual acceptance and love.

The Buddhistic system of education also exhibited a close relationship between the preceptor and the pupil. This understanding and the personal relationship that existed was one of the outstanding characteristics of the system of education.

Medieval Period:

In the Middle Age, throughout Europe, education was controlled by the Church. The concept of the teacher was that of a father of his flock.

Teachers, whether monks, priests, or laymen, were usually unsparing of
the rod.

In the later Middle Age, St. Thomas Aquinas (1225-1274) had a great
influence on education. The Thomist view of man is that man is the high-
est creation of God. Hence the relationship between a teacher and pupil
was to be founded on love. This view was also based on the idea that
children are born not free but freeable, not perfect but perfectible.

Vittorino (1378-1446) is the model of the first modern schoolmaster.
The tie of personal affection which united him with his pupils was mani-
fest in all his relations.

In the European Renaissance of the fifteenth and the sixteenth cen-
turies there were reformers like Erasmus and Vives who worked hard
to evolve a new concept for education.

Erasmus (1466-1536) worked hard to bring humanity into the conduct
of education. Vives (1492-1540) emphasized the importance of relating teach-
ing to the teacher's understanding of his pupils. He psychologized educa-
tion and emphasized the fact that more important than the subject to be
learnt is the pupil who has to learn it.

In India, in the Middle Ages, roadside schools were run and the
poor brahmins used to earn their bread that way. The teacher's job was
to impart knowledge to passive pupils. Firm discipline was imposed and
punishments were severe too. The cane played an important role. Rote
learning was accomplished.

**Industrial and Post-Industrial Era:**

Industrialization and the migration of people into towns created a
need for wider spread of education. The new urban industrial family was
outside the close social control exerted in the older village life. Education
in such a society was a means to an end. As industrial urban life became
complex and the demand for technical and clerical skills grew, education had to expand. This expansion of education led to overcrowding in schools. As a result, more teachers had to be recruited. People who were interested and not interested in the teaching profession made their appearance in this noble profession. As a result quality had to be sacrificed at the altar of quantity. This naturally affected the quality of education and the image of the teacher in the society.

In the 17th and 18th centuries the British were busy extending and consolidating their power in India. Their aim was economic exploitation and so no thought was given to education. Dave comments that 'as early as 1823 in India, a village master was paid in terms of the number of pupils he was able to enrol and retain. The master had to do his best to keep the enrolled children in the class, month after month, which subsequently depended on how good a job he did in teaching children'.

The reason for lack of interest in educating the Indians was because the British had realised that if Indians were educated they would start criticising their political and socio-economic system. Teacher-pupil relationship in education was a true reflection of the relationship existing between the British and the Indians. The teacher remained the whole and sole. Pupils responded to the words of wisdom coming from the mouths of teachers. Theirs was to obey and not to question why.

Indian educators were not slow to understand the consequences of such existing relationships between teachers and pupils, and so Indian educators and leaders stressed the need for improved teacher-pupil relationships.

Swami Vivekananda (1863-1902) speaks of the importance of the

eternal teacher (human teacher) who helps in awakening the conscience of the pupil. He says, 'The true teacher is one who can throw his whole force into the tendency of the taught. Without real sympathy we can never teach well. The only true teacher is he who can immediately come down to the level of the student and transfer his soul and see through the student's eyes and hear through his mind. Such a teacher can really teach and none else'.*

Annie Beasant (1847-1933) deplores the modern Indian education which attends to the training of intellect alone and ignores the physical, emotional, moral and spiritual aspects of the student's life.

Gandhiji wants that the teacher should be able to establish a heart to heart contact with students and therefore he says: 'I have found that boys imbibe more from the teachers own lives than they do from books they read to them, or the lectures that they deliver to them with their lips. I have discovered to my great joy that boys and girls have unconsciously a faculty of penetration whereby they read the thoughts of their teachers. Woe to the teacher who teaches one thing with his lips and carries another in his breast'.**

As independence dawned, there was misconception of the relationship between teacher and pupil. Disorderliness was developed as a misunderstanding of freedom. Also lack of democratic outlook on the part of the teachers created a number of problems of discipline and directly affected teacher-pupil relationship.

Today India is faced with the problems of expansion of education.

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** Ibid., p. 144.
Reddy in his article 'A model of education for the future'* says that by the year 2001 the enrollment at the secondary level is expected to rise from 72.8 lakhs in 1971 to 467.5 lakhs. Hence what is needed today is a new philosophy of human relationships to enable teachers and pupils to relate more effectively and more democratically.

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Goa is situated on the Western Coast of India on the narrow strip of land between the sea and the bold escarpments of the Deccan. The ethos of Goa has evolved as a result of being under Portuguese rule for more than four and a half centuries. It was liberated in December, 1961 by the Indian Government.

Goa has an area of 3,701 square kilometres. It is divided into eleven talukas. They are: Pernem, Bardez, Bicholim, Sattari, Tiswadi, Ponda, Sanguem, Quepem, Canacona, Salcete and Mormugao.

The population of Goa was 8,57,771 in 1971. During the ten year period (1971-81) a net addition of 2,28,959 persons has taken place in the territory's population. The rate of growth recorded during the decade is 26.69 per cent. The rural population has increased from 6,30,997 in 1971 to 7,34,922 in 1981. The actual increase in rural population during the decade is 1,03,925 persons and in terms of growth rate increase is 16.47 per cent. The urban population increased from 2,26,774 in 1971 to 3,51,808 in 1981, registering a growth rate of 55.14 per cent. The total population of Goa has crossed a million, i.e. from 7,95,120 in 1971, the population has gone up to 10,07,749 in 1981, recording a decadal growth rate of 26.74 per cent.*

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Soon after the conquest of Goa on 25th November, 1510 one of the important and pressing problems that worried the conqueror, Afonso de Albuquerque, was how to spread the benefits of Western Civilization among the conquered people. He attained this aim through his unceasing efforts at bringing education within the reach of the Goan masses. To spread knowledge of Portuguese language and the Portuguese culture, Afonso de Albuquerque opened schools which were chiefly meant to prepare Goans to enter public services. The successors of Albuquerque did not pay the slightest attention to this matter as they were preoccupied with their frequent military expeditions to expand the boundaries of the Portuguese empire.

The first attempt made by the Government to impart education through the primary schools was when through the Royal Decree of 6th November, 1772 the Government opened primary schools in the Administrative District of Ilhas.* In these schools the rudiments of reading, writing and arithmetic were taught through the medium of Portuguese language. In order to guarantee the maintenance of teachers of these primary schools, the Government established the literacy subsidy out of which the teachers were paid. Upto this time education was being imparted by the parochial schools run by the Church authorities. The first Marathi School established by the Portuguese Government in Goa, in Panjim, was by Governor Joaquim Palha in 1843. From 1st July 1844 the poor children in these schools were temporarily exempted from paying their admission fees. This exemp-

tion in payment of fees shows that primary education was not wholly free of charge and as such the attendance of pupils till then was very small. As per the decrees of 1844 and 1845 several privately sponsored institutions of primary and secondary education were started.

The Reform in Education in 1869* divided primary education into two grades. Primary education was made compulsory for children between 9 to 12 years of age and staying within 3 kilometres of the school. Compulsory primary education was introduced in Goa as early as 1869 much before it was introduced in other parts of India. This indicates that the Government was not slow in understanding the need of enforcing compulsory schooling through legislation and giving all children at least elementary education. Since students from various social and economic backgrounds would compulsorily have to attend school, there was every possibility of teachers having to face problems of discipline in the classroom.

Mrs. Ermelinda dos Stuarts Gomes, a government primary teacher, in her book 'Assuntos Pedagogicos' recalls her problems of maintaining discipline with students, most of whom were above the age of ten. She remembers them as rude, without elementary principles of refinement and good sentiments, who often played pranks, and yet, she says, that she never resorted to harsh punishment but instead used the suave and soft manner of appealing to their sentiments as a result of which she won their love and respect. She says, 'It is with true delight that I recall today these facts of the past. The friendship, the respect and the esteem that they bestowed upon me'.

As the income from admission fees was not sufficient to meet the

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* Boletim do Governo do Estado da India, No. 9, 1869.
expenses of the equipment of the primary school it was ordered in March 1871 that the pupils should pay for their admission. This shows that primary education which should have been free, was quite a monetary burden on the pupils who enrolled themselves for it.

In 1892 the local Government by an order of 5.9.1892, introduced some changes in the set up of primary education. The Decree provided that there should be in the entire territory 86 Government primary schools for the first stage/grade for boys and 8 for girls. The number of schools of the complementary stage might be upto 15.

It is clear that while the Government was interested in quantitative expansion of primary education it was also interested in maintaining high standards of education at the primary level and therefore it laid down a code of conduct for primary teachers. The code of conduct indicates clearly the need for teachers to be disciplined in their behaviour as well as maintain discipline, the affectionate concern and caring to be demonstrated for pupils and to treat all pupils equally. Given below are some legislations for primary teachers in relation to the above requirements.

**Duties of Teachers**

-- It is binding upon male teachers and female teachers of Government primary education:

1st - To reside in the locality of the school during the academic year;

4th - To maintain school discipline with strictness and vigilance.

Public Notification No. 562, dated 5.8.1895, Art. 107

-- It is binding upon teachers:

1st - The teaching and education of pupils in the classes in their charge,
taking care of their moral and physical development with great dedication, using methods and processes which the modern pedagogic science recommends as most advantageous for teaching and for the child whose rights they are to defend;

2nd - To accompany their pupils during recreation hours, so as to guide them in their games, establishing with them affectionate familiarity and surpassing their educative role.

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4th - To co-operate in the development of the school in their charge contributing towards its good set up and beautification, acquiring school material, setting up of museums and library, and organisation of help and beneficence.

5th - To give all the prestige to the school, for its model organisation and good discipline, making it one which is respected by the people of the locality.

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8th - To treat all the pupils equally, inculcating in them refinement of sentiments and courtesy in behaviour.

9th - To conduct themselves in life and in society in keeping always present the high mission of educator, so as to deserve respect and consideration, exercising by their example the educative function in the locality.

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Decree 6137, Art. 105th

The assistant teachers are responsible for the discipline, good order and moral education entrusted to them for their teaching.

Public Notification No. 504 of 16.11.1911, Art. 39

The teaching in Government schools is absolutely free of charges,
teachers shall not receive remuneration from the pupils under any pretext, not even that of supplying school articles.

- Lastly, during the hours meant for school activities, it is expressly forbidden for teachers to receive visits of pupil alien to the conduct of teaching, to engage themselves in work which is not of lessons or to leave the classrooms, except when on educational outing, but shall never leave alone their pupils.

(Circular of 31.10.1916)

School Day

- The roll call of students shall be completed during the first 10 minutes of the period, at the end of which presence will not be recorded to any one, it being however permitted to such a person to enter the school and receive the lessons of the day.

- After the roll call of the evening, the teacher will enter the number of those absent in the vertical column of each teaching day.

Circular of 16.6.1916 (a), (b) and (c)*

In the year 1907, primary education was reshaped. It continued however to be divided into two stages. The prevailing syllabi was a little modified and some new additions were made to them.

In 1910 the Republican Regime replaced the Monarchy. Within 5 years of the establishment of the Republican Regime there were in the territory 141 Government primary schools against 105 in 1910. However, after that, the pace of education was not evenly maintained, though the quality of education was good, the expansion was slow. Private initiative was, however aroused by the establishment of the Republic especially of the Hindu community. Due to a democratic and secular approach in respect to public affairs many private societies sprang up catering especially to the needs

* J. de Albuquerque, V. Soares and S. Rau, 'Anuario Escolar', (Bastora: Tipografia Rangel, 1925-26), pp. 74-76.
of primary education through the medium of Marathi.

As for the Government primary schools, though the process of expansion was slow, a fairly good quality of education was maintained. In this connection Prof. Venceslau Soares, in his book 'Em Materia de Ensino' says "The class of primary teachers never refused to make sacrifices for their profession and they never succumbed before new and evolutionary pedagogical currents. Each in his own way, some on a big scale, others on a small scale, some passionately, others balancingly, all turned themselves into committed fighters.*

He compares the very good teachers in the villages and city to stars of the first magnitude, spreading for many years the brightness in their classrooms. As a teacher, Venceslau Soares believed in the importance of stimulation in teaching (Estimulos na Funcao) if real learning has to take place. He says that the right type of stimulation brings happiness to the little ones, because they find their work appreciated with sympathy by their teachers. He is against demeaning, ridiculing and putting down students, instead he recommends that teachers should use words of praise and encouragement which will boost the ego of the learner and encourage him to learn well.

The number of primary government schools was occasionally raised. For instance by Decree No. 24481** dated 9th April, 1945, 22 new posts of primary teachers were created. By another Decree No. 40270 dated 4th August 1955, 30 more such posts were created. In the same year the total number of Government primary teachers was 284, being 251 for Portuguese medium schools, 13 for Portuguese-Urdu schools, 16 for Portuguese-

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** P.S. Varde, 'History of Education in Goa from 1510 to the present day', (Goa: Goa Vidhya Prathisthan, 1977), p. 79
Gujarathi schools and 4 for Portuguese-Marathi schools. This number rose to 301 by 1958.

Government order No. 7361 dated 13th October 1958 made primary education through Portuguese compulsory for all children in the age group 7-13 who had a school within a radius of 3 kilometres.

In 1961, 30 more posts of primary teachers were created and schools were opened in all important localities not yet served by any primary school. The total number of Government primary teachers belonging to the respective cadre which figured in the 1961 Budget was 338. The total number of Government primary teachers at the beginning of the year 1961-1962 was 558.

In the year 1962-63 the number of Government primary schools stepped up to 601 from 176 in 1961-62. The number of teachers in Government schools rose to 1395 from 558 in the year 1961-62, and the number of children from 17028 at the end of the academic year 1961-62 to 55020 in the year 1961 to 1962 with approximately 648 teachers and 24273 students was reduced to 272 in the year 1962-63 with 320 teachers and 16275 pupils. But soon the initial uncontrollable wave of popular enthusiasm gave way to more subdued attitude. The number of Government schools in the year 1968-69 was 862 with 2150 teachers and 75479 pupils. The number of private schools went on decreasing during all these years being only 65 in the year 1968-69 with 115 teachers and 4203 pupils.

The following table shows the total number of schools, teachers, pupils and teacher-pupil ratio in the Union Territory of Goa, Daman and Diu from 1970 to 1978 for the primary schools (Std. I - IV). In 1987, Goa became a separate State of the Union of India. The Table also shows the total number of schools, teachers, pupils and teacher-pupil ratio from 1987 to 1989 in the State of Goa, for the primary schools (I-IV).
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The observations from Table I are:

1. In the year 1975, the teacher-pupil ratio has shown a small decrease i.e. from 1:35 to 1:31. The decrease in terms of percentage is 12%.

2. From 1975 upto 1987 the teacher-pupil ratio has remained nearly constant.

3. However, in 1987 to 1990 there is again a small decrease in teacher-
pupil ratio, i.e. 1:31 to 1:27. The decrease in terms of percentage is about 14% but this can be attributed to the general decrease as a result of fall in student population.

**Secondary Education:**

Very little was done by the Portuguese rulers towards secondary education in Goa before 1772. The education was mainly imparted by the religious congregations and the two seminaries, one in Rachol (Salcete Taluka) and the other in Chorao (Tiswadi Taluka). The Royal Decree of 6th November, 1772* introduced Government Secondary Education in Goa besides ordering the appointment of teachers for the teaching of the three R's, ordered the appointment of two teachers for Latin, one for Greek, one for Rhetoric and one for Philosophy. Secondary education was till then conducted by the Religious Congregations of Priests. The secondary education was controlled by the 'Real Mesa Consorio' (Royal Board of Censors).

In the period 1810 to 1830 also very little was done towards secondary education. It was after 1830 that the Viceroys and Governors of Portuguese India tried to promote the education in Goa. It was the Governor Jose Joaquim Lopes de Lima who contributed a lot to bring up the standard of education in Goa. By his order dated 13th February, 1841** two classes were opened in Panjim in the Military Academy Building, imparting free courses in French and Hindi and English. This was done in order to prepare students to gain more knowledge of different sciences as the best books at the time were written in these languages.

The order of 17th August, 1841*** opened more schools, 3 in each

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** Boletim Official do Estado da India, No. 8 of the year 1841, Order No. 320.

*** Ibid.
of the administrative districts, namely Tiswadi, Salcete and Bardez. It was he who implemented in Goa the new plan of education approved by the Decree of 15th and 17th November, 1836 thus setting up the stage for a temporary Lyceum in the sphere of secondary education which was finally founded in 1854. Marathi was one of the subjects included in its curricula. Secondary education was conducted according to the 1854 Decree for 40 years. By a Decree dated the 22nd December, 1894 secondary education in Portugal underwent drastic change in its set up. These changes envisaged education by classes (years). In 1919 Lyceum was raised to the Grade of Central Lyceum with the addition of complementary courses in Arts and Science. In the same year a Municipal Lyceum was set up at Mapusa and another at Margao with a course of three years' duration. The five year general course was divided into two stages, the first one comprising the first two years and the second one covering the next three. The complementary courses made up the third stage. The stages, initially called sections, were later named as cycles.

As per the syllabi approved by Decree No. 20369 dated the 18th October 1931* the course at the Lyceum comprised of the following cycles: First Cycle (first two years), Second Cycle (next three years), Third Cycle (6th and 7th years).

In 1936 by Decrees Nos. 27084 and 27085 of 14th November,* the general course was extended to six years, the first cycle comprising the first three years and the second cycle the next three years. The complementary course (3rd Cycle) was reduced to one year's composite course without bifurcation into Arts and Science. It lasted hardly for five years

* P.S. Varde, 'History of Education in Goa from 1510 to the present day', (Goa: Goa Vidhya Pratisthan, 1977), p. 56.
** Ibid., p. 57.
and was again split into two courses, viz. Arts and Science. The instruction at the Lyceum was once again reshuffled in 1948. The resulting set up was the one which was prevailing at the time of the liberation, i.e. of three cycles. It remained so till 1966 when it was finally fully converted into a Higher Secondary School according to the Delhi Pattern.

It can be summed up that the total duration of school education under the Portuguese regime was of 12 years, five of primary education, plus seven years of secondary education. The fifth year of Lyceum was equivalent to S.S.C.E. Examination.

The Government Lyceum, Panjim, which imparted instruction through Portuguese medium, was the only one Government Secondary School in Goa before liberation. During the year 1961-62 there were 920 students in that institution with 40 teachers. In addition there were 13 private institutions preparing the students for the Lyceum education with an aggregate strength of 1,700 pupils.

The main share in imparting secondary education was however taken by private individuals who were conducting secondary schools affiliated to the S.S.C.E. Board, Maharashtra, through English and Marathi. There were 78 secondary schools of which 53 were through English medium, 19 through Marathi medium and 6 through Gujarathi medium (Daman & Diu). The total enrollment in these schools was more than 8000 from which about 5900 pupils were getting their education through English medium schools.

With the advent of liberation the number of secondary schools in private sector went on increasing and during the year 1965-66* there were about 269 secondary schools including Government Middle Schools and High Schools. The total enrollment during that year in the Secondary Schools (i.e. from Stds. V to XI) was 36,375 pupils.

Private secondary schools were not paid any grant-in-aid by the Government before liberation. The schools had to be maintained by their promoters against heavy odds. Teachers were poorly paid as the schools generally did not have sufficient financial resources and had to depend mostly on fees collected from the students, and as such the schools were naturally poorly equipped.

The following are some extracts taken from the annuals of some private English schools during the Portuguese rule. The extracts give a fair idea of the physical condition of schools, teacher-pupil relationship, the role of teacher-parent meetings and teacher-pupil ratio.

School Building:

St. Joseph's High School, Arpora (Bardez Taluka), is the oldest and most famous English teaching school in Goa. Patrocinio de Andrade, an ex-student of the school (1903-1904) has the following to say about the school building: "The school building was old and dingy and poorly furnished. Some classes were accommodated in sheds erected outside. The classrooms were bare and far from attractive and the floor was in a perpetual state of disrepair. The Principal had no room to call his own, and he slept in the Matriculation classroom, on a hard bed, which during school hours was a bench for boys to sit on'.

Teacher-pupil relationship:

About the teaching staff of the school, Patrocinio de Andrade goes on to say: "The teaching staff of the school was efficient. None of our teachers was a graduate and none so far as I know, had a diploma in teaching. But they all knew their subject well. Our relations with them

were of the happiest. Mr. Gama was the boys’ own teacher. He was very kind and friendly and would often join us in our talks at our own level. Though learned, according to our own standards, he was so unassuming that he was always ready to acknowledge his mistakes and to give full credit to his pupils whenever they scored him off. Father Lyons was a great character. Personally I can never forget his special kindness to me.*

Another ex-student of the school, Nicolau J. de Menezes says: 'They loved to teach all that they knew and we knowing how they were ill paid for it, loved them in return'**

Principal Ligouri de Souza of the High School of the Sacred Heart of Jesus, has the following to say about the teachers: "The general tone and atmosphere of the school was very encouraging which is a very healthy sign that the boys realised their duty which we have always tried to inculcate in them with a fatherly love and tenderness rather than with an iron hand'.***

Principal A. Pereira of St. Aloysius School, Calangute, started in 1903, has the following to say: "We have also paid special attention to the maintenance of a strict discipline and we are happy to say that we have not been altogether unsuccessful. Our teaching staff have not spared any pains to attain this object. A strict discipline was maintained throughout with a paternal solicitude'.****

---

* Patrocinio de Andrade, Opp. cito., p. 6.
Parent-teacher meetings:

The early English medium schools were not slow to realise the role of the parents in the education of their children. The report for the High School for the Sacred Heart of Jesus says, "We have devised that from the coming year (1938) we shall hold at least one meeting per term of what we propose to call 'Parents Day' - when the staff and parents shall meet on a common platform, exchange greetings and discuss freely on the progress or otherwise of their wards. This will help to clear away any misunderstanding existing between the parties and help to create a congenial atmosphere between them".*

To begin with, the private English schools had few students but the numbers swelled as the years progressed. The following table gives the statistics of the High School of the Sacred Heart of Jesus, Parra, with regard to the number of teachers and pupils for the years 1918-1919 to 1936-1937:

TABLE - II

<table>
<thead>
<tr>
<th>Year</th>
<th>Total No. of Students</th>
<th>Total No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918-1919</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>1919-1920</td>
<td>100</td>
<td>7</td>
</tr>
<tr>
<td>1920-1921</td>
<td>145</td>
<td>8</td>
</tr>
<tr>
<td>1921-1922</td>
<td>150</td>
<td>8</td>
</tr>
<tr>
<td>1922-1923</td>
<td>185</td>
<td>9</td>
</tr>
<tr>
<td>1923-1924</td>
<td>215</td>
<td>9</td>
</tr>
<tr>
<td>1924-1925</td>
<td>265</td>
<td>10</td>
</tr>
<tr>
<td>1925-1926</td>
<td>375</td>
<td>10</td>
</tr>
<tr>
<td>1926-1927</td>
<td>350-400</td>
<td>11</td>
</tr>
<tr>
<td>1927-1928</td>
<td>433-498</td>
<td>11</td>
</tr>
<tr>
<td>1928-1929</td>
<td>465-536</td>
<td>13</td>
</tr>
<tr>
<td>1929-1930</td>
<td>403-491</td>
<td>13</td>
</tr>
<tr>
<td>1930-1931</td>
<td>414-450</td>
<td>13</td>
</tr>
<tr>
<td>1931-1932</td>
<td>415-526</td>
<td>17</td>
</tr>
<tr>
<td>1932-1933</td>
<td>460-530</td>
<td>17</td>
</tr>
<tr>
<td>1933-1934</td>
<td>574-625</td>
<td>23</td>
</tr>
<tr>
<td>1934-1935</td>
<td>559-642</td>
<td>23</td>
</tr>
<tr>
<td>1935-1936</td>
<td>481-559</td>
<td>25</td>
</tr>
<tr>
<td>1936-1937</td>
<td>461-563</td>
<td>25</td>
</tr>
</tbody>
</table>

Secondary Education after Liberation:

The rapid expansion of primary education after liberation was followed by a proportionate growth in secondary education. Against 91 non-government secondary schools and 5 Government institutions including the technical schools and the Lyceum existing in the year 1961-62, with a total strength of 10181 pupils, there were 192 non-government secondary schools (126 high schools and 66 middle schools) with a total 36375 pupils in the year 1965-66. The number rose to 193 non-government schools (155 high schools and 38 middle schools) and 201 Government schools (one higher secondary school, 13 high schools and 187 middle schools) with a total of 60,799 pupils during the year 1968-69. Grant-in-aid Code for secondary schools was introduced during the year 1963-64 and regular maintenance grants were paid to private schools run by registered societies or Trusts from that year. The Government had also introduced free education in secondary classes, i.e. Stds. V to VIII from December 1965. Upto 1975 the high school consisted of 11 classes, i.e. VIII to XI. From 1975 high school consisted of classes from VIII to X. Circular 303 from the Department of Education dated 4th October, 1979 made education free in Classes IX and X also, from June 1979.

Table III below shows the total number of school teachers, pupils and teacher-pupil ratio in the Union Territory of Goa, Daman and Diu from 1970-1987 in the secondary schools. It can be noted from this Table that (1) in the year 1975-76 there was a decrease in the teacher-pupil ratio from 1:19 to 1:16. The decrease in terms of percentage is 15%; (2) In 1979 there was an increase in the teacher-pupil ratio from 1:17 to 1:19. The increase in terms of percentage is 12%; (3) From 1980 onwards the ratio has remained constant.
TABLE - III

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Schools</th>
<th>No. of Teachers</th>
<th>No. of Pupils</th>
<th>Teacher-Pupil Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td>167</td>
<td>1485</td>
<td>29176</td>
<td>1:20</td>
</tr>
<tr>
<td>1971-72</td>
<td>193</td>
<td>1577</td>
<td>31507</td>
<td>1:20</td>
</tr>
<tr>
<td>1972-73</td>
<td>200</td>
<td>1747</td>
<td>32698</td>
<td>1:19</td>
</tr>
<tr>
<td>1973-74</td>
<td>209</td>
<td>1832</td>
<td>33962</td>
<td>1:19</td>
</tr>
<tr>
<td>1974-75</td>
<td>223</td>
<td>1956</td>
<td>36928</td>
<td>1:19</td>
</tr>
<tr>
<td>1975-76</td>
<td>225</td>
<td>1931</td>
<td>31063</td>
<td>1:16</td>
</tr>
<tr>
<td>1976-77</td>
<td>233</td>
<td>2002</td>
<td>32316</td>
<td>1:16</td>
</tr>
<tr>
<td>1977-78</td>
<td>235</td>
<td>2014</td>
<td>32364</td>
<td>1:16</td>
</tr>
<tr>
<td>1978-79</td>
<td>237</td>
<td>1983</td>
<td>34214</td>
<td>1:17</td>
</tr>
<tr>
<td>1979-80</td>
<td>242</td>
<td>1954</td>
<td>37312</td>
<td>1:19</td>
</tr>
<tr>
<td>1980-81</td>
<td>267</td>
<td>2183</td>
<td>43116</td>
<td>1:20</td>
</tr>
<tr>
<td>1981-82</td>
<td>274</td>
<td>3422</td>
<td>48102</td>
<td>1:20</td>
</tr>
<tr>
<td>1982-83</td>
<td>271</td>
<td>2474</td>
<td>51501</td>
<td>1:21</td>
</tr>
<tr>
<td>1983-84</td>
<td>281</td>
<td>2553</td>
<td>54088</td>
<td>1:21</td>
</tr>
<tr>
<td>1984-85</td>
<td>294</td>
<td>2977</td>
<td>56016</td>
<td>1:19</td>
</tr>
<tr>
<td>1985-86</td>
<td>291</td>
<td>2969</td>
<td>59719</td>
<td>1:20</td>
</tr>
<tr>
<td>1986-87</td>
<td>319</td>
<td>3241</td>
<td>62471</td>
<td>1:19</td>
</tr>
</tbody>
</table>


In the year 1979-80, there was an increase in the teacher-pupil ratio from 1:17 to 1:19. The increase in terms of percentage is 12%. Although it is a minimal increase, it can affect teacher-pupil relationship. Sushila Vyas, in her article 'Understanding the child', says: "Of the several reasons put forth by teachers fraternity in self-defence for their mercenary, disinterested attitude towards pupils, one is overcrowded class because of which teachers have no chance to come in personal contact.
with children and know them at close quarters".*

In 1987 Goa became a separate State of the Union of India. The following table indicates Taluka-wise, the total number of schools, teachers, and pupils from 1987-88 to 1989-90 in the secondary schools in the State of Goa.

**TABLE - IV**

**TALUKA-WISE DATA OF SECONDARY EDUCATION IN GOA**

**FROM 1987 TO 1989-90**

<table>
<thead>
<tr>
<th>Talukas</th>
<th>Total No. of schools (Secondary)</th>
<th>Total No. of Teachers (Secondary)</th>
<th>Total No. of students (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pernem</td>
<td>22 23 23</td>
<td>190 198 224</td>
<td>3862 4172 4389</td>
</tr>
<tr>
<td>Bardez</td>
<td>53 53 53</td>
<td>511 524 564</td>
<td>10086 10551 10751</td>
</tr>
<tr>
<td>Bicholim</td>
<td>20 20 20</td>
<td>208 219 210</td>
<td>4329 4664 4709</td>
</tr>
<tr>
<td>Satari</td>
<td>14 15 17</td>
<td>120 130 143</td>
<td>1581 1798 2033</td>
</tr>
<tr>
<td>Tiswadi</td>
<td>38 39 40</td>
<td>465 484 451</td>
<td>8703 9120 9373</td>
</tr>
<tr>
<td>Ponda</td>
<td>32 32 33</td>
<td>320 334 355</td>
<td>7543 7779 7765</td>
</tr>
<tr>
<td>Sanguem</td>
<td>19 20 20</td>
<td>152 167 166</td>
<td>2806 2981 3032</td>
</tr>
<tr>
<td>Quepem</td>
<td>16 18 18</td>
<td>156 174 175</td>
<td>3422 3612 3771</td>
</tr>
<tr>
<td>Canacona</td>
<td>12 15 15</td>
<td>116 135 122</td>
<td>2020 2127 2209</td>
</tr>
<tr>
<td>Salcete</td>
<td>61 61 61</td>
<td>676 680 677</td>
<td>12928 13631 13866</td>
</tr>
<tr>
<td>Mormugao</td>
<td>24 28 29</td>
<td>298 316 356</td>
<td>5318 5820 6136</td>
</tr>
<tr>
<td>TOTAL</td>
<td>311 324 329</td>
<td>3212 3361 3443</td>
<td>62598 66255 68064</td>
</tr>
</tbody>
</table>


The observations from Table IV are:

(1) The overall picture shows that there was an increase in the number of teachers even though the number of schools in each Taluka has remained constant. The overall increase was about 9%.


- 131 -
(2) The teacher-pupil ratio for the three years was about 1:19.

(3) Salcete Taluka had the highest number of schools (61) and the highest number of students (12,928, 13,631 and 13,896) followed by Bardez. Canacona Taluka had the lowest number of schools (12) and the lowest number of students (2,020, 2,129 and 2,209) followed by Satari Taluka.

The Hartog Committee, on the Growth of Education in British India, remarked: "throughout the whole educational system there is waste and ineffectiveness".* This remark holds good even today because of the appalling dimension of educational wastage which indeed is a matter of grave concern.

A number of factors, nay combination of factors, influence the problem of wastage, some of which are more critical than others. Besides scholastic aptitude; interest in education, motivation for learning, need for approval, liking for teachers, could be some of the factors which could avert the colossal wastage in education.

Table V indicates the Index of Wastage (Primary, Middle and Secondary stages: I - IX) for Goa.

The observations from Table V are:

1. The Table clearly shows that from Class I to Class X there was a wastage of 82% which implied that only 18% of the students were able to proceed to Class X;

2. This wastage, however, had shown substantial decrease over the years as the Table clearly shows. In the year 1980-81 there was a decrease of only 53%, showing thereby that 47% of the entrants in Std. I were able to successfully enroll in Std. X. This shows great decrease in the number of dropouts and repeaters.

---

### TABLE - V

**INDEX OF WASTAGE (PRIMARY, MIDDLE AND SECONDARY STAGES I - X) FOR GOA**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLLMENT CLASS I</th>
<th>YEAR</th>
<th>ENROLLMENT CLASS X</th>
<th>REPEATERS CUM DROP OUTS (Col.2 - Col.4)</th>
<th>INDEX OF WASTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td>44342</td>
<td>1979-80</td>
<td>7994</td>
<td>36348</td>
<td>82</td>
</tr>
<tr>
<td>1971-72</td>
<td>45249</td>
<td>1980-81</td>
<td>8374</td>
<td>36875</td>
<td>81</td>
</tr>
<tr>
<td>1972-73</td>
<td>44879</td>
<td>1981-82</td>
<td>9757</td>
<td>35121</td>
<td>78</td>
</tr>
<tr>
<td>1973-74</td>
<td>48255</td>
<td>1982-83</td>
<td>11003</td>
<td>37252</td>
<td>77</td>
</tr>
<tr>
<td>1974-75</td>
<td>36253</td>
<td>1983-84</td>
<td>11934</td>
<td>24319</td>
<td>67</td>
</tr>
<tr>
<td>1975-76</td>
<td>33798</td>
<td>1984-85</td>
<td>12064</td>
<td>21734</td>
<td>65</td>
</tr>
<tr>
<td>1976-77</td>
<td>34972</td>
<td>1985-86</td>
<td>12596</td>
<td>22376</td>
<td>64</td>
</tr>
<tr>
<td>1977-78</td>
<td>35454</td>
<td>1986-87</td>
<td>13547</td>
<td>21907</td>
<td>62</td>
</tr>
<tr>
<td>1978-79</td>
<td>33113</td>
<td>1987-88</td>
<td>13555</td>
<td>19558</td>
<td>59</td>
</tr>
<tr>
<td>1979-80</td>
<td>35052</td>
<td>1988-89</td>
<td>15270</td>
<td>19782</td>
<td>56</td>
</tr>
<tr>
<td>1980-81</td>
<td>34693</td>
<td>1989-90</td>
<td>16203</td>
<td>18490</td>
<td>53</td>
</tr>
</tbody>
</table>


**Teachers Training:**

The Governor Viscount of Villa Nova d'Ourem, realizing the harm done to public teaching due to lack of organised training for the primary teachers ordered the opening of a Training School for teachers, in Panjim, on the 9th of November, 1854.* This was a two-year course, the first year qualifying the teachers to work in the 1st Grade of the primary course and the second year course entitling them to teach the IIInd Grade of the same. One could be admitted for the training provided he was 18 years of age and knew to read and write and had the knowledge of the four operations in Arithmetic, besides mastering the Grammar.

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* Boletim to Governo, No. 47, Year 1854, p. 375 and Boletim do Governo No. 1, Year 1859.
Besides theoretical instruction, there were practical lessons too
given in the primary schools attached to the Training School where the
methods taught were applied. The Government did lay down certain rules
in the year 1882 for the Primary Teachers and Directors of the Teachers
Training School (Escola Normal). A close study of these rules indicate
that teachers were not only expected to know their obligations to their
superiors but were equally obligated for the growth and development of
those entrusted to them. The following are some of the rules:

RULES OF 1882 - ESCOLA NORMAL

Chapter III - For Director and teachers:

Art. 8) 2nd - To maintain order and regularity of school work and to
promote moral and literary improvement of pupils.

............

Art. 9) The teacher is entrusted with:

............

3rd - To avail of all occasions that come his way to inspire his
pupils for moral and religious sentiments and for love of
order and discipline.

............

5th - To attend to the course of students' pedagogy, so as to
correct them.

............

10th - To take note at the beginning of each month of the absence
of students during the previous month.

............

12th - In the attached schools, the rules and regulations of primary
schools in respect of moral and religious education, with
regard to literary instructions and prizes and punishments,
shall be followed.*

In the year 1907 the teacher training course was of 3 years. The Escola Normal was thrown open to all communities in the last few years of Monarchy, the admission to that institution was restricted to those who professed the religion of the State.

The capacity of intake of the existing Normal School was only 30 to 35. As such, during the Republican Regime it was difficult to have enough trained teachers to be appointed for the needs of the rapid expansion proposed by the Republican Regime. It was therefore decided to recruit teachers on temporary basis from among those who were qualified by having passed the 7th year of Lyceum.

The Normal School which in 1925 was named after the great Portuguese poet Luis de Camoes, has been the object of only minor changes. It was completely recast in 1935. The former three year course was reduced to two years, but its standard was not lowered. On the contrary it was raised with the inclusion of subjects of capital importance concerning teacher training and the qualification for admission was raised.

After liberation of Goa, regarding the old Escola Normal (Primary Teachers Training School) the Jha Committee recommended that its medium of instruction should ultimately be changed into the local language but English as medium of instruction might be permitted.

The teachers whose income before Liberation was almost pitiable rushed to get admission in Government schools where the salaries were more attractive than private schools. Since the Government required teachers to teach through the local languages not only in existing schools but also in new schools required to be opened, teachers with long experience but who were untrained from private schools were selected. For

* J.B. Gomes, 'Escola Normal de Nova Goa - 1º Anuário'. (Printers and year of publication not available).
the purpose of meeting the requirements of training the erstwhile Normal School was converted in the year 1964–65 into a Primary Teachers Training College with the medium of Marathi. The other Teachers Training Colleges for primary teachers that came up in quick succession were Shri Damodar D. Ed. Training College, Margao, and ACDIL Teachers Training College, Margao and ACDIL Teachers Training College, Alto Betim.

Immediately after Liberation there was a great backlog of untrained teachers in secondary schools. In the year 1963–64 a Secondary Teachers Training College under the designation of Institute of Education was started. It was admitting only lady teachers in the initial years but from June 1965 the Institution has been admitting male candidates also.

The Institute of Education was affiliated to the Bombay University and followed the Bombay University syllabus for the Bachelor in Education degree from 1963 to 1988. A close examination of the syllabus used until 1988 shows that the teacher training programme did not make provision for teaching the trainees specific skills for analysing and labelling classroom behaviour.

From the year 1970 the Institute of Education was renamed as 'Nirmala Institute of Education'. From June 1986 the Nirmala Institute of Education is affiliated to the Goa University. It is the only Secondary Teachers Training College in Goa. From June 1988 to April 1991 the College had its own syllabus but an analysis of the syllabus shows that the present programme also does not give emphasis to teaching students to use standardised or non-standardised observational tools for analysing teacher-pupil interaction. These tools would have provided teachers with a system for categorizing, observing, recording and analyzing their own behaviour, as well as that of their students.

* * * * *