CHAPTER V

HISTORICAL ASPECT OF PRIMARY EDUCATION
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Introduction

The development of primary education in Goa can be studied by dividing it into four convenient periods. These periods correspond to certain landmarks in the development of education based on historical and political events, which shaped the destiny of education in the territory of Goa. These periods may be stated as under:

Period I: 1510 to 1759 - During this period education was completely dominated by the religious orders following the arrival and conquest of Goa by the Portuguese.

Period II: 1759 to 1855 - During this period Pombalian reforms uprooted the religious orders from Portugal and colonies. The order affected the Jesuits the most. This was followed by a period of uneventful calm in education.

Period III: a) 1855 to 1869 - Portugal came under Constitutional Monarchy and government took over education for the first time. Some more schools were opened in Goa.
   b) 1869 to 1910 - Primary education was reorganized. A limited compulsion in primary education was introduced.

Period IV: 1910 to 1961 - This period deals with the events that took place in the field of education after the proclamation of Republic in 1910 up to the liberation of Goa in 1961, after which Goa opened entirely a new chapter in the history of its education.
A careful study of the above periods gives us a correct picture of the development of educational aspect of Goa.

Period I - 1510 to 1759

Having placed the administration of the city of Goa on a firm footing, after its final capture on the 25th of November 1510, Afonso de Albuquerque cherished the desire of diffusing education in the newly conquered city. Indeed, an elementary school was established by him to train personnel for administrative purposes. But his military undertakings prevented him from fully carrying out his plan. It is evident that the first schools established by Albuquerque did not thrive or expand for, even thirty years after the conquest of Goa, it was noted that instruction was a monopoly of the church and thenceforward the initiative passed on to the religious congregations and monasteries. (1)

It was in 1545 that, by virtue of an order from Dom Joao III, king of Portugal, to the Viceroy of Goa, Dom Joao de Castro, the so-called parochial schools were established. The parochial schools were also known as schools of music because teaching of music was an important subject of the curriculum. These schools were financed by the Committees of Church Revenue (Fabricas) or Brotherhood Associations (Irmãndades). At times they were also financed by the Village Communities (Comunidades). The schools were at first established in the Island of Goa (Panaji taluka) and were aimed at providing instruction to children of Christians wherever they lived. (2) Government reports claim that these schools were extended a little later to Salcete and Bardez talukas, though the exact year when that was done is not known.

With the exception of some institutions run by the religious congregations here and there, it was in these schools that the rudiments of reading, writing and arithmetic were first taught in Goa. As such, these parochial schools can be considered as the pioneers of a system of education in Goa till the Pombalian reforms following which, in 1772 the Government of Portugal created two posts of teachers in India for the first time in the educational history of
Goa. These teachers were called the teachers of reading, writing and arithmetic.\(^{(3)}\)

The parochial schools were conducted by teachers called chapel teachers (Mestres Capela) under the direct supervision of the respective parish priest, who was responsible for this system of education.\(^{(4)}\)

The parochial schools existed till the time of liberation in 1961 and followed a course of study which was laid down during the 18th century. With the spread of mass education after the decade following liberation of Goa, these schools have lost their importance. They have either been closed down or converted into English medium primary schools assisted by the Government. A large majority of these schools have been turned into full-fledged secondary schools imparting instruction in English medium up to the S.S.C.E. stage. In olden days such was the importance of these schools that without passing the course provided by these schools, the students were not admitted to the colleges conducted by the religious orders. The Goan musicians, well-known all over the world as Italians of India, owe their musical formation to these parish schools.

A little before the establishment of parochial schools, two secular priests viz., Fr. Diogo de Borba and Fr. Miguel Vas, vicar general of Goa, instituted a brotherhood (comfraria) whose avowed object was to fight idolatry and support neo-christians. It was under the aegis of this brotherhood that the renowned seminary, Seminary of Holy Faith (Seminario de Santa Fe), was established. It was originally an institution for the training of priests and missionaries, which was converted into an institution for laymen after Pombalian reforms.

**Period II - 1759 to 1835**

In 1759 Sebastiao Jose de Carvalho e Melo, who later became Marquis of Pombal and Prime Minister of Portugal during the reign of king Dom Jose I, expelled the Jesuits from Portugal and also from its colonies. This affected their institutions in Goa as well wherever they ran seminaries and colleges.
The Pombaline reforms did not affect the educational establishments of Jesuits only. By a royal order of the 6th of November 1772, which organized primary and secondary education in Portugal and its dominions two teachers of reading, writing and arithmetic, two teachers of Latin grammar and one teacher each for Greek, rhetoric and philosophy were created for Goa. This can be considered as a pioneering step of the state in the field of general education. It may be noted that the so-called teachers of reading, writing and arithmetic were in fact, to use a modern term, teachers for an elementary and universal instruction.

To meet the expenditure on the two teachers of reading, writing and arithmetic and also that of the other subjects, a novel method of imposing a cess was introduced. This cess was called literary subsidy. The cess was imposed at the rate of one pie on each ipound of meat and ten pies on each can of four litres of wine.

The Governor General of Goa, Veiga Cabral, suspended the payment of salaries to the teachers from January 1798 as the revenues from the literary subsidy were not sufficient to meet the salary cost of the teachers. He felt that the circumstances did not allow the state to take up large educational projects. As such, at the beginning of the 19th century, we see that the responsibility of primary education once again fell to the lot of parochial schools. However, the teachers of the parochial schools were themselves ill equipped in Portuguese language and education and as such the state of primary education was lamentable. This was because the parish teachers were not qualified teachers and at times they were only music teachers.

The Viceroy of Goa, Don Manuel de Portugal e Castro, in his despatch of 27th February 1829, brought this lamentable state of education to the notice of the Government in Lisbon and proposed that three schools of rudimentary instruction should be set up.\(^{(5)}\)
However, since there was a great delay expected for a sanction from Portugal, the Viceroy took the initiative in 1851 to execute the scheme on his own.

The first schools in new conquests - The Viceroy created six public primary elementary schools and attached them, with the sole exception of the one at Ribandar in Panaji taluka, to the military cantonments of the areas. Two of the schools were at Bicholim and Fonda i.e., in the new conquests. These were the first government schools in the new conquests. The other schools were at Margao, Panaji, Ribandar and Colvale, all in the old conquests.

Inspection and supervision of schools - Dom Manuel de Portugal e Castro could be considered the pioneer of supervision of schools in Goa. In fact, he had seen to this before the schools were set up. Five of the new schools were placed under the supervision of the military cantonments, which were directly in charge of supervision of the new schools.

In 1835, after the Laws of Aguiar(6) were made applicable to India, the religious orders were extinct. From that year primary and secondary education was taken over by the government and the syllabus and curriculum were directly tagged with the developments in the field of education in Portugal itself.(7)

Period III - 1835 to 1910

a) 1835 to 1861 - This period was marked by a stable constitutional monarchy in Portugal. The constitutional monarchy, apart from its political implications, had important and practical bearings on education. The most important gains for the educational field were the fundamental rights of a far reaching importance for education. These were as follows:-

1. Right to freedom of thought - It shall be no offence to hold any thoughts or views.
2. Right to freedom of speech - Under this right people were allowed to express and propagate their thoughts without censorship. Freedom of holding meetings and freedom of the press were also granted subject to certain conditions.

3. Right to freedom of religion - All citizens were free to practise their own religion without prejudice to state religion, public health and morality. The state religion was Catholicism.\(^{(9)}\)

The most important right granted by the constitutional monarchy was the right to freedom of education. It was pledged by the government that they were bound to provide free and compulsory elementary education to all the citizens.

It may be observed that it was for the first time in the history of education of Portugal and its colonies that a declaration of free and compulsory education was made, though it was sought to be put into practice only in 1869 so far as Goa was concerned and that too in a limited manner.\(^{(9)}\)

By special decrees of 15th and 17th November 1856, a new set up of primary and secondary education was approved and made applicable to the overseas provinces of Portugal. These reforms were made applicable to Goa by Governor Lopes de Lima in 1841, in which year primary and secondary education was reorganized in Goa.

Ward Schools

The reorganization of education by Governor Lopes de Lima in 1841 created ward schools (Escolas de freguesia) at the primary level. These schools could be opened in localities where forty students could be enrolled. The schools opened in the military cantonments in 1851 at Colvale, Bicholim and Ponda were closed down and were substituted by ward schools in 1841. The Governor had also plans to establish girls' primary schools soon after.
During his tenure Governor Lopes de Lima created fortynine schools in all, twentyone being in Bardez, seventeen in Salcete and eleven in Ilhas (Panaji taluka), apart from the cantonement schools. He also established for the first time a normal school, though elementary. A large part of expenditure on account of these schools was the responsibility of municipalities and village communities.

The successor of Lopes de Lima, Conde de Antas, reduced the number of schools, both primary as well as secondary. During his regime there remained only 25 schools of primary instruction. They were as follows:-

- Bardez - 9
- Ilhas - 6
- Salcete - 10

Conde de Antas, however, created six schools in the new conquests, one each at Pernem, Bicholim, Satara, Ponda, Zambaulim and Canacona. In 1843 seven more primary schools were created of which six were opened in two talukas of the new conquests viz., Bicholim and Ponda. The reason for closing down the previous schools was that the municipalities and village communities could not meet the expenditure.

By a government order of 9th November 1854, the primary and secondary system of education was reorganized. According to these changes five full-fledged primary schools teaching upto Grade II (Segundo Grau) were established.

Women's education

It was during this period that pioneering efforts were made by the government to set up a primary school for women. The first school for girls was established at Panaji in 1846. Two more schools were set up in 1854 at Margao and Mapusa respectively.
In 1843 the Portuguese government discussed a new reform of
general education. It was later passed by the parliament in the form
of a law on the 16th of November 1844. According to these reforms,
primary education was divided into two levels called Grades. Grade I
and Grade II were the grades. Grade I comprised of four years with
one year of elementary course. Grade II comprised of one year. The
total duration of primary complementary course was five years.

The curriculum of Grade I included reading and writing,
arithmetic, elements of civics, elements of Christian doctrine,
elementary grammar, geography of Portuguese provinces and foundations
of Portuguese history. The curriculum of Grade II included
elementary geography, history, bible, linear drawing, arithmetic and
geometry. A practical working knowledge of all these subjects
was prescribed.\(^\text{14}\)

It took a decade for the government to make the law of 1844
applicable to Goa. It was in 1854, by a government order of 9th
November, that the law was made applicable to Goa by Conde de Ourem,
who was the Governor of Goa during that period. He created five
full-fledged complementary schools in Goa by his order of 9th November
under reference. The schools would teach up to Grade II.

\textbf{Review of period between 1835 and 1869}\(^\text{15}\)

During the thirty five years following the Constitutional
Monarchy in Portugal and its colonies, there were in Goa in all 112
schools. Of these thirty seven were government schools and the rest
seventy five were run by parishes. It may also be noted that of
thirty seven schools managed by the government only twelve were in
the New Conquests. In addition to that there were four church schools
in the New Conquests. According to the Census Report of 1870 the
population of Goa was 3,85,000. For the population of 3,85,000 the
total number of schools was 112 and the total enrolment in them
was as follows:-

\begin{align*}
\text{Boys: } & 5,849 + \text{ Girls: } 306 = \text{ Total: } 6,124.
\end{align*}
The total enrolment per school averaged at 56.46 students. From the point of view of population it may be said that there was one school for every 5,437 persons. Knowing that there were only thirty seven government schools in the entire territory, the distribution of government schools is in the ratio of 1:10,405. This is appalling in view of the fact that in to-day's India provision is made for one school for every village of a population of 300 or over. (16)

Enrolment in government schools was 2,305 and the rest was in parish schools. The average enrolment in government schools was 62 students approximately. Of course, these findings relate only to the instruction imparted in Portuguese medium schools, both parish and official. The number of schools in Marathi or in any other medium cannot be assessed as there were, in all probability, no such organized schools.

Indigenous education

It is believed that Marathi schools in an organized manner as prevailing to-day did not exist till the middle of the 19th century. What obtained in most parts of Goa was something similar to the domestic schools elsewhere in the country, viz., the village pandit, headman or a brahmin teaching their children at home the three elementary 'R's of education.

Shenai Mara schools - During the later part of the 19th century Goa had, what are popularly known as, Shenai Mara schools. Shenai Mara is presumably a corruption of the term Shenvi Mara, a term of affection and respect for an elderly person from a brahmin family. Shenvi or Shenai was and is a surname among Gaud Saraswat brahmans. It is believed that the instruction in Indian languages in Goa was mainly in the hands of Gaud Saraswat families during the 19th century.
Sherai Kama was a member of any family who taught the children in the family. He was at times not a member of the family but just a brahmin performing the functions of a teacher. He was allowed to stay as a member of the family. His salary was paid in kind rather than in cash. He was provided with free meals and at every crop he was given a fixed quantity of paddy, coconuts, jaggery, rice, beaten rice etc. Sherai Kama enjoyed a high status in the society. His rank was considered only next to that of the revenue officer. Compared to the conditions of a present-day primary teacher, Sherai Kama is considered to have had a comfortable life.

Sherai Kama schools were domestic schools. As such there was no fixed curriculum or syllabus followed in those schools. The curriculum was, therefore, very simple. It comprised of reading, writing and letter writing in Devanagari and Modi scripts. Modi script was supposedly a secret script used by business community but its teaching was discontinued from the primary schools after Goa's liberation. The curriculum also included multiplication tables, knowledge of fractions, ordinary account keeping and recitation of old poems.

Organized schools managed by professional teachers teaching in Marathi medium existed only at Panaji, Mapuca and Margao at the end of the 19th century.

Records of development of private Marathi primary schools are not available. Reportedly such schools did not maintain their records properly in general and some such schools did not maintain any records. The interviews held by the present investigator with a number of old timers and voluntary workers connected with the spread of Marathi education has confirmed this belief. It is not surprising, therefore, that there is no source to know the exact beginnings of formal schools in Marathi medium. However, it is believed that the first Marathi primary school was established at Mapuca in 1890 by one Shri Ramchandra Dattatraya Kulkarni alias Rambhaa Azrecar. Mapuca was and is the capital of Bardez taluka in north Goa. Soon more schools are said to have been established in various other places in Bardez under the management of the mother school at Mapuca. Shri Kulkarni is believed
b) 1869 to 1910 - In November 1869, primary education was reorganized. It was still divided into two Grades but the distribution of subjects was more logical and practical. The subjects for the study of Grade I included reading and writing, elementary arithmetical calculations including fractions, various measures and weights and Christian doctrine. However, the Christian doctrine was meant solely for Catholics and other Christians.

The subjects for the complementary course of Grade II included elementary Portuguese grammar, geography and history of Portugal and its provinces, practical arithmetic, geometry and elements of agriculture.

In July 1871, the government schools in the new conquests were turned into mixed schools with Portuguese and Marathi as twin media of instruction.

Introduction of compulsion - Compulsory primary education to all children between the age group of 9-12 was introduced in 1869. Compulsory enrolment was applicable to all the children who resided within a radius of three kilometres of an official school. Girls were allowed to study stitching and needle work instead of weights and measures, the art of stitching and needle work having been considered more important to girls. However, all the projects and schemes introduced in 1869 were shelved by 1881 due to lack of funds in the government treasury.
Reforms of 1881 - The reforms of 1881 were more organized and consolidatory in nature. Following these reforms Goa was divided into six educational zones, which were sub-divided into as many sub-zones as there were schools. Parents of those children residing within a radius of 5 kilometres from official schools were to be legally penalized in case of their failure to send their children to school.

Examinations of Grade I were held at the taluka capital until then. These examinations were oral as well as written and were conducted by a jury comprising of two teachers, who were members and one president. The president of the jury was appointed by the government. As per the reforms of 1881 these examinations were to be held in the school itself by the teacher who taught that class. The examinations would be conducted in the presence of an educational inspector or the administrator of taluka or the local representative (Delegado local). The examination fees for Grade I and Grade II examinations were four annas and one rupee respectively. The initial enrolment fee in the school was four annas. These collections were credited to the school fund. Examination and enrolment fees were collected in the form of special stamps, which were to be affixed to the application.

Reforms of Ferreira do Amaral - Reforms introduced by Viceroy Ferreira do Amaral reiterated that the primary instruction would be imparted in two Grades. The instruction was common for both the sexes. During his tenure i.e., during the ending decade of the 19th century there were in all 86 schools of Grade I and 14 schools of Grade II. Of the 86 schools of Grade I 8 were for girls. There was no Grade II school for girls.
Regulation of 1907

The regulations introduced in 1907 by an order dated 23-5-1907 can be considered to be a very important landmark in the field of primary education. They were the regulations in force upto 1929, with some amendments brought about following the Republic. According to these regulations primary instruction continued to be divided into two grades viz., Grade I and Grade II. The Grade I course comprised of four years and the Grade II one year. The syllabus laid down for the entire primary course, including both the grades, was as follows:

Grade I - Reading, writing, fundamental operations in arithmetic, elements of decimal system with special reference to weights and measures, currency and Indian weights and measures.

Elementary linear drawing.

Precepts of moral science. Christian doctrine was to be taught to those students whose parents practised the state religion viz., Catholicism.

Elements of local agriculture; elementary information about domestic economy; elements of music and singing.

In addition to the above, pupils of female sex had needlework and embroidery work at lower classes.
Grade II - Students of Grade II were expected to know all the subject matter studied for Grade I in addition to the following syllabus in detail:

- Elementary but practical knowledge of Portuguese grammar.
- Rudimentary notions of natural sciences as applicable to agriculture, hygiene and to the local industry.
- Exercises on metric system; drill exercises in arithmetic on integers and decimals, simple fractions and complex fractions and solution of problems of day-to-day importance.
- Physical features of Portugal and its colonies; elementary notions of chronology, cosmography and geography.
- History of Portugal and colonial history.
- Notions of civics.
- Elements of linear drawing, geometry and simple object drawing.

Types of schools

The regulations of 1907 mentioned that in addition to the full-fledged Portuguese medium schools there were the so-called mixed schools. The mixed schools were Portuguese-Marathi and Portuguese-Gujarati schools. Portuguese-Marathi schools were established in the new conquests and Portuguese-Gujarati schools were located in Daman and Diu. Instruction only upto Grade I was imparted in such mixed schools.
Upper and lower age limits

The regulations of 1907 stated that the government conducted separate schools for boys and girls. The lower age limit for admission to the government schools was six. A student was not to be more than twelve years old at the time of appearing for Grade I examination. The upper age limit for Grade II examination was fixed at sixteen.

Students would be admitted to the mixed schools at the age of six but the upper age limit for such students was fixed at sixteen for Grade I examination.

Students having completed the age of twelve or sixteen in Portuguese medium and mixed schools respectively but not having reached the Grade I class were to be allowed to continue and complete the course provided their progress was found to be satisfactory.

Examinations

The regulations of 1907 laid down the following pattern for the examinations:

The examinations of Grade I were to be held before the class teacher and the Mamlatdar (Administrador de conceího). Failing the Mamlatdar, the local representative (Delegado Local) was to assist the teacher.

The Grade II examinations were to be held at the capital place of the taluka concerned and were to be conducted by a jury appointed by the government. Both, Grade I and Grade II, examinations were divided into two parts viz., written and oral.
School Fund

The regulations of 1907 created a fund called School Fund (Fundo Escolar). This School Fund was to be created from collections made by way of tuition fees, enrolment fees, certificate fees, balances in the individual funds of schools, donations, subsidies, etc. This Fund was to be utilized for the construction of new school buildings and repairs to the existing ones. In course of time, however, the government found that the Fund was not sufficient to fulfill the needs for which it was created.

Observations

The following points may be observed from the salient features of the regulations of 1907 given above:

1. The syllabus was wide enough to cover many important aspects of knowledge.

2. The study of geography and history commenced only during the Grade II class.

3. Physical education and sports were given an important place in the syllabus.

4. The study of metric system prevailed in the primary schools as far back as 1907.

5. Music and singing also formed a part of the syllabus at the primary level.

6. Special attention was paid to female pupils, who were taught needle work and embroidery.

7. Information about local agriculture and local economy was imparted at the primary school level.
8. Moral and religious instruction was a compulsory part of the curriculum. Religious instruction was compulsory to the Catholic students and moral instruction was presumably for non-Catholics.

Goa has long been known for its skill in music and singing. Goan musicians have carved a place for themselves all over the world. One may undoubtedly trace this success to the early training in music and singing at the primary school level.

Apart from the above, another point that an observer may note is that the history was taught in the schools related only to Portugal. History of Portugal was referred to as the history of nation. The case of geography was also similar. Reference to India was hardly made. The history and geography of Goa were not taught with due importance. The personal experience of this investigator is that the history of Goa and its geography were taught in such a manner as to convey an idea that the territory of Goa formed a contiguous unity with Portugal itself. To a layman this may seem to be rather unimportant but if one looks at it from the point of view of the oft-repeated charge of the denationalization of Goans, one may say that a systematic effort was prevailing in the official primary schools to denationalize and assimilate Goans.
NOTES

2. Ibid.
3. Ibid.
5. The Year Book of Portuguese India 1932. op. cit. pp. 170-171
10. The Year Book of Portuguese India - 1932. op. cit. p. 172
12. The Year Book of Portuguese India - 1932. loc. cit.
13. Ibid. p. 173
15. Sanwardekar, loc. cit.
18. Ibid.
19. Ibid. chap vi. p. 32
20. The Year Book of Portuguese India. loc. cit.
22. Ibid. p. 36