CHAPTER XII

SECONDARY EDUCATION - GOVERNMENT EFFORTS
CHAPTER XII
SECUNDARY EDUCATION - GOVERNMENT EFFORTS

Early beginnings

A little before 1745, when parochial schools were set up in Goa, two secular priests, viz., Padre de Boarba and Padre Miguel Vas, instituted a brotherhood (Confraria), whose avowed object was to fight idolatry and to assist the neo-christians. This brotherhood was called the Brotherhood of Holy Faith (Confraria de Santa Fe). This Brotherhood founded the Seminary of Holy Faith (Seminario de Santa Fe), which was expected to train priests and missionaries.

The Seminary of Holy Faith, which was, as we have seen, an institution of secular priests, was soon turned into an institute of religious congregation. In 1549 Padre Borba and Padre Miguel were already dead. They administered the funds of the Seminary in collaboration with the Revenue Officer (Vedor de Fazenda) of the government, Mr. Cosme Aaes. The latter, with the consent of the Governor General, handed over the Seminary along with all its revenues to St. Francis Xavier, who took over the same in the name of the Company of Jesus.

The Jesuits - The Company of Jesus, on coming into possession of the revenues of the institute, ordered the construction of two buildings; one for the existing Seminary and the other
RUINS OF COLLEGE OF ST. PAUL.
AT OLD GOA.

Fig. 8
for a college denominated College of St. Paul (Colegio Sao Paulo).

(vide Fig. 8)

The College of St. Paul was, from the beginning, a residence of priests of the Company of Jesus. In 1556, on insistence of King D. Joao III of Portugal, teaching was introduced in the College. The teaching included a class of latinity, a course of philosophy and one paper in moral education.

In a short time, however, the College of St. Paul became prosperous and popular in such a way that the Seminary of Holy Faith came to be considered as its subsidiary and soon the name of St. Paul became indicative of both the institutions. A well-known French traveller, Pyrard de Laval, who was in Goa during the first decade of the 17th century, was in time to see it at the height of its glory.

Due to internal struggles the College of St. Paul was soon split into two institutions and its glory began to decline. An epidemic broke out during the last days of the 16th century in the City of Goa (presently called Old Goa), which affected the college also and ultimately forced it to be shifted to Mount Rosario, a nearby place.

The transfer of the College of St. Paul gave rise to a dispute. The Jesuits, determined to continue the existence of their institution in the new place, in spite of an opposition from the Friars of Augustinian Order, who had requested them to move back to their old site of St. Paul's College, strengthened their hold on the structure given to them and later expanded their influence among the people. They named their institution the New College of St. Paul.

These two colleges, viz., the St. Paul's College of Old Goa and the New College of St. Paul at Mount Rosario, were not the only educational institutions started by the Jesuits in India.
In 1606, under the protection of Rachol Fort, they launched a new college. It is the same site where even today the said Seminary is existing. There existed there in the beginning one class of theology and one class of Konkani language. Konkani language was taught to the priests only. Attached to the Seminary there was another Konkani school where, apart from Christian doctrine, reading, writing and arithmetic was being taught.

The Franciscans - The efforts of religious congregations in the field of education did not remain limited to the Jesuits alone. Other religious orders also made their entry on the scene. The Franciscans, who had come to India with the first Portuguese armadas as chaplains, had established themselves in Goa since 1543. They established their first college at Rais Magos for elementary education. Attached to the college, they set up a seminary called the Seminary of St. Jeronimo, for the education of orphans. At Betim, in the taluka of Bardez, the Franciscans set up a house for the teaching of catechism, where the new converts were taught to read and to write.

At the beginning of the 17th century, the Franciscans opened in the City of Goa a large institute of education, denominated the College of St. Bonaventura, where they conducted courses of philosophy and theology. This institute could never rise to the status and importance of the College of St. Paul.

The Dominicans - In 1548, the Dominicans arrived in Goa with great powers conferred on them by King D. Joao III, who, on their arrival, constructed a convent. It was in this convent that in 1550 they opened their first college in Goa. In 1564 the college shifted to Panaji on the instructions of the Archbishop of Goa, Rev. Vincente de Fonseca, who was a Dominican. The college was shifted to the new place due to the insalubrity of the original place.
The college established by the Dominicans functioned up to 1835, in which year all the religious congregations were discontinued and banned in the wake of the Constitutional Monarchy. The college offered courses in philosophy and theology. The courses were open to the priests as well as to the laymen.

The Augustinians - The Augustinians also had a big educational establishment in the City of Goa. The college established by them was called People's College and it is believed to have been established during the first half of the 17th century. Latin, philosophy and theology were the courses taught there and these were open for all. (Vide Fig. 9)

The Carmelites - Close to the college of St. Paul's, there existed another college called the College of Carne, an old institution conducted by the Barefooted Carmelites. Upon the extinction of this order, the college was handed over to the Oratorians. They also taught Latin, philosophy and theology with such proficiency that they were spared by Marquis of Pombal, when the other religious orders were forced to quit.

Expulsion of Jesuits

In 1759, Marquis of Pombal, expelled the Jesuits from Portugal and its dominions. The College of St. Paul, which was the most important establishment of education in the East, was converted, on the orders of Marquis, into a College of Natural Sciences, where students could be trained in larger numbers and the studies could be thrown open to the laymen.

The building of the College of Natural Sciences, geared to take in a much larger number of students than the College of St. Paul, was considered insalubrious and was not continued to be located in the City of Goa. The new college was, therefore,
CONVENT OF AUGUSTINIANS
AT OLD GOA.

CONVENT OF ST. MONICA

Fig. 9
shifted to the neighbouring island of Chorao and the teaching was handed over to the Congregation of Oratorians. In 1779 the establishment came in the possession of Lazarist priests, who were sent to India from Portugal for the education and the training of priests.

In 1781 another seminary was created in Old Goa in the Cathedral of Bom Jesus but it was closed down in 1795. No reason was given for its closure.

State take over of education

The government take over of education began in 1772. By a royal letter dated 6th November 1772, which reorganized the primary and secondary system of education in Portugal and its dominions, two posts of professors were created in Goa for grammar and teaching of Latin and Greek languages. Another two posts of professors were created for rhetoric and philosophy. The expenses on account of these professors were met by the state treasury. However, during the governorship of Veiga Cabral, the salary reimbursement was discontinued due to lack of funds, as a result of which, at the beginning of the 19th century, secondary education in Goa seemed to be limited only to the two seminaries and some other educational institutions established by religious congregations.

The Viceroy D. Manuel de Portugal e Castro, in his despatch of 27th of February 1829, brought to the notice of the Metropolitan Government the lamentable state of education in Goa. So far as the secondary education was concerned, he recommended that the two seminaries imparting secondary instruction should be remodelled. It was recommended that the one at Chorao should be exclusively destined for the instruction and education of the clergy and the one at Rachol should be converted into an institute of higher learning for common men, with a view to training good and useful citizens.
In 1855, the Laws of Aguiar came into force. Religious congregations also were deprived of running educational institutions of any nature. Thenceforward, primary as well as secondary education were bound to the vicissitudes of education in Portugal. It may be pointed out that this transformation in the government policy had come into effect following the Constitutional Monarchy in Portugal after the civil war.

Earlier, in 1832, during the Regency of Ilha de Terceira, restrictions on primary and secondary education were lessened and private enterprise was permitted. The only condition was that prior permission was to be obtained from the Municipality of the respective locality for such establishments. By decree promulgated on the 15th and the 17th of November 1836, the system of secondary education prevailing in Metropolitan Portugal was made applicable to Goa and to the other dominions.

The Goa government appointed a committee in 1837 to study the application of the above reforms to Goa but it was only during the tenure of the interim Governor General, Lopes de Lima, that some action was taken in 1841. He ordered the creation of sub-divisional schools (Escolas de Comarca). These schools were three in number and were located at the capital places of Ilhas, Salcote and Bardez talukas. Of the three schools, one was meant to teach Language and Grammar of Latin, Latin and rhetoric. The remaining two schools taught Portuguese language and grammar, arithmetic, linear drawing, elements of world history, history of Portugal, geography and chronology.

In addition to the above, Governor Lopes de Lima, established during the same year another school at Panaji for history of the world and Portugal, geography, chronology and statistics. During the reign of eighteen months, Lopes de Lima created schools of French, English and history, three schools of Latin, logic and rhetoric and five of Portuguese grammar, arithmetic, history, geography and chronology.
The successor of Lopes de Lima, Conde das Antas, drastically reduced the number of secondary schools. He retained only three schools, one each in Ilhas, Bartiez and Salcete talukas. All these three schools taught Latin.

In 1850 a school was set up at Panaji for the teaching of rational and moral philosophy, art of oratory, poetry and literature. At Margao, in the same year, a school was created for the teaching of French.⁴

End of seminaries

The two seminaries viz., those of Rachol in Salcete and Chorao in Ilhas, underwent various transformations after the extinction of religious orders. In 1859, the Seminary of Chorao was closed down due to insalubrious condition of the premises. In 1865, the Seminary was revived, and it offered biennial courses in rational and moral philosophy, rhetoric and classical poetry and literature.⁵

Establishment of National Lyceum

By a government order dated 9th of November, 1854,⁶ the first secondary school in Portuguese medium, on the basis of those prevailing in Portugal, was created in Goa. It was set up during the same year at Nova Goa (Panaji). The course of the lyceum, which was denominated National Lyceum of Nova Goa, was to comprise of the following disciplines:

a) Portuguese and Latin grammar and latinity
b) Rational and moral philosophy, principles of natural rights, oratory, classical poetry and literature with special reference to the poetry and literature of Portugal to be taught in biennial course
c) Ancient and modern world history, national history, geography, chronology and statistics.

Apart from the subjects mentioned above, the lyceum curriculum was to include the following subjects:

a) French
b) English
c) Marathi.

The lyceum did not make provision for the teaching of Arithmetic, geometry and notions of algebra as the same were being taught in the Military School of Mathematics situated in the same town.

Types of lyceums

The Portuguese institutions of higher (secondary) education were called lyceums. There were three types of lyceums viz., Municipal Lyceums teaching upto the first cycle, which comprised of the first two or three years; National Lyceums teaching upto the 2nd cycle, which comprised of the first five years; and Central Lyceums teaching upto the third cycle, which comprised the entire lyceum course of seven years. The lyceum set up in Goa in 1854 was a National Lyceum as stated before.

After the creation of the National Lyceum, which was denominated National Lyceum of Afonso de Albuquerque, there were some sporadic efforts on the part of the government to establish some minor schools of a special nature. For example, in 1854 itself, two schools of Latin were created in Salcete and Bardez respectively. One school of English was also created in Bardez. In 1855 a school of French was set up in Bardez at Mapusa and another one of English at Margao.
Reorganization of secondary education in 1869

The reorganization of education in 1869 ordered that the lyceum of Goa be organized on the methods of the first class lyceums in Portugal. In 1892, the lyceum of Goa was actually reorganized and brought on a par with the lyceums in Portugal. The decree, by which Ferreira do Amaral, the then Governor General of Goa, brought about the changes, authorized the local government to establish municipal lyceums in acceptance of which secondary schools of English and French at Margao and Mapuoa respectively, were closed down.7

By a government order dated 9th of January, 1897, the local government introduced in Goa the reforms of secondary education, according to which the system of classes was introduced for the first time. Till that year the National Lyceum offered a course of study comprised of individual subjects, without any limitation of classes, the study of the subjects leading to the completion of the course. According to the system of classes introduced in 1897, the general course of the lyceum was to comprise of five classes, which was as per the pattern followed in Portugal. Subjects like philosophy, political economy, administrative law and Marathi continued to be taught but they formed the part of the general course. German, an additional language, was introduced in the general course of the lyceum in 1901. These reforms were introduced by Governor General Jaime Moniz.

Progress of National Lyceum

Statistics pertaining to the enrolment for the years from 1854 to 1856 is not available. However, there is some information available regarding the total number of students completing the course between 1857 to 1890. These were in all 166.8 These were
the students, who did not come from any particular place in Goa. The following break-up would be interesting:

Total students completing the course from 1857 to 1890: - 166

<table>
<thead>
<tr>
<th>Sexwise</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>165</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>166</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religionwise</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics</td>
<td>162</td>
</tr>
<tr>
<td>Hindus</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>166</td>
</tr>
</tbody>
</table>

The first woman to complete the course of the lyceum was one Dona Maria Victoria Ermelinda Pereira of Velcaio, Salcete, in 1882. In 1890, she was a teacher in a government primary school at Santa Cruz, Ilhas. Perhaps, she was the first lady teacher in government primary schools.

It may also be of interest to note that the first Hindu to complete the lyceum course was one Mr. Raia Dhond of Penha de Franca, Barderz. He completed the course in 1870. The remaining candidates had passed out during the year 1888. The records do not show any Hindu girl enrolled in the lyceum up to 1890.

Enrolment position in 1901-1902

There were "in 1901-1902 all the five classes in the lyceum, it being a national lyceum. The figures given on the following page will be useful to get an idea about the enrolment and the promotions of students during the year under reference. The figures do not give the outturn of students, who had completed the course. The figures depict the position religionwise and sexwise.
Enrolment and results in 1901-1902

<table>
<thead>
<tr>
<th>Sexwise</th>
<th>Enrolled</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>196</td>
<td>126</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>126</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religionwise</th>
<th>Enrolled</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics</td>
<td>172</td>
<td>111</td>
</tr>
<tr>
<td>Hindus</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>126</td>
</tr>
</tbody>
</table>

*Note: Figures pertain to National Lyceum at Panaji.

Observations

It may be observed from the above figures that the Portuguese secondary education in Goa was limited to only one school set up by the government. The total number of students actually enrolled in the National Lyceum was 162 and the rest thirty two were private students, who had to register with the official lyceum as external candidates for the purpose of examinations.

There are no records to say that private lyceums existed in Goa during 1901 but it may be assumed that the so-called private establishments were just coaching classes preparing students for examinations.

Two more aspects stand out clearly from the above data and these are, apart from a very low enrolment at the secondary level;

1) The Hindu students enrolled in the Lyceum were only twenty five during the year under reference, which was approximately 12 per cent of the total enrolment.

2) There was just one female student enrolled in the Lyceum during the year 1901-1902.
1910 was the year of the proclamation of the Republic in Portugal. It would be interesting to study the enrolment of the Lycée during that year as it is going to serve as a base year for a comparison with the future enrolments. The enrolment during the year 1910-11 would help to observe whether there was an expansion in the later years, taking into consideration the fact that the attitude of the government was more secular under the Republican regime.

In 1910, the National Lycée had five classes comprising the General Course of studies. The following table presents classwise, religionwise and sexwise data for that year.

**TABLE XLV**

**ENROLLMENT IN 1910-11**

Sexwise and Religionwise

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>55</td>
<td>51</td>
<td>80</td>
<td>40</td>
<td>36</td>
<td>262</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>51</td>
<td>80</td>
<td>42</td>
<td>36</td>
<td>270</td>
</tr>
</tbody>
</table>

**Religionwise**

<table>
<thead>
<tr>
<th>Religion</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics</td>
<td>44</td>
<td>40</td>
<td>62</td>
<td>34</td>
<td>29</td>
<td>209</td>
</tr>
<tr>
<td>Hindus</td>
<td>17</td>
<td>11</td>
<td>18</td>
<td>8</td>
<td>7</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>51</td>
<td>80</td>
<td>42</td>
<td>36</td>
<td>270</td>
</tr>
</tbody>
</table>
The following facts may be observed from the table on the preceding page:

1) The total strength of the lyceum was only 270. This lone institution of secondary education catered for a population of 5,482,422 which means that there was one student in the secondary school for every 2000 approximately of population.

2) The number of female students was very low. There were only eight female students in a strength of 270. If this is taken as a trend, one may conclude that spread of education among women was much limited.

3) There were 209 Catholic students and only sixty one Hindu students. The percentage of Hindus works out at approximately 25 per cent of the total strength. It is quite evident, therefore, that Portuguese secondary education was not popular with Hindus.

4) In 1910 there were no divisions in different classes of the lyceum. The average number of students, as such, works out at approximately 52 students per class. This number has to be considered as too high in any class.

External students

In addition to the regular students at the lyceum in 1910, there were twelve students, who were enrolled as private or external students, which means that they were being coached privately. Of these twelve, one was a female student and the remaining were males. There were all Catholics.
In the light of figures of enrolment in the year 1910-11, which were the figures pertaining to the last year under the Monarchical Regime, it would be worth while to note the position of enrolment in the lyceum in the year 1911-12. The following are the enrolment figures for that year:

**TABLE XLVI**

*ENROLMENT IN 1911-12
Sexwise and Religionwise

<table>
<thead>
<tr>
<th>Sexwise</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>125</td>
<td>55</td>
<td>69</td>
<td>41</td>
<td>41</td>
<td>331</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>59</td>
<td>69</td>
<td>41</td>
<td>41</td>
<td>344</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religionwise</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics</td>
<td>84</td>
<td>44</td>
<td>55</td>
<td>34</td>
<td>32</td>
<td>249</td>
</tr>
<tr>
<td>Hindus</td>
<td>50</td>
<td>15</td>
<td>14</td>
<td>7</td>
<td>9</td>
<td>95</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>59</td>
<td>69</td>
<td>41</td>
<td>41</td>
<td>344</td>
</tr>
</tbody>
</table>

* Note - In addition to the above, there were thirty seven male and one female students, who were registered as external students in various classes of the lyceum.

Observations

1. In 1911, compared to the enrolment figures of the year 1910-11, there was an overall increase of seventy four students. As it is, it was not a big increase but it may be noted that the increase was in the first year of the lyceum. During the previous year the
enrolment was only fifty-five and, during the year under review, it was 125, which means there was an increase of seventy students in the first year. This shows that the lyceum studies were becoming popular. This increase could also be due to the liberal attitude of the new Republican Government.

2. One also notes from the above that the total number of Hindus in the school has shot up to ninety-five from the previous year’s sixty-one. However, there is a definite upward trend in the first year, where there were fifty students in the total number of 154 students. During the previous year this number was only six. This could be certainly attributed to the secular approach of the new Republican government.

3. The enrolment of female students increased only by five over the previous year.

Municipal Lyceums

By its Decree No. 128 dated 3rd June, 1913, the Republican Government of Lisbon created two additional lyceums in Goa. These were called the Municipal Lyceums. They were set up at Margao and Mapusa. The curriculum was to be the first cycle of curriculum, which consisted then of three years. The examinations conducted by the Municipal Lyceums for the first and second year were to be considered equivalent to those conducted by the Central Lyceum at Panaji. The Municipalities were required to furnish house
and furniture for those lyceums. The government created four posts of teachers for each of the lyceums.

The teachers would receive by way of salary $240 (escudos) and $60 per year by way of allowances. The teachers were to enjoy all the other benefits enjoyed by their counterparts as the Central Lyceum at Panaji. The lyceum at Panaji had been turned into Central lyceum in 1919 which meant that it would have the authority to conduct the complementary classes as well. These were sixth and seventh year of lyceum. Following is the statement of the enrolment position during the academic year 1920-21.

<table>
<thead>
<tr>
<th>Lyceum</th>
<th>Regular</th>
<th></th>
<th>External</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
<td>M</td>
<td>F</td>
<td>Total</td>
</tr>
<tr>
<td>Central Lyceum</td>
<td>620</td>
<td>32</td>
<td>652</td>
<td>98</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Municipal Lyceum Margao</td>
<td>150</td>
<td>14</td>
<td>164</td>
<td>-</td>
<td>-</td>
<td>150</td>
</tr>
<tr>
<td>Municipal Lyceum Mapuca</td>
<td>100</td>
<td>7</td>
<td>107</td>
<td>15</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>Total:</td>
<td>870</td>
<td>53</td>
<td>923</td>
<td>113</td>
<td>2</td>
<td>115</td>
</tr>
</tbody>
</table>

Observations:
1. It can be noted from the above statement that there were in all 923 students enrolled as regular students and 115 as external students at all the three lyceums. However to the strength of 1911-12 one notes there is a three fold increase in the enrolment. However, judging from the requirements of secondary schooling, the government
efforts should be considered unsatisfactory.

2. In 1911-12 there were in all thirteen regular female students. The number stood at fifty-three, which means a little over four fold increase in female enrolment.

3. The number of external students stood at 115 as against thirty-eight in 1911-12, which represents an approximate three fold increase.

Religionwise study of enrolment

It was natural that Catholicism, which was declared as the state religion during monarchical rule, should be represented in the lyceum in larger number. This has been noted in the year 1910 and also in 1911. However, it has also been noted that during the year 1911 the enrolment of Hindu students in the first year had considerably increased. Whether the same was a sudden emotional spurt attributed to the first feelings of dation after the Republic or whether it was a trend that strengthened itself could be seen by a religionwise analysis of the enrolment during the year under review. Following is such a break-up.14
TABLE XLVIII

ENROLMENT IN 1920-21
Religionwise

<table>
<thead>
<tr>
<th>Institution</th>
<th>Regular</th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C H O</td>
<td></td>
<td></td>
<td></td>
<td>C H O</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Lyceum</td>
<td>420</td>
<td>230</td>
<td>2</td>
<td>652</td>
<td>69</td>
<td>31</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>Municipality Lyceum Mangi</td>
<td>123</td>
<td>41</td>
<td>-</td>
<td>164</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Municipality Lyceum Mapuca</td>
<td>69</td>
<td>38</td>
<td>-</td>
<td>107</td>
<td>13</td>
<td>2</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>612</td>
<td>309</td>
<td>2</td>
<td>923</td>
<td>82</td>
<td>33</td>
<td>-</td>
<td>115</td>
</tr>
</tbody>
</table>

Note: C=catholics; H=hindus; O=others.

From the above table it can be seen that the total number of catholics, both regular and external, 694 and the similar number for hindus was 342, which is nearly 33 percent of the total enrolment and nearly 50 percent of the catholics. That means that there had been a 100 per cent increase in the number of students during the decade ending in the year 1920-21. We may therefore say that the increase in the number of students was a definite trend and the same could be attributed to the secular approach of the Republican government.

Enrolment in 1930-31

The Central Lyceum had three additional subjects in 1930. These were Marathi, Political Economy, Commercial Accountancy 1st Year, and Commercial Accountancy 2nd Year. Following is a table of enrolment showing the position in 1930.
TABLE XII
ENROLMENT IN 1950-51
Lyceumwise and Sexwise

<table>
<thead>
<tr>
<th>Lyceum</th>
<th>Regular</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
<td>M</td>
<td>F</td>
<td>Total</td>
<td>M</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Central Lyceum</td>
<td>534</td>
<td>47</td>
<td>581</td>
<td>534</td>
<td>47</td>
<td>581</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Municipal Lyceum, Margo</td>
<td>118</td>
<td>22</td>
<td>140</td>
<td>154</td>
<td>24</td>
<td>178</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Municipal Lyceum, Mapusa</td>
<td>110</td>
<td>4</td>
<td>114</td>
<td>123</td>
<td>6</td>
<td>129</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>762</td>
<td>73</td>
<td>835</td>
<td>811</td>
<td>77</td>
<td>888</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observations:

1. The enrolment had actually fallen during the academic year 1950-51. During 1920-21 it was 1,056 and during the year under review it was only 888.

2. While there is a small rise in the total enrolment in the two municipal lyceums, there had been a fall in the enrolment of the Central Lyceum at Anaji. During the year 1920-21 the total enrolment was 752 whereas during the year under review it was only 581.

3. The number of female students registered a small rise. There were seventy-seven female students as against only fifty-five in 1920-21.
Religionwise study of enrolment

**TABLE I**

ENROLMENT IN 1930-31
Religionwise

<table>
<thead>
<tr>
<th>Institution</th>
<th>Regular C</th>
<th>H</th>
<th>O</th>
<th>Total C</th>
<th>H</th>
<th>O</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Lyceum</td>
<td>398</td>
<td>180</td>
<td>3</td>
<td>581</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Panaji</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Municipal Lyceum</td>
<td>77</td>
<td>62</td>
<td>1</td>
<td>140</td>
<td>11</td>
<td>27</td>
<td>36</td>
</tr>
<tr>
<td>Margao</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Municipal Lyceum</td>
<td>63</td>
<td>49</td>
<td>2</td>
<td>114</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Mapusa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 558 291 6 835 21 32 53 888

Note: C = catholics; H = hindus; O = others

**Observations**

1. From the above table that there altogether 559 Catholics enrolled in the three lyceums in Goa as against 323 Hindus. This means that Hindus formed a little over 56 percent of the total enrolment, which is nearly 5 percent higher than the enrolment in 1920-21.

2. The total number of Catholics as well as Hindus had fallen in 1930.

3. The number of Hindu students in the municipal lyceums at Margao and Mapusa as well, showed a rise in enrolment. The rise of Hindu students at the Municipal Lyceum at Margao was greater than the one at Mapusa.
4. There were more Hindus than Catholics registered as external candidates in 1930 but the number of both had fallen compared to the figures in 1920-21.

Municipal Lyceums renamed

The Municipal Lyceums at Margao and Mapusa were renamed in 1931. The lyceum at Margao was christened 'Liceu Municipal Dom Joao de Castro' and the one at Mapusa was christened 'Liceu Municipal Dom Francisco de Almeida'.

The government diploma No. 466 dated 23rd March, 1931 enforcing the renaming of the Municipal lyceums, stated that the purpose of renaming the said lyceums with the names of Portuguese heroes, was to honour them and to commemorate them. It was also expected that the students studying in the respective institutions were to emulate the greatness of those heroes.

Enrolment after 1930

Details are unfortunately, not available for all the years but some details regarding the enrolment in the Central Lyceum are available from 1937-38 to 1940-41. One can actually see from the data that follows that the enrolment was falling year by year.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year</th>
<th>Students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1937-38</td>
<td>675</td>
</tr>
<tr>
<td>2.</td>
<td>1938-39</td>
<td>631</td>
</tr>
<tr>
<td>3.</td>
<td>1939-40</td>
<td>506</td>
</tr>
<tr>
<td>4.</td>
<td>1940-41</td>
<td>423</td>
</tr>
</tbody>
</table>
1939 was the year during which the World War II began. The reason could be the young men seeking positions in the army were driven away from the schools to a more lucrative career in the army of British India. It may be recalled that Portugal had not participated in the War but had maintained itself as neutral country.

Another reason could be that the opportunities for employment with Portuguese studies were not very bright. Perhaps English instruction and a Matriculation examination would land a person on a better job in a city like Bombay in the British India.

**Municipal Lyceums closed**

Having found that during the year 1944-45 hardly twelve students had sought admission in the Municipal Lyceum D. Francisco de Almeida of Mapusa, out of which five in the first year, one in the second and six in the third year and considering that so small a number does not justify running of an institution the Governor General of Goa ordered that the lyceum should be temporarily closed down from June 1944.

**Enrolment after 1940**

During the forties also the enrolment went on falling with slight fluctuations. The following data will give a clear picture:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1941-42</td>
<td>385</td>
</tr>
<tr>
<td>2.</td>
<td>1942-43</td>
<td>501</td>
</tr>
<tr>
<td>3.</td>
<td>1943-44</td>
<td>419</td>
</tr>
<tr>
<td>4.</td>
<td>1944-45</td>
<td>405</td>
</tr>
</tbody>
</table>
In 1950-51 there were altogether four institutions of secondary education. One was Central Lycceum, run by the government, and the others three were privately conducted. The total enrolment was as follows:

Male : 540  
Female : 146  
Total : 686

The total number of teachers in all these institutions were thirty-seven in number. Of these twenty-three were in Central Lycceum and the other fourteen worked in the private institutions. One can no doubt observe that the total enrolment, private and government institutions taken together, was only 686 which was much below the figures in 1920-21 and 1930-31.

Development in fifties

Secondary education in Portuguese medium was evidently once again picking up during fifties. By then, the Central Lycceum had five buildings of its own and the number of students was seen going up. One report regarding the Central Lycceum says that during the year 1954-55 they were going to have twenty-three divisions, two more than the ones in the previous year. The report also quotes the number of students enrolled in the previous years as follows:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year</th>
<th>Students enrolled</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1952-53</td>
<td>581</td>
<td>427</td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1953-54</td>
<td>696</td>
<td>502</td>
<td>194</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1954-55</td>
<td>857</td>
<td>623</td>
<td>234</td>
<td></td>
</tr>
</tbody>
</table>
Observations

1. It could be observed, that the number of students registered, went on increasing yearly by year. The enrolment in 1954-55 could be considered the highest in the existence of the Lyceum. The report stated that the enrolment of Central Lyceum was the second highest recorded in all the lyceums in Portugal and colonies. The highest enrolment was recorded in all the lyceums in Portugal and colonies. The highest enrolment was recorded by the Salazar Lyceum of Lourenco Marques in Mozambique (Portuguese East Africa).

2. Another thing that can be noted is that the number of female students went on increasing progressively. It was 234 in 1955, compared to eight in 1940, fifty-five in 1920, seventy-seven in 1930 and 146 in 1950. Incidentally, 146 in 1950 was the total number of female students enrolled in all the lyceums of Goa, whereas the figure for 1955 was confined only to the Central Lyceum of Panaji.

3. The reason for the unforeseen increase in the enrolment at the lyceum could be due to the fact that the lyceum studies were making more job opportunities available in the civil service for the youths. The salaries had also been attractively enhanced for all the cadres of civil servants, including the primary teachers.

Popularity of lyceum studies

That the lyceum studies were becoming more and more popular is left in no doubt with the following data available during the year 1955:
### TABLE LII

**APPLICANTS TO THE ADMISSION EXAMINATION TO THE LYCEUM IN 1955**

Enrolment and Results - sexwise and religionwise

<table>
<thead>
<tr>
<th>Religion</th>
<th>Applied</th>
<th></th>
<th>Admitted</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
<td>M</td>
</tr>
<tr>
<td>Catholics</td>
<td>199</td>
<td>106</td>
<td>305</td>
<td>172</td>
</tr>
<tr>
<td>Hindus</td>
<td>40</td>
<td>9</td>
<td>49</td>
<td>35</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>244</td>
<td>116</td>
<td>360</td>
<td>212</td>
</tr>
</tbody>
</table>

**Observations:**

1. It may be noted that the number of students seeking admission was sufficiently high viz., 360, of which 314 were admitted and they might have presumably joined either the Central Lyceum or the private lyceums functioning at Margao and Panaji.

2. The number of Hindu students had fallen considerably. Whether the Hindus did not find favour with the government or they were shy of joining the lyceums cannot be known for certain. However, there could be a remote chance that the Hindus, who were prominent in the Goa liberation movement, which had reached its full swing in 1955, did not very much go in for Portuguese studies.

3. The number of female students seeking admission and the number of those who had sought admission had fallen considerably.

In 1955-56 there were in all 937\(^2\) students in the Central Lyceum, of which 673 were males and 264 were females. In the year
1956 the following is the data of students who sought admission to the lycéum:

**TABLE LIll**

**APPlicants to the admission examination to the lycéum in 1956**

Sexwise and religionwise

<table>
<thead>
<tr>
<th>Religion</th>
<th>Applied</th>
<th>Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Catholics</td>
<td>270</td>
<td>158</td>
</tr>
<tr>
<td>Hindus</td>
<td>38</td>
<td>8</td>
</tr>
<tr>
<td>Others</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>321</td>
<td>169</td>
</tr>
</tbody>
</table>

**Observations**

1. The total number of students seeking admission and those who sought the admission was higher compared to the figures of 1955. However, the number of Hindus had further fallen to thirty-one. The number of female students had gone up to 153.

Towards the end of Portuguese rule

The last year of Portuguese rule seems to be interesting. The total number of students who were enrolled in Central Lycéum were as follows:

- Male: 503
- Female: 310 = 813
This was a good number though a little lower than the one in 1955-56, when the lyceum had 937 students. However, the lyceum had still retained its popularity, which can be seen from the following data.

<table>
<thead>
<tr>
<th>Religion</th>
<th>Applied</th>
<th></th>
<th>Admitted</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
<td>M</td>
</tr>
<tr>
<td>Catholics</td>
<td>448</td>
<td>236</td>
<td>684</td>
<td>238</td>
</tr>
<tr>
<td>Hindus</td>
<td>310</td>
<td>92</td>
<td>402</td>
<td>153</td>
</tr>
<tr>
<td>Others</td>
<td>35</td>
<td>4</td>
<td>39</td>
<td>35</td>
</tr>
<tr>
<td>Total:</td>
<td>793</td>
<td>332</td>
<td>1125</td>
<td>426</td>
</tr>
</tbody>
</table>

Observations

1. It can be noted from the above that the rush for admission to the lyceum was unprecedented in the year 1961. However, there seems to be a definite method in keeping as many students as possible out, presumably because there was no sufficient accommodation in the lyceums. There is no other reason for a 50 percent rejection, as all the students coming for admission had segundo grau to their credit and the portion for the admission examination was also the same as that of segundo grau.

2. Another thing that can be noted is that the number of Hindus students seeking admission to the lyceum was very high viz., 402, unprecedented in the history of the lyceum.
number of those who were successful in getting admission viz., 229, was the highest ever in the history of Central Lyceum. The reason for this patronization could be the fact that there was a very high demand for lyceum trained youths in various government departments. However, the most was that of a primary teacher, which fetched lucrative monetary remuneration, in the wake of enforcement of compulsion. The government was not able to find as many teachers as were required and ultimately it was compelled to enlist the services of those who had just completed the first cycle of lyceum, i.e., the first two years of lyceum study.

3. The number of female students who sought admission and those who actually secured admission was the highest ever viz., 332 and 202 respectively. The reason for this also can be explained in the same way as in the above paragraph.

Lyceum at Vasco da Gama

The government noted that the taluka of Mormugao and the town of Vasco da Gama was urgently in need of a lyceum as its school going population was ever on increase. A lyceum, either as a branch of the Central Lyceum or an independent institution conducting the lyceum course either under the aegis of the government or privately was absolutely necessary. In any case, this proposed institution was to be under the direct supervision of the Services of Instruction of the Government for administrative and pedagogic development. The government, by their D.I. No. 1966, dated 18th April, 1960, decided that private lyceum should be established at Vasco da Gama and which should start functioning with effect from the academic year beginning in June 1961. For sake of the day-to-day administration the Lyceum, was to be under the management of the Vasco da Gama (Mormugao)
Municipality. However, taking into consideration the meagre resources of the Mormugao Municipality, the government offered an annual subsidy of 204,000$ (Rs. 34,000-00) to the Municipality to be reduced and ultimately to be discontinued according to the income of the proposed lyceum.

Review of enrolment during the last decade

The following table shows the growth in the rate of enrolment during the last decade of the Portuguese rule in Goa:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Growth*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951-52</td>
<td>519</td>
<td>- 6.7%</td>
</tr>
<tr>
<td>1955-56</td>
<td>917</td>
<td>+ 9.0%</td>
</tr>
<tr>
<td>1960-61</td>
<td>813</td>
<td>- 0.1%</td>
</tr>
<tr>
<td>1961-62</td>
<td>927</td>
<td>+14.0%</td>
</tr>
</tbody>
</table>

*Note: - decrease and + increase over previous year's enrolment.

Observations

It may be noted from the above table that the rate of enrolment was on increase during the last decade of the Portuguese rule in Goa. There was a marginal decrease in 1960-61 but there was a substantial increase of 14 per cent in 1961-62, which was the last year of the Portuguese rule in Goa. The reason for a substantial growth of enrolment in the lyceum may be attributed to the lucrative posts in the civil service and the teaching posts available to the lyceum trained persons.
Transfer of students to private schools

By a circular No. 136 dated 20th September 1912 the Governor of Goa laid down that regular students were allowed to migrate to private schools with a leaving certificate. Students thus applying for a migration certificate, were required to submit a letter from their parents to that effect.

The lyceums came directly under the Governor General for inspection, supervision etc., and not under any other department.

Reforms proposed in 1920

In the Reforms of 1920 voted by the Governor in Council, attention was also paid to the Municipal Lyceums. It was recommended in the Reforms that special subjects should be compulsorily introduced in the Municipal Lyceums, so as to prepare pupils for life and also to dissuade them from taking to classical subjects, to which they were found to be attached too much. As such Municipal Lyceums should make provision for the teaching of subjects like agriculture and commerce and later industrial training. Special sessions were to be organized for the teaching of these subjects. These subjects could even be made compulsory so that the students could start taking interest in the same, though through a forced contact.

New Regulations of 1920

In 1920 the Government introduced new revised regulations to govern the secondary education in the territory. This was done by a Government Order No. 579 dated 9-7-1920 during the regency of
Governor General Dr. Jaime Morais.

General dispositions

It was laid down that the secondary education had as its aim promotion of general cultural level of the pupils, to prepare them for higher studies, to enable them to acquire a firm knowledge of intellectual and spiritual development, healthy physical development of feelings and desires etc.

Secondary education in the Portuguese territory of India was to comprise of two grades viz., general and complementary. Instruction was to be imparted in the lyceum of Nova Goa, which was to be called Central Lyceum of Afonso de Albuquerque. The Central Lyceum was to have its own buildings with appropriate grounds in the vicinity to provide recreational facilities to the students and to promote the study of physical education. The buildings were to be suitably provided with the requisite furniture and teaching equipment. A library, equipped with books for professors as well as students, was to be maintained. An auditorium for the screening of educational films was to be provided as soon as it was possible. Gymnasium, open air theatre and swimming pools were also to be provided.

Academic year - The academic year at the lyceum was to commence from 10th of June and end on the 10th of April. The actual class contact session was to be from 15th of June to 10th of March, except for 5th and 7th year classes, for whom the actual classes were to close on the last working day of the month of February. The lyceum authorities were also to be allowed to close all the classes on the last working day of February with the permission of superior authorities.

The academic year was to be divided into three terms. These were as follows:-
1. 15th of June to 10th of September
2. 11th of September to 15th of December
3. 16th of December to 10th of March

Organization of Classes, time-table etc. - In the first three classes the maximum number of students in each division were normally limited to twenty-five. In the fourth and fifth year and in the complementary classes, it was normally to be thirty. In no division were there to be students more than the prescribed number in view of the class-room health, and cubic area available for each student. An excess of six students in any division was to lead to the splitting of the class into two divisions.

No divisions were to be opened beyond the capacity of the buildings and unless the authorities were able to make provision for necessary equipment for practicals and other requisites. No divisions were also to be opened outside the time-table.

The right to determine how many divisions a class could have was vested in the School Committee which was to determine the same at the end of the academic year, in view of the number of students promoted to higher classes from the lower classes. The School Committee was also to be empowered to determine the same or change the decisions about the divisions at the beginning of the academic year in view of the new admissions made.

The distribution of students to various divisions of the same class was to be made according to the age of the pupils as a rule.

Students who were visually handicapped were to be allotted more prominent and forward seats in the class room so as to enable them to see the blackboard, maps, charts etc., better. During the drawing examination such students were to be allowed to occupy better lit places in the classroom.
Duration of teaching periods - A class-room period was to be of fifty-five minutes duration. Practical periods in sciences and languages were to last one hour and half. Drawing periods were also to be of a similar duration except in the complementary classes, where the same were to be of two hours' duration with a short interval in between.

There were not to be more than five periods per day except in the case of complementary classes in which case there could be at the most six periods per day on two days per week.

Shifts - The school was to run in two shifts daily, each of three periods. There was to be an interval of ten to fifteen minutes in between each period. There was to be a long interval of half an hour to one hour between the first and the second session. The students were not to leave the school premises or the school site during the interval.

Number of periods - There was not to be more than one period in each subject on any day, but practical work in languages and other subjects requiring practicals could be had on the same day along with a period in theoretical work.

Periods of instruction was to be suitably staggered during the week. After drawing the time table it was to be placed either in the Principal's office or at any convenient place where it could be examined by the school doctor and by the professors, whereupon the same could be submitted to the School Committee for its consent or suggestions. The school doctor was to be allowed to be present at the meeting of School Committee and was to have a right to cast his vote.

New Academic Year

At the beginning of the academic year the Principal was to
hold a meeting of new students and the teachers who were to teach those classes, and instruct the students regarding the lyceum life and the relations between the lyceum and the families of the students.

School opening, attendance etc. - The school was to re-open on the 15th of June every year. The first day was to mark the formal inauguration of the academic year with the Principal conducting an assembly of students, parents and guests. He was to declare the scholastic year open, announce the names of students who had secured distinctions or laurels during the previous year and make any other announcements suitable for the occasion. Wherever possible, a teacher who was a member of the School Committee was to be required to deliver a talk on educational value.

Absence of students from the classes was not to be permitted and whenever a student remained absent, the Lyceum would be compelled to bring it to the notice of the parents. Students were to be subjected to the following disciplinary actions based on the gravity of absence:

a) Admonishing
b) A warning
c) Suspension from attending the classes
d) Order to leave the class

Admonishing was to be done by the Principal, Class Teacher or the Professor and the order to leave the class was to be given by the Professor. A warning could be given only by the School Committee or the Principal. Expulsion could be imposed only by the School Committee and such expulsion could not exceed two years. A warning was not to be administered unless the student was given a chance to defend himself.

The school committee, the Principal, the Class-Teacher and the Professors were never to overlook, while exercising the punishment,
the paternal character with which they are invested.

The punishment of expulsion was appealable and an appeal could be made to the Governor General who would entertain and decide the same in consultation with the Public Instruction Committee.

Orders to leave the class room, reprehensions and expulsions were always to be conveyed to the guardian of the concerned student and reprehensions and expulsions were to be registered in a separate register and the attendance register of the class.

School Terms - The academic year was divided into three terms; the first ended on the 15th of September; the second on the 15th of December and the third on the 15th of March. Certain subjects in the 5th and 7th year were to end the 3rd term on the last day of February.

Students' Handbook - It was compulsory for every student of the lyceum to have a Student's Handbook. This could be obtained by paying the prescribed fees. The same was to be printed by the Government Printing Press. Arrangements were to be done in the lyceum itself for the sale of those handbooks.

The handbooks were in a way some sort of Cumulative Record. The handbook was to be registered in the school register and a number was to be given to the handbook by the lyceum secretary. A stamp fee of 50.5 was to be fixed to the book. The book was to carry a photograph of the student on the first page. This photo was to be embossed with the white seal of the school. Photographs were also to be affixed on the pages corresponding to the 3rd and 6th years, when the student had reached and registered in those classes. A photograph was also to be affixed on the General Register page of the lyceum, wherever the student's name was registered.

The handbook was to be left in the care of the student and
his guardian. These books were to be presented to the authorities on demand. The student was not to be allowed to frequent the classes without his handbook. Payment of fees, cancellation of admission, transfer of registration from the government lyceum to the private one etc., were all to be recorded in the handbook. Marks were also to be recorded in that book. The handbook was to be presented to the President of the Examinations Jury at the time of any examination.

**Orientation of Teaching**

No teaching programme in the lyceum is independent. All subjects are interlinked with a common aim viz., acquisition of knowledge imparted at the secondary level. To achieve this the entire programme is distributed into subjects and portions of these are distributed over classes so that the students could conveniently study them in sorts of compartments.

Lyceums studies were organized in a way as to make the students study the matter in a most scientific way. Every subject had a goal so also every cycle in the lyceum studies had a goal of its own. For example in the first stage the student was prompted to develop his intuition and the matter was to be elementary. The aim was to develop the observation power of the student. The second stage, comprising of classes upto 5th year, was to help the students to assimilate the power of observation and acquire the skill of experimentation. During the third stage, the student was to consolidate the knowledge of subject studied by him with a view to prepare for higher studies.

The amount of drill exercises and exercises for home work were to be left to the care of the teachers and the class-teachers under the overall supervision of the Principal.

The total time to be devoted to each subject, the number of periods during the week and during the academic year were to be
decided in accordance with the text books prescribed and in accordance with the importance of the subject. However unnecessary deleting or leaving out of matter or undue extension of the syllabus was to be strictly prohibited.

Practice of education

As a rule, actual teaching in the lyceums was required to observe the following methods:

1. The first and foremost means of teaching is the object, which was to be presented, wherever and whenever possible in connection with the object taught.

2. The second step was to describe the object either in writing or in a drawing. In the case of drawing, a schematic method was to be followed for sake of clarity.

Intuition of students was the first step. It was believed that the secondary education would serve no purpose if the teacher did not take pain to make the students understand the fundamentals of any subject with clear explanations, before coming to abstractions, so that the student began to think for himself.

A series of representation of ideas, notions, judgments etc., would serve no purpose if the teacher failed at first, to motivate the students by his introduction. The teacher had to address the class in such a way that his voice was audible to the entire class and he had to modulate it with a view to draw the attention of the students. The talk had to be clear, correct and frank. He had to avoid artificial oratory or rhetorics. The Lyceums were not invested with the duty of training orators but with the duty of training students to suitably use the national language.

In order to keep the attention continuously drawn to the
teacher during the second step, the teacher had to make it a point to ask questions intercepting his work or talk, especially in higher classes, so that it could be verified whether, what the teacher explained was being understood or not. Thus the teacher could explain quite a sufficient matter in a brief time and by using simple language. The teacher had to strike a balance between his talk and his interrogation. These had to be balanced. The teacher had to come to the class quite prepared and he was not to spend his entire time either explaining or asking questions. Recapitulation had also to be accommodated during the lesson period.

Teaching was to be done in such a way that the students assimilated the matter in a facile manner. Two periods were to be utilized for teaching and the remaining for revision.

**Question answer method** - Interrogation method led to a fruitful and guided mental activity and helped in the assimilation of facts. It also acted as a link between the known and the unknown. It connected new facts to the previously assimilated knowledge. As such, interrogation was to be mainly based on related knowledge and also on the matter already taught. The questions were to be clear and to the point and were to be directed towards the entire class before any individual student was asked to reply.

The teacher was to ascertain that the answer given by the pupil corresponded to the question. In the lower classes the teacher was to make sure that the answers were given in complete sentences rather than in sporadic expressions.

The teacher was to give the maximum opportunities to the pupils to answer, especially in the middle and higher sections (viz., in the second cycle and in the complementary classes).
In those classes, especially during the periods of languages, history and science periods, group discussions were to be encouraged.

The teacher was to make sure that the students always answered without grammatical mistakes, while writing or speaking, right from the lower cycle. It was not the duty of language teachers alone to rectify grammatical mistakes.

While revising any subject matter, the teacher was expected to link his revision with the matter taught during the previous class and was also to recapitulate the matter in the previous class. He had to take care to see that the methods employed in the class-room did not just amount to an exercise in futility or they did not degenerate into spoon feeding. Before taking up a new topic the previous one had to be fully assimilated and abstract notions had to be made clear. In the sixth and seventh year the teacher had to utilise any opportunity to revise in brief the principles of subject matter, not merely based on rote memory but by association of ideas or in relation to the known facts and always in correlation to the subject on hand. It was also necessary to motivate the students in higher classes to greater mental activities expected of students in those classes and in conformity with their ages.

Written work – Written exercises were considered very useful in judging the power of comprehension of students and the benefits accrued to him through the guidance of the teacher. It was necessary that the teachers should correct with maximum care the errors or wrong statements made by the students, carrying out the necessary amendments or corrections. Since the written work was to be taken into consideration at the end of the year, it was the duty of the teacher to preserve and inspect the books properly.
Home work was to supplement the work in the lyceum during the class contact-hours. Exercises activated the mental faculties of the student, being away from the presence of the teacher. The exercises were strictly to be in accordance with the capacity and the knowledge acquired by the students. Such exercises were to be prescribed by the teacher of every class in consultation or permission of the class-teacher. It had to be borne in mind by the teachers that the class-room was a place for excellence in studies and anyone who did not observe that maxim strictly, would cause a lot of damage.

The teacher had always to try to put into practice the thoughts expressed by great educationists from time to time regarding the graduated manner with which teaching had to proceed. The teaching had to follow the following steps:

a) A fact had to be explained, clarified and elucidated for its assimilation or appropriation.

b) The second step was to draw forth new representation, ideas or notions from the students and the same had to be linked or associated with the knowledge thus gained with the previous knowledge.

Moral education – Moral development of the students was expected to be one of the outcomes of the secondary education. Moral education had to transcend all the aspects of school life. The mental exercise offered by the secondary education, the discipline observed in the school, the attention and the zeal which pervaded during the work in the class-rooms, the punctuality and the exactitude with which the work in the class-rooms, the punctuality and the exactitude with which multifarious curricular activities and duties were carried on, and above all the stress on ethical
standards in various subject matters and lessons, were all effective means of promoting the moral development. The entire administration and organization of the establishment had to be oriented with these principles in mind. It had to be realised that the moral development was not something invested in literary subjects to be imparted to the students therewith, but it was a public responsibility and therefore it was one of the sacred responsibilities of the public instruction.

School Library

The Central Lyceum was to have a library for students and teachers. It was to have a variety of books and requisite furniture, equipment and facilities to motivate students, especially of higher classes to make use of the same.

The library was to contain, apart from the works of reference for teachers, periodic national and foreign publications, which deal with educational matters and matters interesting to the students from the point of view of education, and elementary or more or less developed works on the following:

a) Sciences, mathematics, physical and natural history (pure and applied)

b) Philosophy and history of philosophy

c) Sociology, civic education

d) Geography, demography, travelogues, etc.

e) History, biographies

f) Literature, history of literature, philology and glotology
g) art and archaeology

h) miscellaneous: Sports, object lessons and general knowledge

The government was to appoint, from among the professors, directors for the various sections of the library such as history and geography, biological sciences, mineralogy and chemical geology, chemistry and drawing. The appointments were to be done on the advice of the School Committee. There were to be in all five directors and they were to be assigned the following sections:

- History and geography - 1 director
- Biological sciences - 1 director
- Mineralogy and geology - 1 director
- Physics and Chemistry - 1 director
- Drawing and paper crafts - 1 director

Gymnasium

Gymnastics were to be taught in all the classes of Lyceum. There were to be inter-class sports among all the classes and especially among the complementary classes and physical education exercises depending on the age of the students. It was compulsory for the students to present themselves either for the sports activities or physical education exercises in the proper prescribed dress and footwear.

Classes of gymnastics were to be given place in the timetable and the time allotted was to be equal to the time allotted to the other subjects. The period of gymnastic exercises was to be of thirty minutes duration in the general course classes and forty minutes duration in the complementary classes. The remaining time of the period was to be utilized for the change of dress and for wash, which was to be done under the supervision of the professor in charge.
The time allotted to the physical education was to be either at the end of all the other periods or in the middle. In no case was the gymnastics period to be kept first. The Principal of the Lyceum was to be in charge of the supervision of the physical education in the lyceum and in his annual report he was to make a special mention of the activities of the physical education and whether it was conducted satisfactorily or not.

Attendance at the gymnastic classes was compulsory for all the students, except to those who had been specially exempted. In the co-educational lyceums the gymnastics was compulsory for the female students as well and in case a sufficient number of girl students was available special gymnastics sessions were to be held for female students. Gymnastic exercises were not to be done, even partially, by those students who were subject to ill health.

Upon a written recommendation from the lyceum doctor, a student could be exempted partially or totally from attending any gymnastic exercises in view of the health conditions of the student concerned. The Principal was always to keep a written record of such exemptions.

Text Books

Text books would be adopted on their being chosen by School Committee from among a panel of text books approved by the Metropolitan Government in Portugal. These were to be in accordance with the law in force. The list of books prescribed by School Committee were to be published in the government gazette and were also to be displayed on the notice board of the Lyceum.
Annual of lyceum

The lyceum was to bring out an annual every year. The same was to contain the following details:

a) A list of teaching and administrative staff

b) Total number of students distributed classwise and divisionwise, the time-table of various classes and the distribution of teaching work classwise and teacherwise.

c) Statistics regarding the attendance of students and also the annual results.

d) A review of practical work done in the laboratory for each class, number of excursions and educational tours conducted by the teachers.

e) Any other programmes of interest and which should be known by the people.

f) A factual report of the Principal stating how the school worked during the previous year. That was to be a report, which the Principal would submit to the government, deleting certain parts which might not be made public. The report was to be based on various reports obtained by the Principal from the Directors of various classes, school doctor, professor in charge of library and laboratory, the secretary of the lyceum and any other details submitted to the Principal by any other employee of the lyceum.
The lyceum secretary was to be appointed by the government from among the board of permanent teachers, on the recommendation of School Committee. Generally the junior-most professor was to be charged with the function of the secretary and such a professor was not to refuse the accept the responsibility, if all the senior teachers declined to carry out the secretarial duties. The tenure of secretary's post was to be four years and the same could be extended. The secretary was to maintain the following records, duly signed by the Principal:

- a) Register of minutes of School Committee
- b) Register of minutes of the Committee of Class-teachers
- c) Register of minutes of Subject Teacher Committees of each class
- d) Register of minutes of Committees of Teachers according to the sessions
- e) Register of appointments, transfers, terminations and confidential service records of all the professors of the lyceum, and other non-teaching staff.
- f) Minutes of the Administrative Committee of the lyceum.
- g) General Register of pupils
- h) Monthly and daily attendance books of the all the classes
- i) Registrations of private and external students of the lyceum
- j) Registrations of Students' Handbooks of all the students including private and external
- k) General Register of pupils from private lyceums and external students from the point of view of examination
- l) Registration of examination - one register for each individual examination
m) Inward correspondence register
n) Outward correspondence register
o) Qualifications Record Register of all the teachers, including private teachers. Also register of licenses to private lyceums to function as such.
p) Cash book
q) Inventory and Dead Stock Register

School Doctor

The lyceum was to have a school doctor, who was to visit the school for at least two hours on week days. He was required to sign the attendance register and was subordinated to the Principal of the lyceum just like any other employee of the lyceum. Whenever a full-time vacancy for the post of a school doctor was created, the part-time doctor was to be given preference.

School Committee

The school committee comprised of all the permanent teachers of the board and was to be presided over by the Principal. Temporary teachers were not allowed to attend the meetings of the school committee. The following duties were to be discharged by the School Committee:

a) To appoint the secretary of the lyceum, directors of various classes, directors of library and laboratory, director of the drawing room and members of the Administrative Committee (Concelho Administrativo).
b) To appoint watchmen, peons, clerks in charge of library and laboratory, clerks in charge of menial and other subordinate staff
c) Discuss the performance of any teacher
d) To recommend the appointment of temporary teachers according to the requirements

e) To select the text books

f) To approve the distribution of work and the allotment of teaching periods.

g) To approve the statement of accounts of the lyceum and to approve the budget presented by the administrative committee

h) To adopt in the lyceum rules and regulations made applicable to the lyceums in Portugal

The school doctor was to be allowed to attend all the meetings of the school committee whenever his competence or performance was discussed.

Directors of the class

There was to be a director for every class in the lyceum. They were to be appointed by the government from among the permanent teachers of the lyceum, upon the recommendation of the Principal. The principal was to recommend upon the advice of the school committee.

The duty of the Director of the class was to maintain a close relation among all the subject teachers and keep the class abreast with their teaching programmes. He was to see, that the entire portion marked for a particular year was completed properly and satisfactorily and for this purpose he was to help to allot the number of periods according to the requirements of each subject. He was to advise the teachers with regard to the distribution of class work and home work of the pupils with a view to promote a better learning on the part of the pupils without burdening them with one or a few subjects only. Due
and balanced importance was to be given to all the subjects.

The Director was also to be in charge of the attendance of the class and forward the daily attendance register to the office. He was also required to inform the Principal about the equipment and other teaching aids required for his class and take care to see that all the equipment thus obtained was profitably used.

The Director was also to go through the homework exercises of the students with a view to develop good relations with the students as well as their teachers.

Committee of Class Directors - The Committee of Directors is comprised of all the directors of the classes. This committee would be presided over by the Principal. The Committee had to fix up the dates of its meeting with a view to improve the administration of the lyceum.

The Central Lyceum of Afonso de Albuquerque of Panaji was to be an autonomous body so far as the administration of the lyceum was concerned. The lyceum was to be administered by Administrative Committee (Concelho Administrativo), which was to administer the property and the income of the lyceum. The Committee was empowered to spend the entire income according to the rules prescribed for such an expenditure.

All the financial affairs of the lyceum were to be looked after by the Administrative Committee comprised of the Principal and two permanent professors elected annually. The Principal was to be the President of the Committee. The Secretary of the lyceum
was to be the secretary of the Administrative Committee but he
was to enjoy no voting power. He was also to discharge the functions
of the treasurer.

The Powers of the Administrative Committee were to be
the following:-

a) To supervise the entire administrative and financial
work of the Lyceum.

b) To prepare a budget for the following year up to the
30th of October. The budget had to be submitted to
the government only on the approval of school committee.

c) To propose to the school committee annually, the
distribution of sums over various projects from the
sum allotted in the budget to the lyceum.

d) To execute these projects upon receiving the approval
of the school committee.

The projects to be distributed were to be decided upon, based
on the requirements presented by different directors-in-charge
of special services, involving the following heads of account:-

1) Maintenance of lyceum buildings and the annexes
   including cleaning and dusting;

2) Repairs and amelioration of the school buildings
   from the point of view of hygienic and pedagogic
   aspects;

3) Conservation and acquisition of school furniture;

4) Didactic and other equipment for the school

5) Library
6) Gymnasium and its related aspects
7) Laboratory and cubicles
8) School health
9) Subsidy for educational and other excursions
10) School celebrations and feasts
11) Subsidies to various associations functioning in the lyceum for academic or educational purposes only
12) Freships to poor students
13) Supply of uniforms to class four members of the staff
14) Contingency
15) Electricity and water
16) Miscellaneous expenses

The Administrative Committee was empowered to transfer to the School Committee sufficient sums required for administrative Committee in its turn was to withdraw the same earmarked for various accounts by the 5th of each month.

**Inspection and Supervision of Lyceum**

The government was to depute a member of Public Instruction Committee or any other competent and qualified person to inspect the working of the lyceum. This sort of an inspector was to be at least qualified with the complementary course of the lyceum and any other higher course.
The inspection of the lyceum was to include the following:-

a) The condition of the building, furniture and the teaching equipment.

b) The administration of lyceum and the functioning of the office.

c) Discipline of the students and all members of the staff.

d) The manner in which the Principal, the teachers and most of the employees discharged their functions.

e) The performance of students in respect of their stagnation and promotion.

f) Library and laboratory installations - how far were they being used properly and the use made by teachers and the students of those installations.

g) The methods of class work.

h) Moral education.

i) All other lyceum activities.

The inspections were always to be conducted with a view to guide and advice, the accent being on improvement. The prestige of the lyceum and the teachers therein was always to be safeguarded and no derogatory remark was to be made towards the teachers in the presence of the students.

The Inspection Report was to be submitted to the Principal as well. The Principal, in his turn, was to bring to the notice of the teachers or other staff concerned, the remarks made by the Inspection Committee.
In 1924 the Government, by a decree law No. eighty six, created a fund for the lyceum. This fund was called the Private School Fund of the Central Lyceum of Afonso de Albuquerque. The objects of this fund were:-

1. To acquire and maintain the school furniture and to carry out the necessary repairs to the school installations.
2. To acquire teaching aids and equipment.
3. To acquire books and periodicals for the lyceum library.
4. Miscellaneous expenses regarding the school office and the classes.
5. To subsidize the expenditure on the maintenance of the new buildings of the lyceum.
6. To award free ships to the poor students.
7. Any other miscellaneous expenditure.

Sources of Income of the Fund - The following comprised the sources of income of the newly created fund:-

1. Sixty per cent of the admission, tuition and examination fees paid by the regular and external students of the lyceum.
2. Amount earmarked for the books, equipment and other expenses in the government budget.

Administration - The fund was to be administered by the Administrative Committee of the lyceum.
Inspection of lyceum

Amendment in 1927 - In 1927 the Government made a slight change in the methods of inspection of the lyceum. It was then laid down that the inspection of the lyceum at Panaji would be done by three members of the Public Instruction Committee who were to be nominated by the Governor General of Goa based on their qualifications and competence.

The Municipal lyceums at Margao and Mapusa as well as any private lyceum and any other institution of secondary studies, were to be inspected by the Principal of Central Lyceum of Afonso de Albuquerque.

Regulations of 1927 - The Regulations of the lyceum introduced in 1927 were similar in many respects to the ones introduced in 1920. As such only the salient changes are noted down below under the respective heading.

Text Books - The school committee was to finalise the list of books to be prescribed at the beginning of January every year.

Private and Domestic lyceums - Secondary education, when imparted outside the Central Lyceum, was to be called private and such education, when provided either by a tutor or in a family, was to be called domestic. Apart from these, a place where a cluster of students studied privately and stayed in a boarding house under the care and supervision of a teacher, was to be called a hostel.

The Government had a right to strictly supervise the teaching in the so called private, and domestic lyceums as well as the so called hostel lyceums. All these establishments were to be supervised by the Principal of Lyceum Central of
Afonso de Albuquerque. The lyceum doctor was also to accompany the Principal of Lyceum Central on such occasions in order to assist the Principal in the inspection of sanitary and hygienic conditions of the non-official establishments of secondary education.

Any citizen, association or corporation would be allowed to open and run an establishment of secondary education, upon obtaining the necessary government permission. The application for permission to open a non-official establishment of secondary education had to be submitted to the Governor General through the Directorate of Administrative and Civil Services. The application had to be accompanied by the following documents:

a) Memorandum stating the objectives of the proposed institution.

b) Academic and professional qualifications of the person applying for such a permission.

c) Details regarding the proposed building housing the school, its sanitary and hygienic conditions, number of students per class, whether the class room was sufficient, total number of regular students, whether external students were to be admitted, etc.

d) A declaration stating that the proposed educational establishment was open for the state authorities for the purpose of inspection without any prior notice.

e) A statement of financial viability.

Teachers in private lyceums - The following documentary proof had to be attached along with the application for recognition as a private lyceum teacher:
a) Age certificate showing that the applicant was a major

b) Certificate of criminal record

c) Certificate of good moral and civil conduct.

d) Documents showing that the applicant possessed all the qualifications necessary for the post of a permanent or non-permanent teacher at the lyceum. The Teaching Diploma had to be submitted affixed with revenue stamps of Rupees forty-five.

The Directors or the Principals of private lyceum establishments had to compulsorily maintain or undertake to do the following:

1. Attendance registers of all the students for the respective academic years. The registers had to be maintained in such a way that they were easy to check.

2. Students' Handbooks had to be suitably maintained, as per the rules, and were to be signed by the Principal/Director.

3. Submit expeditiously any information required by the Principal of Central Lyceum with regard to the private institutions.

4. To see that the home-assignment books of students were properly maintained and were easy to inspect.

5. Not to employ teachers who were not suitably qualified.
Changes in the Time-Table

The following changes were brought about in the duration of classes, terms and holidays by a government order No. 1.812 dated 22nd August, 1953:

The duration of a period was to be fifty minutes. The scholastic year was to begin on the 15th of June and end on 15th of April. The actual class-contact period was to be between 1st of July and 15th of March. There were to be three terms as follows:

1st Term: 1st of July to 25th of September
2nd Term: 26th of September to 23rd of December
3rd Term: 3rd of January to 15th of March.

The holidays observed by the lyceum were to be as follows: 24th to 31st August, 6th to 17th of October, 23rd December to 2nd of January and 4 days for Carnival and three days before the Easter.

Number of Divisions

The Order No. 2.071 dated 3rd July 1954 laid down that the total number of divisions in the Lyceum Central were to be eighteen divided as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>1st</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

1 each for science and arts
3rd year : 3  7th year : 1 each for science and arts
4th year : 3  Total : 16

Students from private institutions

Certain students who had registered themselves as students for various subjects and not for the cycle, or who had left the schools and wished to rejoin or having migrated, wished to join the lyceum, for those students a concession was offered in 1957 viz., that they would be admitted to answer the regular examinations of lyceum of 2nd, 4th and 5th year, exclusively for the purpose of admission to the lyceum as regular students.

Regulations of Lyceum 1948

New regulations for the lyceum were enforced in the year 1948 by Government Order No. 121238 dated 9th January 1948, which was as per the Decree Law No. 36508 dated 17th September 1947.

The regulations laid down that all the lyceums in Portugal and its colonies were to be co-educational.

Each lyceum was to have a vice-Principal, and a secretary, who was to be appointed by the Governor General from among the permanent professors.

In the co-educational lyceums, where there existed special sections for females students, there were to be, in addition to the vice-Principal, a directress for each such section, who was to be appointed by the Governor General from among the permanent staff.
The directress, so appointed, was to represent the Principal in all aspects where the Principal himself did not exercise his powers directly.

**School hours in 1948** - In 1948, by its order No. 4.747 dated 30th September, 1948, the government ordered that the instructional sessions in the Nacional Lyceum were to be as follows:

There were to be two sessions of instruction; one in the morning beginning at eight fifteen a.m. which was to have five instructional periods.

The second session was to be in the afternoon. It was to commence at 3 p.m. and would be devoted to the activities of Portuguese Youth Corps, physical education and chorus singing.

**Religious Education** - In each lyceum there was to be one professor of religion and moral instruction and wherever there were more than fifteen divisions there were to be two such professors.

**Leave** - The Principal was empowered to sanction a leave of eight days during the year to any teacher in cases of emergency and urgency and which could be had following or interpolated by a holiday but such a leave was never to be sanctioned in conjunction with any vacation. This leave was not also to be sanctioned during the days of examinations, nor was such leave to be granted to any teacher who had been
subjected to any disciplinary action higher than reprehension.

Non-permanent teachers were not to be given any leave. They were not entitled for any leave.

Portuguese Youth corps - Portuguese youth corps was compulsory for boys and girls. In case of boys the professor in charge of physical education was to be charged with the duties of conducting the same, whereas in the case of girls teachers of chorus singing, or stitching and embroidery teachers were to be required to discharge the functions of a Portuguese youth corps instructor. Their services were to be requisitioned by the Commissioner of the Portuguese youth corps upon the recommendation of the Principal.

Terms, holidays, etc. - The government announced that the lyceum was to open on the 15th of June and close on the 15th of April. The Instructional days were to be from 15th of June to 15th of March. The academic year was to be divided into three terms as follows:

1st term: 15th of June to 23rd of September
2nd term: 5th October to 23rd of December
3rd term: 3rd January to 15th of March

Statute of Lyceum Studies

A Decree Law No. 36:508 dated 17th September 1947 enforced a Statute of Lyceum studies to be made applicable with effect from 1948. The salient features of this Statute were the following:
Aims and organization of lyceum studies - The lyceum studies were divided into three cycles or phases. They were as follows:

1st Cycle - 2 years
2nd Cycle - 3 years
3rd Cycle - 2 years

The aim of the first two cycles was to provide a sort of general education before the student reached the third cycle, which was more specialised. In addition to that, the first two cycles aimed at developing the physical and mental faculties, fellowship and social relations, building of character, realisation of civic and moral obligations and the development of the faculty of observation.

The third cycle, which comprised two years, had also the same aims to achieve but the main aim was to prepare the students for higher and professional courses.

Private institutions

According to a law passed in 1946, private establishments of secondary education were required to follow the same programme of studies and was to be governed by the same rules and regulations governing the Central lyceum.

Youth corps in 1948

According to an order of the government, two periods per week were to be devoted to the Portuguese Youth Corps. These periods were to be held in the afternoons. Portuguese Youth Corps was compulsory for boys and girls. Chorus singing, physical education and stitching, embroidery, etc., were to be considered as a part of Portuguese youth corps.
Registration of external students

External candidates and students registered in private establishments of secondary education, studying in 1st and second cycles, were to be required to register with the Central Lyceum. Such registration was to be granted only if the students concerned were less than eighteen years of age up to the thirty-first of December of that academic year. No student could be on the rolls of any private lyceum without being registered with the Central Lyceum.

Students' attendance and promotions

A student remaining absent for one third of the total number of periods in any subject, was to lose his year. Students abstaining from classes of Portuguese youth corps, chorus singing, excursions, cultural activities etc., were to be given the remark of 'Bad Conduct'.

The promotion of students was to be according to the following scale:

- 0 to 4 marks - Bad
- 5 to 9 marks - Mediocre
- 14 to 17 marks - Good
- 18 to 20 marks - Very Good

Students securing an average score of 10 marks in all
subjects would be promoted to the higher class. In case the student were in the last year of the first circle or second circle, he would be admitted to the examination of the said course on his obtaining a minimum average score of ten in all the subjects.

**Text books and teaching aids**

Only approved text books by the Ministry of Education were to be prescribed in the Lyceum Central. Text books in every subject had to be preferably in one series. In case of language subjects the text books were to be based on selections from prose and poetry and were to be suitably graded. Marginal summaries in simple language had to be incorporated in the texts.

The text book dealing with the history of Portugal was required to highlight the greatness and nobility of Portuguese empire and its mission of civilizing people over ages. Guides or manuals were to be strictly prohibited either in official or non-official lyceums. Any such books, if used, were to be confiscated and the persons responsible were to be penalized.

**Equivalence to other courses**

It was brought to the notice of the government in 1954 that a number of students, having completed the S.S.C.E. course of the S.S.C.E. Board of Bombay State, were desirious of joining the lyceum studies. The government considered these cases sympathetically in view of the fact that these students wished to
revert to the national course of Portuguese education. The Ministry of Education in Lisbon, in consultation with the Permanent Committee for Educational Actions, felt that the students completing S.S.C.E. course studied all the subjects included in the syllabus of the first cycle in English language. As such they could be allowed to join the second cycle of studies provided they offered themselves for examinations in Portuguese, French, History, Geography, Natural Sciences, Physics and Chemistry, Mathematics and Drawing. They could be granted exemption in English. This concession was granted from 1954 onwards by a Decree No. 39668 dated 20th May, 1954.

In 1956 the above concessions were also granted to the students who had passed entrance examination of Bombay University and to those who had completed the Cambridge examination.

The age limit for admission to the lyceum was reduced to fifteen for the benefit of students migrating to the lyceum from the Indian Universities or Cambridge University. Students satisfying the following conditions were to be allowed to appear for the second and third cycle examinations during the same year:

a) Students who had completed seventeen years of age on the last day of the academic year

b) i) Inter Arts of any Indian University or Cambridge University to join the Arts Faculty of Lyceum
ii) Inter Science of the same Universities to join the Science Faculty of the Lyceum. Students in these categories were to be allowed to answer the examination in single subjects.

Students willing to avail of the above concessions were not required to have passed the Grade II Primary examination.

Students who were to complete twelve years of age on the last day of the examination during that academic year were to be allowed to join the Lyceum if they had passed either the Grade II Primary examination or the admission examination or the admission examination or the fourth standard of private English medium schools. 44

Separate section for girls

It was felt that a separate section for female students definitely helped to pay more attention to their needs which certainly required special attention. It was noted that the Central Lyceum had during 1960, nearly 400 students and therefore it justified the creation of a separate section for girls, which was created by a government order in 1960.

The separate section was to be limited to the first and second cycles only. The Governor General designate from among the teachers of the Lyceum, two female teachers to be in charge of the two cycles of the special section. A directress was also to be appointed in consonance with 1947 regulations.
Facilities to private students

The government noted in 1960 that a number of students studied in private lycées, private coaching classes or domestically to prepare for the complementary courses of the lycée. It was also noted that those students were, more or less, deprived of the necessary and prescribed practical experience in physics and chemistry. The government, by their legislative diploma No. 1972 dated 16-4-1960, offered a concession to such private students. The concession was in the stage of facility given to such students to perform the practicals required to be done under the rules at the laboratory of Lyceum at Panaji, provided the students applied for such a facility at least on the eve of the second term. The permission under this rule was to be granted by the Principal of the lyceum on hearing from the director in charge of the laboratory, that the concession was necessary in individual cases.\textsuperscript{46}

ADMISSION AND FEES

Conditions of admission to the lyceum\textsuperscript{47}

A student fulfilling the following conditions was to be admitted to the lyceum:-

a) A student having the necessary legal qualifications
b) Having attained minimum age prescribed for the class to which admission was sought.

c) Vaccinated during the previous even years

d) Having a guardian in the town where the lyceum was situated.

The minimum qualification for admission to the first year of the lyceum course was Grade II or its equivalent. The minimum qualification to get admitted to the other lyceum classes was a certificate of passage from the previous class. The minimum age limit for admission to the lyceum was fixed at ten years for the first year and it was to correspondingly higher in the case of the other higher classes. Concessions were to be made, on application, in deserving cases.

Fee concessions

Instruction at the lyceum was not free as in the case of Primary schools. However, school concessions in fees were to be made available to poor students, who made themselves eligible for the same by their conduct, achievement and progress.

School concessions were to be made available, as far as possible, through an association in which teachers, students, parents and anyone interested in welfare of poor students was to be involved. The sources of income for the school concessions were to be the following:

a) Amount sanctioned by the association in charge of
b) Entrance fee at the school fetes or income received through the sale of assistance tickets

c) Any amount which the school committee provided for in budget of the lyceum

d) Subsidy given by the Governor General towards the assistance of poor students

e) Any subsidy given by Public Assistance Body

f) Any donations from public

TABLE XVI

FEES FOR REGULAR STUDENTS IN 1920

<table>
<thead>
<tr>
<th>Class</th>
<th>Admission fees</th>
<th>Tuition Fees</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instalment</td>
<td>Instalment</td>
<td>Instalment</td>
<td></td>
</tr>
<tr>
<td>1st Year</td>
<td>$100</td>
<td>$500</td>
<td>$00</td>
<td>$00</td>
<td>$00</td>
<td>$1200</td>
</tr>
<tr>
<td>2nd Year</td>
<td>$100</td>
<td>$500</td>
<td>$00</td>
<td>$00</td>
<td>$00</td>
<td>$1200</td>
</tr>
<tr>
<td>3rd Year</td>
<td>$420</td>
<td>$420</td>
<td>$00</td>
<td>$00</td>
<td>$00</td>
<td>$1200</td>
</tr>
<tr>
<td>4th Year</td>
<td>$420</td>
<td>$420</td>
<td>$00</td>
<td>$00</td>
<td>$00</td>
<td>$1200</td>
</tr>
<tr>
<td>5th Year</td>
<td>$420</td>
<td>$420</td>
<td>$00</td>
<td>$00</td>
<td>$00</td>
<td>$1200</td>
</tr>
<tr>
<td>6th Year</td>
<td>$420</td>
<td>$420</td>
<td>$00</td>
<td>$00</td>
<td>$00</td>
<td>$1200</td>
</tr>
<tr>
<td>7th Year</td>
<td>$420</td>
<td>$420</td>
<td>$00</td>
<td>$00</td>
<td>$00</td>
<td>$1200</td>
</tr>
</tbody>
</table>

Following are the details of the examination fees for external students. Regular students did not have to pay separately for the examination.
### External and private students' examination fees for 1920

<table>
<thead>
<tr>
<th>Class</th>
<th>Registration fees</th>
<th>Examination fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>0$00</td>
<td>3$00</td>
</tr>
<tr>
<td>2nd Year</td>
<td>2$70</td>
<td>7$20</td>
</tr>
<tr>
<td>3rd Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Examination</td>
<td>2$70</td>
<td>7$20</td>
</tr>
<tr>
<td>Full Examination</td>
<td>2$70</td>
<td>14$40</td>
</tr>
<tr>
<td>4th Year &amp; 5th Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Examination</td>
<td>4$50</td>
<td>9$60</td>
</tr>
<tr>
<td>Full Examination</td>
<td>4$50</td>
<td>19$20</td>
</tr>
<tr>
<td>General Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Examination</td>
<td>4$50</td>
<td>19$60</td>
</tr>
<tr>
<td>Full Examination</td>
<td>4$50</td>
<td>28$80</td>
</tr>
<tr>
<td>One Subject</td>
<td>4$50</td>
<td>9$60</td>
</tr>
<tr>
<td>Admission to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th Year</td>
<td>6$30</td>
<td></td>
</tr>
<tr>
<td>Complimentary Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Examination</td>
<td>6$30</td>
<td>12$00</td>
</tr>
<tr>
<td>Full Examination</td>
<td>6$30</td>
<td>24$00</td>
</tr>
<tr>
<td>Single subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Course</td>
<td>1$50</td>
<td>2$40</td>
</tr>
<tr>
<td>Complementary Course</td>
<td>2$10</td>
<td>2$40</td>
</tr>
<tr>
<td>Repeaters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Year</td>
<td>2$70</td>
<td></td>
</tr>
<tr>
<td>5th Year</td>
<td>4$50</td>
<td></td>
</tr>
<tr>
<td>7th Year</td>
<td>6$30</td>
<td></td>
</tr>
</tbody>
</table>

Following were the charges for the certificates.
These apply to all the students, regular and external.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Year</td>
<td>45$00</td>
</tr>
<tr>
<td>7th Year</td>
<td>90$00</td>
</tr>
</tbody>
</table>
Leaving Certificate 00Rs 18
Class passing certificate 00Rs 18
Course passing certificate 00Rs 18

Admissions under 1927 regulations

There was a slight change in the admission procedure in 1927. There was to be an admission examination exclusively to verify the degree of development of knowledge among the entrants and their capacity to comprehend and acquire knowledge. Students from private institutions, duly recognized and inspected by the government, were to be admitted on their successfully passing the admission examination. The most important change, however, was that of lower or minimum age limit. Students who had not completed ten years of age up to the 31st of December ultimo were not to be admitted to the lyceum.

Fees, admission, etc. in 1932

In 1932 the government by a Decree No. 562 dated 27th May, 1932 laid down the fees to be charged for the various examination, admission, requisition for a special examination, etc. Following were the rates of admission fees etc., charged in the year 1932:-

The application for admission to any class of lyricum was to carry a stamp of eight annas during the time limit prescribed. The fees would be rupees two for admission if the application for admission was submitted within five days from the closing date.
A student obtaining admission in the lyceum later than the last date prescribed was to be charged Rs. 25 by way of the first fee instalment.

A supplementary fee of Rupees fifty was to be charged when an application was made for an examination beyond the time limit prescribed.

If a student, on answering his written examination, desired a change or exchange in his turn for the oral examination in anticipation, he was required to pay a fee of rupees thirty-seven and paise fifty.

Certificates issued by the Central Lyceum were to be changed at rupees fifteen per certificate and rupees twenty-five for the certificate of the complementary course. There was to be an additional stamp fee as laid down by the government from time to time.

Application for verification of marks obtained in the examination of any course was required to be accompanied by a fee of rupees twelve and paise fifty.

The government No. 3:372 dated 8th June, 1939 laid down the following table of fees to be charged for the examinations and for the tuitions at the lyceum:

**Examination Fees**

a) For each subject of the first cycle Rs. 4:00
b) For each subject of the 2nd cycle Rs. 5:00

c) For each subject of the 3rd cycle Rs. 4:00

d) For single subject examinations in isolated papers Rs. 5:00

The following table shows the tuition fees charged in 1959.

TABLE LIII
Fees for Regular Students in 1959

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Instalment</th>
<th>2nd Instalment</th>
<th>3rd Instalment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>Rs. 4-00</td>
<td>Rs. 2-00</td>
<td>Rs. 2-00</td>
<td>Rs. 10-00</td>
</tr>
<tr>
<td>1st Year</td>
<td>Rs. 4-00</td>
<td>Rs. 2-00</td>
<td>Rs. 2-00</td>
<td>Rs. 10-00</td>
</tr>
<tr>
<td>2nd Year</td>
<td>Rs. 4-00</td>
<td>Rs. 2-00</td>
<td>Rs. 2-00</td>
<td>Rs. 10-00</td>
</tr>
<tr>
<td>3rd Year</td>
<td>Rs. 4-00</td>
<td>Rs. 2-00</td>
<td>Rs. 2-00</td>
<td>Rs. 10-00</td>
</tr>
<tr>
<td>4th Year</td>
<td>Rs. 5-50</td>
<td>Rs. 2-75</td>
<td>Rs. 2-75</td>
<td>Rs. 15-75</td>
</tr>
<tr>
<td>5th Year</td>
<td>Rs. 5-50</td>
<td>Rs. 2-75</td>
<td>Rs. 2-75</td>
<td>Rs. 15-75</td>
</tr>
<tr>
<td>6th Year</td>
<td>Rs. 5-25</td>
<td>Rs. 3-75</td>
<td>Rs. 3-75</td>
<td>Rs. 15-75</td>
</tr>
<tr>
<td>7th Year</td>
<td>Rs. 5-00</td>
<td>Rs. 4-50</td>
<td>Rs. 4-50</td>
<td>Rs. 14-00</td>
</tr>
<tr>
<td>Annual</td>
<td>Rs. 5-00</td>
<td>Rs. 4-50</td>
<td>Rs. 4-50</td>
<td>Rs. 14-00</td>
</tr>
<tr>
<td>Semester</td>
<td>Rs. 5-00</td>
<td>Rs. 4-50</td>
<td>Rs. 4-50</td>
<td>Rs. 9-50</td>
</tr>
</tbody>
</table>

*Note:* These fees were subjectionwise.

A reduction in fees to the extent of ten per cent and fifteen per cent respectively was given to the wards of poor parents who had three and six children respectively.

It may be noted here that the lyceum course was only equal to the secondary school leaving certificate course of the present day high schools. After liberation the University of Bombay allowed the fifth year of Lyceum course to be equated with the
S.S.C. examination only for the sake of admission to the first year course of the University. Similarly the seventh year of lyceum was given an equivalence of First Year of the University course and a student having passed the seventh year of lyceum was admitted to the Intermediate class.

Considering the above the fees prescribed, both tuition and examinations, seem to be heavy considering the fact that these fees are as per subject and secondly considering the fact that it was year 1939, the pre-war period.

Public reaction to the fee rise

The public grievance, due to a steep rise in fees, was voiced by newspapers. The rise in fees was resented as the prevailing fees were thought to be already prohibitive. It was feared that the increase in fees would encourage an exodus of students to the English medium secondary schools.

Following the public criticism of the rise in fees a sort of concession was offered by the Government to the pupils. This concession was in the form of study-room facilities. It was however, learnt that this facility could be availed only if a student was able to pay a study-room fee of rupees six per month.

Following public demand, the government was compelled to reduce the fees for certain sections of the society. The concessions were applicable to the children of those whose monthly income did not exceed rupees two hundred. A ward of
such a parent would be allowed ten percent reduction in fees.

Rules regarding admission examination

A government Decree No. 34:646 dated 4th June 1945 laid down the regulations for the admission examination to the lyceum and also for the examinations of the other courses of the lyceum.

Admission examination - The written examination for admission to the lyceum was to be based on the matter taught during the fourth standard of primary studies. This examination was to be conducted in two parts, viz., written and oral. The details are as follows:

a) An exercise in copywriting
b) A dictation exercise. This was to comprise of a paragraph conveying complete sense and which was to be specially prepared for the examination.
c) A brief composition exercise based on a topic given by the examining jury.
d) Solutions of simple problems in arithmetic and geometry.

Written examination - The written examination was to be taken place on two consecutive days to be fixed by the Rector of the lyceum. The duration each written was to be as follows:

a) 15 minutes for copywriting
b) 20 minutes for dictation exercise
c) 45 minutes for composition exercise
d) 60 minutes for problems in arithmetic and geometry.
The examinations in copywriting, arithmetic and geometry were to be held on the first day and in that order. Examinations in dictation and composition were to be held on the second day and in that order.

**Oral Examinations** - The candidates were also required to subject themselves to an oral examination. The orals were to be comprise of the following:

- a) Reading and analysis of a paragraph from the prescribed school text
- b) Arithmetical operations and simple problems in arithmetic and geometry
- c) Very elementary notions of Portuguese topography and that of the colonies. Also elementary notions of history of Portugal.

Oral interrogations were not to exceed ten minutes per student. Marks were to be allotted by the jury in a scale of 0 to 20 marks. The score obtained in the oral examination had to be added to individual marks obtained by the candidate in various subjects and an average had then to be worked out without rounding up the coefficient.

**Lyceum examinations**

The lyceum examinations were to include the following:

- a) One written paper only in each subject.
- b) Practical examinations along with written tests in those subjects where practivals were required.
- c) One oral examination in each subject even if the subject formed part of a group of subjects.
- d) Students securing an average of fourteen marks or above in the written and oral examinations were not required to answer the oral examinations.

**Question papers** - Specimen question papers were not to be given to the teachers nor the question papers of any examination were to be printed. The format of question papers could change every year. The maximum or minimum number of questions would also vary.
**Passing scores** - Students securing more than fourteen or fourteen marks in written and practical tests were to be exempted from Portuguese and other living foreign languages. This concession was not applicable to the external candidates.

Candidates securing less than ten marks in the oral examination were to be considered as failed. In case of successful candidates in the oral examination, their final tally (score) was to be worked out by adding the marks secured at the oral examination to the scores of written examination and by finding the average of the same. Those candidates failing to secure an average of ten were considered as failed, due provision being made to consider a fraction of 0.5 or above as integer.

All students passing successfully the admission examination were admissible to the first year of lycée, either as regular or external students. The successful passing of admission examination, apart from entitling the student to seek admission to the lycée, was in itself to be considered as a qualification equivalent to the Grade II primary examination. The admission examinations were to be held in the lycée and candidates were to be required to apply in the prescribed form, printed and available at the Government Central Printing Press, with a revenue stamp of 50₼00. The application had to be accompanied by the following:

a) Age certificate to prove that the student was ten years old or would complete ten years by the 31st of the following December.

b) A certificate of registration for the Grade II class or a certificate of passage of Grade II examination.
Admissions in 1948

No student was to be admitted to the lyceum if he or she had completed or would complete by the 31st of following December the following age:

a) 15 years in case of admission to the First Year
b) 15 years in case of admission to the third year
c) 18 years in case of admission to the sixth year

Under no circumstances was any relaxation to be given in the age requirements. These conditions were also applicable to a regular student who, having migrated to a private institute, would like to re-register.

Admission were to be refused to the following categories of students:

a) Students suffering from contagious diseases
b) Students, who had been punished in the past for indiscipline or insubordination
c) Students failing three consecutive years in the same class or failing three times during five years.

For admission to the first year the following documents were required:

a) Age certificate
b) Certificate of passing at the admission examination
c) Handbook of Portuguese youth corps duly filled in.

Fees of lyceum in 1949

In 1949, the government revised the lyceum fees as follows. The revision was brought about by passing a Legislative Diploma No. 1,296 dated 4th August, 1949. The following table of admission and tuition fees as also the examination fees and fees for various certificates was approved in that year.
**TABLE LIII**

Fees for Regular Students in 1949

<table>
<thead>
<tr>
<th>Course of study</th>
<th>Admission fees</th>
<th>1st Instalment</th>
<th>2nd Instalment</th>
<th>3rd Instalment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.</td>
<td>Rs.</td>
<td>Rs.</td>
<td>Rs.</td>
<td>Rs.</td>
<td>Rs.</td>
</tr>
<tr>
<td>First cycle for each year</td>
<td>10-00</td>
<td>5-00</td>
<td>5-00</td>
<td>5-00</td>
<td>25-00</td>
</tr>
<tr>
<td>Second cycle for each year</td>
<td>27-50</td>
<td>15-75</td>
<td>13-75</td>
<td>13-75</td>
<td>68-75</td>
</tr>
<tr>
<td>Third cycle for each year</td>
<td>5-50</td>
<td>3-00</td>
<td>3-00</td>
<td>3-00</td>
<td>14-50</td>
</tr>
</tbody>
</table>

The above fees were not charged monthly but the amount of fees charged was for each subject as in 1939. The total amount to be paid at each instalment was the amount multiplied with the number of subjects taught.

The fees were to be paid in the following manner:-

Admission fees were to be paid at the time of admission i.e., registration. Tuition fees were to be paid in three instalments. The periods of such payment were:

1. between 25th of October to 5th of November
2. between 25th of January to 5th of February
3. between 25th of April to 5th of May.

Examination fees had to be paid along with the application for the examination.
TABLE LIIX
Examination fees in 1949

<table>
<thead>
<tr>
<th>Course</th>
<th>Regular Candidates</th>
<th>External Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination of first cycle</td>
<td>Rs. 10-00</td>
<td>Rs. 24-00</td>
</tr>
<tr>
<td>Examination of second cycle</td>
<td>Rs. 28-00</td>
<td>Rs. 32-00</td>
</tr>
<tr>
<td>Examination of each subject at third cycle</td>
<td>Rs. 6-00</td>
<td>Rs. 6-62</td>
</tr>
<tr>
<td>For isolated subjects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition to the examination fees and additional stamp fee was charged to obtain various certificates or marks statements. The details are shown as follows:

Certificate fees in 1949

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ge General lyceum course certificate</td>
<td>Rs. 30-00</td>
</tr>
<tr>
<td>Passing certificate for any year of lyceum study</td>
<td>Rs. 1-37</td>
</tr>
<tr>
<td>Marks statement of any year of lyceum study</td>
<td>Rs. 2-75</td>
</tr>
<tr>
<td>Any other miscellaneous certificate</td>
<td>Rs. 1-37</td>
</tr>
<tr>
<td>Admission forms for lyceum course</td>
<td>Rs. 1-00</td>
</tr>
<tr>
<td>Examination application forms for external candidates</td>
<td>Rs. 2-75</td>
</tr>
</tbody>
</table>

Mode of payment of fees - Admission fees were to be paid at the time of admission i.e., between 25th of May and 10th of June. The mode of payment of tuition fees was slightly changed in 1949. From that year, it was decided to collect the fees in following manner:
1st instalment: From 10th to 20th of July
2nd instalment: From 1st to 10th of November
3rd instalment: From 25th of January to 5th of February

Late of payment of fees was to be accepted with fines.
The concession given in fees by Government order No. 3,372
dated 8th June 1939 to the children whose parents’ monthly
income was Rs. 200-00 or less and which limit was subsequently
increased to Rs. 300-00 or less by Government Order No. 3,414 of
12th October, 1939, was to be continued. The concession was
however to be granted in the first cycle to the sixth child of
any parents and or wards.

**

continued....
LYCEUM COURSES

Secondary education in Portuguese medium comprised of two courses viz., General Course and Complementary Course. The General Course was spread over five years or classes and was divided into two parts. Part I comprised of two classes and Part II comprised of three classes. The Complementary Course comprised of the remaining two years. This course could either be in Arts or Science faculty.

General Course

The following subjects were included in the study of the General Course:

- Portuguese, Latin, French and English languages
- Geography and history
- Arithmetic, elementary algebra and geometry
- Elements of natural history, physics, chemistry
- Drawing

Apart from the above subjects the students had to offer physical education, chorus singing and craft work as compulsory subjects.

Complementary Course

Arts faculty - Portuguese language and literature
Latin language and literature
English or German
History and geography
Physical and natural sciences
Propoundational philosophy

Science was also taught in the Arts faculty, as noted above, but it was given a subsidiary position.
Science faculty - Portuguese language and literature
   English or German
   Geography
   Natural sciences, chemistry and physics
   Mathematics
   Propositional philosophy
   Drawing

In addition to the above subjects there were practicals for individual students in chemistry, physics, natural sciences and geography.

Compulsory subjects

Chorus singing - This was a compulsory subject in all the classes of the General Course except to those who were granted an exemption. Chorus singing was expected not only to bring perfection in the voice and in the aesthetic sense of the pupils but it was also to be a means of national unity.

Handicrafts - Educative handicrafts were to be practised when the lyceum had appropriate equipment and accommodation for its satisfactory execution and when competent teachers were available for conducting the said course. In the teaching of handicrafts, the teacher had to bear in mind the following:

   a) Handicrafts were to be considered as a means of education and not an end in itself. The subject was not meant to produce skilled artisans but to serve as a diversion from the fatigue and nervous tension that may be caused due to the study of other serious subjects. Habits of observation and resourcefulness, without unduly curbing the freedom of mind and action, constituted a powerful factor in the education of character.
b) The SLOJD Method i.e., the Swiss method of teaching handicrafts, which was adopted as the national method in Portugal, was to be followed in the lyceum at Panaji.

c) Educational handicrafts comprised of three sections viz., cardboard section, wood section and wire, tin and iron section. The aim of all the three sections was to animate, communicate and attract the attention of the pupils. Instruction in the three different aspects of handicrafts was to be carried on separately, if there were no facilities to conduct the classes simultaneously.

d) Teaching of handicrafts had to observe the universal maxims of education viz., from simple to complex and from concrete to abstract.

e) Individual attention had to be paid to all the difficulties and questions raised and explanations were to be directed to the entire class for the benefit of all the students.

f) Simple exercises were to be executed by the students individually. Complex ones were to be carried out as projects by groups of about four students each, which was expected to encourage fellowship and cement the bonds of loyalty. Loyalty had to be considered by all the teachers as an important factor in moral education.

Excursions and educational tours

Excursions and educational tours were to be given an important place in the entire curriculum. These were conducted with a view to achieving the following:-

a) To make the study of physical and natural sciences and geography more objective, without which the
subjects concerned would never be able to captivate the minds of students and to enable them to make deep and profound studies of the same.

b) To instill in the minds of students respect for the national monuments, to make them familiar with the sites and places where history was made; where historical developments took place.

c) To acquaint the students with the multifarious projects and human endeavours taken up for the mutual welfare of all and all the work and achievements as symbols of human solidarity.

d) To make students practical minded, men of action and purpose by acquainting them with as many things as possible in a general way.

It was recommended that students should be taken to places where they would get ample opportunities to observe and to learn. The places of interest would be botanical gardens, zoos, museums, monuments, places of historical importance, factories, educational institutes, welfare institutions and public and private offices. The expenses of such excursions were to be met from the contributions made by the students for such purposes.

Excursions and educational tours were made compulsory for all the students and any instructional days spent for this purpose were to be considered for all legal purposes as full working days and were to be marked in the attendance register as such.
Teaching of Marathi and Sanskrit

The Republican Government in Lisbon issued a Decree No. 151 dated 12th September, 1915, stating that it had been brought to their attention that the teachers of vernacular languages viz., Marathi and Konkani were very deficient in their teaching due to a lack of knowledge of Sanskrit literature, from which the former two languages were derivated. It was also understood that Sanskrit, considered as a sacred language in India, had a repertory of immortal literature and civilization in the written form. It was therefore ordered that there should be an additional subject viz., Sanskrit in the lycium curriculum. The aim of this subject was to impart general notions of language and classical literature. The duration of the course was to be of two years with three lessons weekly. The teacher in charge of Marathi was also to be in charge of Sanskrit teaching.

Civic education

It was the duty of the Rector along with all the professors of the lyceum to promote very carefully civic instruction and education to all the students of the lyceum. There was to be no fixed text book or syllabus prescribed for this subject. Civic instruction had to be done more through example than by precept. It was to be the work of all the teachers and particularly of teachers teaching Portuguese and history, which offered opportunities to stress the importance of civic sense. The teachers were also to give brief talks on the rights and duties of citizens in the society. Civic instruction was to be imparted in particular through the following means:—
1. Student associations conducted by students under the guidance of the Rector and the class teachers.

2. The national anthem and the flag code.

3. Commemoration of historical dates of national importance, days dedicated to the great sons of Portugal and Portuguese India.

4. Visit to the monuments and spots of tourist attraction.

5. Visits to the buildings where the administrative offices and other social organizations functioned.

6. Class discipline.

Additional subjects in the lyceum

In addition to the regular subjects, the following subjects would also be taught in the lyceum, as additional subjects with effect from 1920:

1. Principles of political economy and laws of administration
2. Marathi
3. Language and classical Sanskrit literature

The conditions of admission of the above courses were as follows:
1. Fifth year of lyceum studies

2. Grade II examination or equivalent and a certificate from any public or private competent source certifying that the candidate could read Marathi.

Introduction of German

Upon a demand from many lyceum students, the government, by an order No. 448 dated 9th June, 1921, introduced German as an additional subject of studies. This did not form the part of the curriculum but was an independent subject like Marathi, Sanskrit and political economy. The subject was to be introduced from the academic year 1921 and it was to be of two years' duration with three weekly lessons. This subject was not to come in the way of the regular timetable. The subject was to be taught by the professor of the 3rd Group, who was entitled for an additional payment of 600 for every period engaged for that purpose.

Subjects at the Municipal lyceums

The Municipal lyceums at Margao and Mapusa imparted instruction to prepare students for the General Course which included the following subjects:

Portuguese, Latin, French, English
History, Geography
Natural Sciences, Physical & Chemical Sciences, Mathematics and Drawing
Gymnastics, Chorus Singing, Educational handicrafts.
Religious teaching

By a Government Order No. 8,547 and 8,602 dated 9th November, 1936 and 22nd January, 1937 a new syllabus was introduced in the lyceums. Religious education was enforced as a compulsory part of it. Parents of students who were non-Christians petitioned to the Minister of colonies in Portugal that non-Christian students should be exempted from attending the religious instruction classes. In response to the prayer, the government ordered, by Order No. 8,690 dated 20th December, 1937 that non-Christian students should be exempted in view of no objections received from the Archbishop of India and that the Goa Government should take necessary steps to see that non-Christians attended civic and moral classes, the syllabus of which had been as per the approved version.

By an Order No. 13,450 dated 23rd February, 1951 the government ordered that a priest be appointed the Central lyceum to teach Religious Instruction and Moral Science as an additional teacher and to make provision for his salary in the school budget, even though the number of divisions, as required by the previous regulations, might not be fifteen or more.

Physics and Chemistry as base subjects

By a Decree Law No. 39,995 dated 17th November, 1953 the Government expressed its willingness to introduce all the subjects necessary for admission to the school of architecture and fine arts in the 3rd cycle and ordered that physics and chemistry be taught with a view to prepare the students for the above courses as well.
By an order No. 15:108 dated 10th November, 1954 the Portuguese Minister of Overseas Provinces ordered all the lycées that they should vigorously bring the historical occurrences in their respective provinces to the students of 4th and 5th year in particular. These historical occurrences should pertain to the Portuguese history, either during the conquest of the said province or thereafter. Care had to be taken to see that the affiliation to the Portuguese nationhood was strengthened.

The subjects, history of general civilization in the 6th year and the history of Portuguese civilization in the 7th year should be saliently brought to the notice of the students especially with regard to the development of Portuguese history in that particular province. The role played by the Portuguese in the civilization of that province should be highlighted.

Observation

Perhaps this was an attempt by the Portuguese Government to denationalise the people of all their colonies. The reason perhaps was that the liberation movement of Goa was reaching its climax in the form of Satyagraha Movement. An armed struggle for the liberation of Angola in West Africa and in Mozambique in East Africa had also started in those days.

New subjects introduced in 1955

By a Decree Law No. 39:807 dated 7th September 1954, the Ministry of Education in Lisbon decreed that the following subjects were to be introduced from the next academic year:
1st year: Language and History of Nation
Reading and study of simple prose and poetry selections.
Rudiments of phonetics
Practical knowledge of elementary morphology
Acquisition of vocabulary.

2nd year: The same subjects were to be continued but the details were as follows:

Reading and study of passages from prose and poetry and exercises on texts as in the case of the first year.

Revision and application of knowledge of phonetics, orthography and morphology knowledge of which the student had acquired during the previous year.

3rd year: Portuguese language

Reading and study of passages in prose and poetry, from the works of Portuguese literature of 19th and 20th centuries, which by their contents and form, would be understood by the students. The aim of this would be to inculcate in the students a love for literary and artistic values, to develop a scientific attitude and to mould his personality to form a solid moral character.

4th year: Phonetics, Morphology and Syntax.

Reading and study of excerpts taken from the literary works of 17th and the following centuries; prose and poetry, introduced with a view to form the personality of the student, just as in the 3rd year.
The aim of education - The aim behind introducing the above subjects was to inculcate in students a strong sense of belonging to a culture, to make him develop a strong spirit and feeling of civic sense and love for the country; to educate the student to use a fluent language and to develop a citizen and personality essentially Portuguese in character.
Till 1906, the grading of successful students at the lyceum was 'Sufficient', 'Good' and 'Very Good'. However, in that year by a special order, the system of grading by marks was introduced. The three grades were to remain as before but they were to be determined by marks obtained by the pupil. The grading was to be as follows:

- **Sufficient**: Marks between 10 and 14
- **Good**: Marks between 15 and 17
- **Very Good**: Marks between 17 and 20

It is seen from the above arrangement that the highest marks awarded in any subject were twenty. A student obtaining less than ten marks was adjudged to have failed the examination and had to repeat the year. Before 1906, the system was to declare a candidate as either 'Detained', 'Passed' or 'Passed with Distinction'. Even after 1906 this system was retained but in the case of only three optional subjects viz., philosophy, principles of political economy and the law of administration and marathi language. The government decided to do away with the dual system of grading in 1910 and a uniform pattern of grading by marks and awarding the remarks 'Sufficient', 'Passed', and 'Passed with Distinction' based on the marks scored out of twenty.

Examination regulations of 1920

Students studying in various classes, with the exception of those preparing for the cycles, were to have their examination
and results before the end of the third term. The results were to be determined by dividing the total marks obtained in any subject in all the three terminal examinations by three and finding the average.

Students securing an average of less than ten marks in two or more subjects were to be detained. Students who were not detained, were to be promoted to higher classes viz., 1st, 3rd, 4th and 6th respectively and students of 2nd year, 5th year and 7th year were to be allowed to appear for the final examinations. The final classification of a student was to be determined by adding the averages of all the subjects and by dividing the same by the number of subjects.

Students obtaining promotion to the higher classes by failing in one subject were invariably to be given a final classification of ten marks.

Scale of classification - The following was the scale of marks with which the students were to be classified:-

<table>
<thead>
<tr>
<th>Marks</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 4</td>
<td>Bad</td>
</tr>
<tr>
<td>5 to 9</td>
<td>Mediocre</td>
</tr>
<tr>
<td>10 to 15</td>
<td>Sufficient</td>
</tr>
<tr>
<td>14 to 17</td>
<td>Good</td>
</tr>
<tr>
<td>18 to 20</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

The final classification was to be arrived at on the basis of the nearest decimal i.e., 0.5 or more was to be considered as integer.
Classification in chorus, singing, gymnastics and handicrafts was always to be done by allotting the classification of Excellent, Mediocre, Sufficient, Good and Very Good.

The certificate of distinction was to be presented to any student who secured sixteen or more marks either in the final examination or in the school assessment.

There was to be only one epoch of examination during a scholastic year and that was to be after the close of the instructional days. The examinations was to take place up to 10th of April.

Any student, who, having been admitted to the normal epoch of examinations, could not answer some papers or the entire examination for reasons beyond his control, could be given another opportunity to answer his examination partly or fully in the following June provided an application were made before 20th of May stating the reasons to the Rector of the lyceum and if the reasons were found justifiable. In all such cases, the jury of examiners, save some extreme exceptions, were to be the same as those who had examined the student concerned during his normal epoch of examination.

A student answering the special examination in June was to answer only those papers which he had not answered during the normal epoch of the examination. Had there been any papers answered during the normal epoch, the marks of those papers were to be recorded and be taken into consideration to determine the results.
The Jury - The jury for the examination to determine promotions to the higher classes was to be comprised of all the teachers of the higher class presided over the director of that class. In the absence of the director, a permanent teacher was to be deputed by School Committee to preside. For the examinations of General and Complementary classes the jury was to comprise of teachers of the respective class or division presided over by the Rector or, in his absence, by the senior most director of any class deputed by the School Committee. Juries for examinations in single subjects were consist of three teachers nominated by the School Committee.

The jury for the admission examination was to comprise of maximum five teachers of any class to which admission was sought. One of those teachers was to be the director of the class and he was to preside over the jury. The jury was to be appointed by School Committee.

Examination duty was obligatory for all the teachers. Teachers required to do any examination duty over and above their prescribed instructional days, were to be paid an allowance of 150 for each session of examination.

The examination proper - Examinations was to be in two parts viz., written and oral. Written examination was to always precede the oral one. Oral examination was open for public. Written examination was to be strictly private and the Rector was empowered to prevent any outsider from intruding.

Question papers were to set by the respective subject teachers and approved by the jury concerned before the commencement of the examination. Questions were to be set only on the prescribed syllabi. However, no question was to be similar to any exercise taught in the class room. If the question paper contained
any question resembling any exercise done in the classroom, the said paper was to be withdrawn.

**Written examination** - Written and oral examination was to be supervised by the president and the members of the jury for that particular class. For written and practical examinations the students were to be divided into groups of twenty each. In case of practical examination in science for complementary classes the groups of twenty were to be further divided into groups of ten students each.

Each member of the jury and the president was to be given three supervisions in an examination block of twenty students or less for the examination of first cycle or complementary examination of arts faculty. The number of supervisions was to be four each in the examination of general course (second cycle) and complementary course in science faculty.

Only dictionaries, logarithm tables and formula tables were to be allowed during the written and practical examination.

**Results** - A day after the written and practical examination, the jury was to meet to decide the marks obtained by the candidates in the said examinations. Each subject teacher was to allot marks in his subject. The marks finally obtained by a candidate in that paper was to be worked out by totalling the marks given by all the members of the jury and by dividing the same by the number of members in the jury. The coefficient was to be the score obtained by the candidate.
In case of examinations in single subjects, the result was to be worked out immediately after the examination was over.

The written test papers were to be grouped together by the secretary of the jury and put before the jury at the time of the oral examination. These papers were then to be handed over to the lyceum office for preservation.

**Oral examination** - Oral examination of first cycle was to be on the matter learnt during both the years. Similarly for the examination of second cycle and the complementary examinations, the matter taught during the previous years preceding the particular examination was to be considered. Interrogation on each subject was to be not more than fifteen minutes in the case of second cycle and the complementary examinations. In the case of first cycle the duration of interrogation in each subject was to be ten to twelve minutes. The president of the jury was to mark the time.

Interrogation in language subjects like French and English was to be done only in these languages. Oral examinations at the first cycle was to be confined only to the following subjects: Portuguese, French, geography and Mathematics. As a rule, only the subject teacher was to question the student but the president was entitled to ask a question or two, when the subject teacher had finished.

Oral examinations for the candidates of first cycle was to be held only on one day whereas for the candidates of second cycle and the complementary courses the duration of oral examination was to be of two days. If any teacher could not participate in the oral examination he was not to be allowed to give marks in that subject.
The sequence in the oral examination was to be the following:

1st cycle - Portuguese, French, geography and mathematics
2nd cycle (General Course):
   1st day: Portuguese, Latin, French and English
   2nd day: Geography, history, physical and natural sciences, mathematics and drawing
Complementary Course (Arts):
   1st day: Portuguese, Latin, French, English or German
   2nd day: Geography, physical and natural sciences, history and philosophy
Complementary Course (Sciences):
   1st day: Portuguese, English or German, Geography and natural sciences
   2nd day: Chemistry, physics, mathematics, drawing and philosophy

The number of students called for oral examination was to be three students per day for General Course and Complementary courses and six students per singular subject. On each day of oral examination as many extra students were to be called as stand-byes as the number of confirmed students for oral examination. The stand-byes were to be examined only in the case of absence of any regular candidate.

Results - Upon finishing the oral examination of any division, the jury was to work out the results in all the subjects. Candidates securing less than ten marks in two subjects or less than six marks in one subject in the oral examination was to be declared as failed. Thereupon the president of the jury was to work out the final result by obtaining the average scores in oral practical and the written examinations. These averages were then to be added and the final average was to be worked out.
The final classification of ten marks was to be given to a candidate who obtained condonation in any subject.

Any student who failed to answer oral examination in any subject was to apply to the Rector within twenty-four hours for a special oral examination, for which he was required to pay $50 by way of an additional fee.

Written and practical examinations for admission to the lyceum classes were to be in the following subjects:

Admission to the second year: Portuguese, mathematics and drawing
Admission to the fourth year: Portuguese, French, English, mathematics and drawing
Admission to the seventh year: (Arts): Portuguese, Latin, English, and practical examination in geography
Admission to the seventh year: (Sciences): Portuguese, English, mathematics, drawing and Practicals in physics, chemistry, sciences and geography

Duration of such examinations, either oral or written was to be announced from time to time.

Number of examinations during the year 72

Upto 1923 there was only one examination for the students preparing for first cycle, second cycle and the third cycle of the lyceum courses. However, in 1923 the government issued an order whereby an additional examination was to be held for those students of secondary schools, Normal School, and other higher educational establishments, who had either failed at the regular examination or those, having kept the terms and having satisfied all the other conditions could not appear for the examination. A fee of $0.00 was charged for such an additional examination. A special Legislative
Diploma No. 15 dated 22nd May, 1923, confirmed this decision of the government to hold another examination during the year and it answered a probable criticism about the high fees laid down for this examination by saying that the high fees were deliberate. The Diploma law expressed the hope that the high fees would desist students from neglecting the studies and waiting for the second examination. Under the circumstances only such students as those who had cogent reasons would seek recourse to this examination. This concession of a second term of examinations was withdrawn in 1928 by a decree No. 15,379 dated 16th April 1928. The reason given was that the concession caused inconvenience for a satisfactory development of education in the territory and elsewhere.

The vicissitudes of the administrators in the matter of 2nd examination did not stop with the abolition of the concession. In June of the same year the concession of a second examination was restored and no reason was given for the restoration.

Examination regulations of 1927

There were to be two epochs of examinations. The first one i.e., the regular one was to be between 21st of February to 31st of March. The second one was to be from 1st to 14th of June.

For the second epoch of examinations teachers teaching respective subjects of second, fifth and seventh year were to work as examiners and members of the jury. The president of the jury was to be the class director or in his absence any permanent professor nominated by the Principal. In the case of examinations for the General and Complementary Courses, the juries were to be presided over by the Principal and in his absence by any permanent teacher selected by the School Committee.
Norms of promotion

The government Decree No. 13:692 dated 4th July, 1927, promulgated on the 1st of July 1927 referred to the earlier Decree No. 12:425 dated 2nd October, 1926 regarding the lyceum examinations and stated that certain lacunas needed to be removed from that law and for which reason the present decree was promulgated. According to the decree, there had to be written examinations for second cycle of lyceum in all subjects except Latin. There were to be written examinations for the general course for passage from 5th year of lyceum and the 7th year of lyceum in all subjects except drawing.

Changes in examination pattern

In 1936 the Ministry of Education of Portugal announced that the examination of second and fifth year were to be dropped in view of the impending reforms in secondary education, whereby the students were required to answer third and sixth year examinations as public examinations. It was, however, not made clear whether the abolition of examinations for one year applied also to the lyceums in colonies. It is, however, assumed by this investigator that since the lyceums in Goa were run exactly on lines those in Portugal, the decree could be said to apply to Goa also. The Decree No. 26:626 dated 21st May, 1936 stated that the government had decided to turn the lyceum course into two cycles of three years' duration each and a final year course of one year in accordance with the law No. 1:904 dated 21st May, 1935 and in the new regulations announced by law No. 1:941 dated 11th April 1936. The new course was to be effective from the next academic year viz., 1936-47.
In 1946 by a government order No. 11:124 certain changes were brought about in the examination regulations brought into force by decree No. 34:053 on 21st October, 1944. These changes were applicable to all the lyceums in all the Portuguese colonies. The most important change was that all the lyceums were to have another session of examinations every year viz., the October session.

Remuneration for examiners

In order to streamline the boards or juries of examiners and in order to remove the defects in the then existing methods of allotment of examiners, the government order 35:395 dated 24th December, 1945 set certain norms. The remuneration for examiners was fixed as follows:

Admission examinations - For every written paper the examiner was to get six annas and for every oral examination ten annas and for evaluation of papers of one student a remuneration of six annas was to be received.

Lyceum examinations - The examiner was to be paid eight annas for every written or practical paper and twelve annas for every oral examination.

Examinations in 1940

There was no change in the methods of examinations. However, there was one change in the composition of juries. For the examinations of first and second cycles, there was to be at least one private teacher as a member of jury.

Teachers discharging the examination duties were to be compensated at the rate of 4$00 for each written or practical papers and 6$00 for each oral examination of external candidates only.
Duration of Papers - A written paper was to be of one and
halph duration. The drawing paper was to be of two hours. Practical
examinations were to be of two hours. In practical examinations
the practical paper was to be allotted by lots.

Scale of promotion - All papers were to be evaluated in the
scale of zero to twenty marks. Written examinations were to be conducted
privately. Oral examinations were to be open for public. Oral
examinations of candidates of first and second cycles were to be of
a duration of ten minutes minimum and twenty minutes maximum.
In the case of third cycle the minimum interrogation was to be for
fifteen minutes and maximum for thirty minutes.

Changes in examination system

Rules for these examinations were laid down in 1945 by a
decree No. 34:646 dated 4th June 1945, which remodelled the system
of examinations for the lycceums as well as for the lycceum admission,
which were in force till then.

Until 1945 oral examination was compulsory for all the
cycles and was conducted by a jury, who were put in charge of a
certain number of students. Having finished the examinations all
the juries were then to meet and the final results were to be
prepared. By a Decree No. 36:507 dated 17th September, 1947, oral
examination system was revoked so far as the first two cycles were
concerned but it was retained only for special papers and the
complementary course i.e., the final year course. It was subsequently
noted that far from having any inconveniences in having a oral
examination, it had many advantages. One advantage was that the
examiners took a keen interest in the examinations and the members
of the jury felt encouraged to discuss the subject with the candidates
more seriously.

The present decree reintroduced the oral examination system
for the second cycle and it was felt that the reintroduction of oral
examination removed the sort of desinterestedness and morosity that
had crept in the examinations during the previous two years. It was noted that the teachers never complained having had to work for long hours to carry out oral examinations. In view of this, it was ordered by the decree under reference, that the examinations, both written and oral, were to be conducted according the Decree No. 36,508 dated 17th September, 1947 (Statute of lyceum studies).

By a decree No. 36,507 dated 17th September, 1947, the Statute of Lyceum Studies had abolished the second epoch of October examinations. In doing this the Statute had obeyed an indisputable pedagogic principle viz., all the system of education should be based on periods of study and periods of rest. Such a system was necessary for the intellectual development of students during their formative years. The government, however found itself in an ambiguous situation. It was observed that there were 340 students who had passed in five sub-jects of the third cycle and who could save a year by foregoing the holidays. As such the government ordered that those students failing in one subject only were to be re-examined in the second fortnight of September as ex-students.

The decree No. 37,798 dated 8th April 1950 stressed the advantages of system of examination of second cycle by faculties or groups of subjects as far as possible. A jury was assigned for every cluster of subjects. The aim behind this arrangement was not only to make students take advantage of passing in individual clusters but it was also to reduce the monotony of examinations for the students as well as for the examiners.

The present decree was aimed at correcting the deficiencies in the previous one and to facilitate and simplify the bureaucratic process in the light of experience.
The facilities given either to the regular or ex-students exempting them from passing the first cycle or second cycle was, to stimulate a continued and urge for studies. Unfortunately very few students qualified for these concessions.

The students were freed from the rule that they would not be allowed to appear for the 7th year examination without compulsory passing two years between that examination and the examination of the second cycle.

The case of such students, who had not been able to complete their second cycle examination for various reasons, was also considered by the decree under reference.

The Government decreed that:

1. The examinations of the first and second cycles as and also of the seventh year were to be held on the bases of decrees 36:508 and 37:798, which meant that there was to be an oral examination for the end cycle.

2. Studies in private establishments were also to be considered for counting the total number of years required for the 2nd cycle of examinations.

3. No student was to be admitted to any examination having failed to obtain an average of ten marks in each subject during each year of study in the school.

4. Students of 1st and 2nd cycles of official and approved lycées, having obtained fourteen marks or above in each annual examination of any cycle and having secured a minimum or ten marks in each of the subject, were to be exempted from the public examination of that cycle.
5. In the first cycle examination, a student obtaining an average of less than nine marks or obtaining less than five marks in two subjects was excluded from the examination. In practical examination for the third cycle, any subject in which a practical examination was prescribed, a student securing less than five marks in the written examination was to be excluded whatever was the combined average in both the parts of the paper i.e., written oral.

5. Any student, securing fourteen marks on an average in the written examination of the first and second cycles, was to be exempted from the oral examination. Such a student, was however to be permitted to appear for the oral examination if he wished to improve his score.

7. Oral examinations for the first and second cycles were to be of a minimum duration of ten minutes and maximum duration of fifteen minutes in the first cycle and twenty minutes for the second cycle.
8. Students passing in both the clusters of the second cycle with one failure in each of the clusters or only one failure, were to be declared passed on the condition that they were not to be eligible for further studies, though they were qualified for public service, provided they scored not less than ten marks in the oral and written examination in Portuguese language.

9. Upon the present decree coming into force those students failing to obtain an average of less than ten marks in Portuguese and Mathematics were not to be allowed to join the Normal School.

10. Students having completed the course of philosophy of episcopal seminaries or of seminaries preparing students for mission work, were to be exempted from answering the subjects pertaining to humanities at the 2nd cycle. Their final classification was to be based on the average of marks obtained in those subjects answered by them.

Private candidates

It was noted by the Government that certain persons, though desirous of higher study, were not able to continue their studies either due to lack of such higher institutions or due to their professions. In view of this it was felt that they should be allowed to appear by making provision for their studies. It was therefore decreed that official liceums should make provision for teaching such students apart from their regular normal classes.
Abolition of Principal's post

Soon after the proclamation of Republic, the Government, by an order No. D.G. 11 dated 18th January, 1911 directed that all posts of Principals in all the lyceums in Portuguese colonies be abolished. The order required the teachers in the prospective lyceums to elect a professor in charge and inform the name of the professor so elected to the Department of Secondary, Higher and Special Education in Lisbon.

Number of lyceum teachers

In 1916 there were in Goa in all nineteen secondary teachers including the Principal of the Lyceum. These teachers included the entire staff of the National Lyceum of Panaji and the teachers of two Municipal Lyceums in Margao and Mapusa respectively. The break up was as follows:-

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Institution</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National Lyceum of Nova Goa</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Municipal Lyceum of Margao</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Municipal Lyceum of Mapusa</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

One notes from the above that there were only nineteen teachers in Goa engaged in the task of secondary education and they were all males. There was not a single female teacher. Of the nineteen teachers two were priests and one was a teacher.
of Sanskrit and Marathi. These three were all in the National Lyceum.

**Teachers in Municipal Lyceums**

Teachers in the Municipal Lyceums were appointed by the Governor General and were entitled for confirmation on their posts after two years of satisfactory service. Class teachers were elected from among themselves by the teachers themselves. One of the teachers was to discharge the functions of the secretary of the lyceum, who would also be elected by the teachers from among themselves.

**Groups of teachers**

In 1919, the National Lyceum at Panaji was elevated to the position of a Central Lyceum. According to this elevation, the lyceum at Panaji was to have fourteen teachers as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Group</td>
<td>2</td>
</tr>
<tr>
<td>2nd Group</td>
<td>2</td>
</tr>
<tr>
<td>3rd Group</td>
<td>2</td>
</tr>
<tr>
<td>4th Group</td>
<td>1</td>
</tr>
<tr>
<td>5th Group</td>
<td>1</td>
</tr>
<tr>
<td>6th Group</td>
<td>2</td>
</tr>
<tr>
<td>7th Group</td>
<td>1</td>
</tr>
<tr>
<td>8th Group</td>
<td>2</td>
</tr>
<tr>
<td>9th Group</td>
<td>1</td>
</tr>
</tbody>
</table>

The designations of the teachers were to be as per their groups, which was as per the classification in the lyceums in Fortiñal.

**Board of permanent teachers**

Decree No. 7062 issued in 1920 brought about some important changes for the teachers of the lyceum. These changes were brought
about in view of the fact that the same were proposed by an order dated 8th September, 1918 and another order dated 31st of May 1919, had ordered its execution. The order of 8th September 1918, had laid down that there should be a Board of Permanent Teachers in each lyceum. This was being done in order to bring abreast all the colonial lyceums with the Metropolitan lyceums, because the courses offered by all these lyceums had been considered equivalent.

The decree No. 71002 further observed that the existence of non-permanent teachers was not conducive to the development of education. It also pointed out that the Central Lyceum had an average enrolment of 600 from 1871-72 and in 1919 it had registered an enrolment of 807. It was felt that such an important lyceum should not be left out of the benefits extended to similar institutions in Portugal.

It was further stated in the decree under reference that all the lyceums with an enrolment of 200 or above should have a Board of Permanent Teachers. The number of such permanent teachers was left to the decision of the local government. It was however stated that the number of such teachers should not be more than one third of the total number of non-permanent teachers engaged during the preceding three years.

Regulations of 1920

The regulations of 1920 laid down definite rules governing the services of government secondary teachers. According to these regulations the Central Lyceum was to have two types of teachers viz., permanent and temporary. The permanent teachers were to be appointed by the government in Portugal and would constitute the core of teachers of the lyceum.
No female teachers would be appointed in the Central Lyceum of Afonso de Albuquerque.

In the absence of any permanent teacher or during the confinement of the permanent teachers, the Governor General was to appoint interim teachers to fill up the vacancy. These interim teachers were to be appointed from among the temporary teachers on the staff list, teaching the respective subject. Preference would be given, in such appointments, to persons of higher qualifications and the advice of School Committee would always be taken.

The interim teachers would draw the salary of temporary teachers but they would be entitled to all the allowances and rights enjoyed by the permanent teachers till the end of the academic year. Such teachers were not, however, allowed to take part in the deliberations of the School Committee as it dealt, directly or indirectly, with the case of such interim teachers. The service conditions of the interim teachers were to be the same as those of the temporary teachers.

Groups of teachers

The teachers were to be divided into the following groups, which were determined according to subjects:

Group 1: Portuguese and Latin
Group 2: Portuguese and French
Group 3: English and German
Group 4: History and philosophy
Group 5: Geography
Group 6: Natural sciences
Group 7: Physics and chemistry
Group 8: Mathematics
The subjects were divided into six categories. The groups allotted to each category were as follows:

Category 1: Teachers of groups 1 and 2
Category 2: Teachers of group 3
Category 3: Teachers of groups 4 and 5
Category 4: Teachers of groups 6 and 7
Category 5: Teachers of groups 7 and 8
Category 6: Teachers of group 9.

Number of teachers - Central Lyceum would have a board of sixteen permanent teachers. The distribution of permanent teachers according to their groups was to be the following:

<table>
<thead>
<tr>
<th>Group No.</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Additional subjects</td>
<td>2</td>
</tr>
<tr>
<td>Total:</td>
<td>16</td>
</tr>
</tbody>
</table>

Salaries of teachers - The permanent teachers of lyceum were to draw a salary of 900$00 per annum. The principle of seniority was accepted and an increment of 180$00 per annum was to be given to all teachers after a good and effective service of five, ten and fifteen years in the lyceum or in any special educational establishment. For the purpose of increment
the years of service as temporary or interim teacher were also to be taken into consideration.

To the teachers having degrees or diplomas of any Portuguese University, a rental subsidy of 180€00 per annum was to be given and there was to be no deduction of any sort from this subsidy.

*Hours of work* - The total hours of work per week were to be twelve hours for all the teachers. It was to be ten hours to teachers with more than fifteen years of continuous service to their credit in the lyceum. The teacher could not refuse an additional teaching work of one or two hours per week, if the circumstances required. He was however, to be compensated for such additional work.

Apart from the compulsory hours of work the teachers may be required to work for an additional period of six hours per week. These periods were meant for practical work in geography, natural sciences, physics and chemistry or even practice of living languages. The work could be of tutorials also. Teachers allotted this additional teaching work were to be compensated at the rate of 6€00 per period per month.

*Casual leave* - A casual leave of five days was to be granted to any teacher for reasons of ill-health or unavoidable circumstances. This leave could be interpolated with two holidays. The leave was to be sanctioned by the Rector and no deductions in salary were to be made on this count.

*Allowances* - An allowance of 2€00 per day was to be given to any teacher who was required to be away from the lyceum for some official work such as excursion, educational tour, etc. These allowances were not subject to any deductions.
Service - The years of service of any teacher were counted from the date of his joining the lyceum. The duties of a temporary teacher normally ended with the end of the academic year or they could always be extended if there was necessity and if the School Committee so recommended. In such a case the Rector of the lyceum was to recommend the extension to the government.

Appointment of teachers - The appointment of permanent teachers was the privilege of the government in Portugal. The appointments were to be made in accordance with the qualifications laid down for such recruitment in Portuguese lyceums in Portugal.

Non-permanent teachers were to be appointed by the local government upon holding a written test annually within a period of thirty days ending on the 30th of April. The candidates were to hand over their applications in the lyceum office indicating in the application the name, nationality, profession, address and the subjects which the applicant wished to teach. The application had to be accompanied by the following documents:

1. Certificate of the highest professional qualification or certificate of completion of complementary course of the lyceum.

2. Certificate of academic qualifications.

3. Age proof showing that the candidate was not more than forty in case of those who had not registered as secondary teachers or equivalent.

5. Character certificate issued by the administrator of taluka where the applicant resided.

6. Certificate of vaccination or revaccination.

The professional qualifications required under No. 1 above could be substituted by any course in fine arts or by a certificate issued by any industrial training institute of Portugal. These qualifications were considered to be satisfying the requirements for the post of teacher under Group 3. For the post under Group 3 any qualification acquired in any Portuguese or foreign institute was accepted as equivalent for the purpose. For the post of drawing and physical education, a certificate of competence in the subject concerned was required. However, the following certificates were to be given preference in the order indicated below, while selecting candidates for the interview:

1. Teachers' Training Course of the Superior Normal School in Portugal.

2. Course of Faculty of Arts or Sciences of any Portuguese University, offering the subjects of the group for which application was made.

3. Course of any institute of higher studies from Portugal offering the subjects of the group for which application was made.

4. Complementary course of any Central Lyceum with either arts or science faculty and offering those subjects of the group for which application was made.
5. Complementary course of Central Lyceum with arts or science faculty and private practice of secondary education and good certificates of recommendation, regarding teaching ability of the subjects for which group the application was made.

6. Complementary course of any Central Lyceum.

Diploma holders of Medical School, who also had the complementary course of lyceum to their credit, were allowed to apply and were given preference for the posts under Group 6 with the same conditions applicable to the applicants to Group No. 5. These concessions were also to be extended to diploma holders to pharmaceutical course. Among the doctors and pharmacists, preference was to be given to those who had finished their course within a shorter period.

Other things being equal preference was to be given to those who had completed their studies by attending regular classes rather than having passed in single subjects externally. For the posts under Group No. 1 preference was to be given to those holding diploma from Portuguese universities.

Principal - The appointment for the post of the Principal (Rector) was to be made from Portugal. The tenure of the post would be six years, which could be extended to a maximum of twelve years.

The Principal was required to do at least six hours of teaching work during a week and in special circumstances could take up teaching for an additional two hours. This additional teaching work of two hours was to be compensated for.
The Principal was to draw extra compensation equal to the compensation of ten hours of teaching work per week over and above his normal salary. In addition, he was entitled for a residential accommodation, either in the lyceum premises, or any other house owned by the lyceum authorities. In case the lyceum did not have a house of its own, the Principal was to be given a sum of 500$00 per annum to compensate for the house rent.

Board of Permanent Teachers abolished

In 1925 the Board of Permanent Teachers, which was created in 1920, was abolished because of financial stringency. It was also pointed out that the total number of Permanent teachers was to be fixed by the Governor of the Colony, which was not done. Nor was Governor's permission sought by the authorities for such appointments. The appointments were therefore considered illegal and it was assumed that the Decree No. 7:092 was not at all implemented in Goa. The Board of Permanent teachers was abolished by Government order No. 824 dated 29th September, 1925.

Regulations of 1927

The teaching staff of the lyceum would comprise of two types of teachers viz., Permanent and auxiliary i.e., non-permanent. The permanent teachers were to form the core of teachers in the lyceum whereas the non-permanent teachers were to be charged with the functions of teaching additional divisions and to substitute in the absence of permanent teachers.

Whereas the Regulations of 1920 had laid down that the total number of permanent teachers was to be sixteen for groups
from one to nine, the present regulations laid the same number at fourteen. The annual salary of a permanent teacher was to be Rs. 2,571:06:10 i.e., approximately Rs. 2,571:40 per annum. An annual increment of Rs. 544:04:07 was to be given to the permanent teachers after a good and satisfactory service of five, ten and fifteen years respectively. In addition to this, a teacher possessing qualifications from a Portuguese University was to be given an annual subsidy of Rs. 544:04:07 towards house rent. There were to be no deductions whatsoever from this subsidy.

In-service training - The government was to depute every year some permanent teachers to acquire better qualifications in the methods of language teaching. These teachers were to be deputed to go abroad with a view to learn the methods employed in the lyceums of the country to which they were deputed.

### Teachers in 1920

<table>
<thead>
<tr>
<th>No.</th>
<th>Institution</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>1</td>
<td>Central Lyceum of Afonso de Albuquerque, Parája</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Municipal Lyceum of Don José de Castro, Marssa</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Municipal Lyceum of Don Francisco de Almeida, Marssa</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>
1. There were twenty-nine teachers for 835 regular students. It works out at 28.8 students approximately per teacher. Assuming that one teacher per thirty students is considered good ratio, one may assume that the teacher student ratio in 1930 was quite satisfactory.

2. One has to note however that all the teachers in the lycée, both municipal and central, there was not a single lady teacher. There is reason available for and that is the Regulations of 1927 prevented female teachers from joining the teachers’ cadre at the lycée.

Reason for appointment of teachers from Portugal

In 1927 a Decree No. 13.279 dated 12th March, 1927 stated that since the lycées in colonies were equivalent in all aspects to the lycées in the Metropolis, the same service conditions would govern the teachers in the colonial lycées. The right to appoint non-permanent teachers, however, was vested in the Governor of the respective colony who would give execution to the same in the consultation with the School Committee. This was due to the fact that all the lycées were considered as one body and therefore the Board of Permanent Teachers was considered one for the entire number of lycées. Appointments to the permanent posts, would, therefore, be made only from Portugal.

Governor to appoint Principal

The Government of Lisbon by its order No. 7.158 dated 24th July 1931 empowered the Governors of Colonies to appoint a Principal and Vice-Principal for the Lycées. This was done
because both these posts were only academic and pedagogic posts. Such nominations were, however, to be made from among the permanent staff members.

Teachers' salaries

The government, by decree No. 35:550 dated 14th March, 1946, fixed the salaries of the teachers of the lyceum of Nova Goa to ameliorate the economic conditions of secondary teachers. By this decree, the annual salary of secondary teachers in the group one to nine was fixed at Rs. 6,809:00. The remaining teachers were to be paid their salaries actually drawn by them upto that year.

The principal of the lyceum was to receive an additional allowance of Rs. 2400:00 apart from his salary as a professor and each of the directors of cycle was to be paid a allowance of Rs. 700:00 per annum.

The decree under reference abolished the posts of teachers for the 9th and 10th Groups but an additional post for Group eight was created.

Regulations of 1948

There were in 1948 three categories of teachers viz., permanent, non-permanent and special. There were nine groups of teachers. The groups were as follows:-

Group 1 - Latin and Greek
Group 2 - Portuguese and French
Group 3 - English and German
Group 4 - History and philosophy
Group 5 - Geography
Group 6 - Natural sciences
Group 7 - Physics and chemistry
Group 8 - Mathematics
Group 9 - Drawing and handicrafts
Apart from the subjects for which the teachers were recruited, teachers of the following groups were required to teach additional subjects shown against their groups:

- Group 1 and 3 - Portuguese
- Group 4 - Political organization and administration
- Group 5 - Natural sciences
- Group 6 - Geography
- Group 7 - Mathematics
- Group 8 - Physics and chemistry.

No teacher could refuse to teach a subject for which he was considered competent by the Principal.

The teachers, who were appointed as special teachers were also required to teach chorus singing, physical education, feminine arts such as stitching, embroidery, etc. These activities, which formed the part of co-curricular activities, were to be under the supervision of the Portuguese Youth Corps.

Temporary teachers were to be appointed by Government Order and their tenure was normally to be of one academic year. They were required to teach any subject and they could also be taken to discharge the duties as members of examination juries and any other school duties. Temporary teachers were to draw their salaries only for the actual period of teaching. They were not to be paid for the vacation period. Their services could be terminated by the government at any time.

Absence, leave and effective service

The following type of absence was counted against the teacher while calculating the total duration of good and effective service:
a) Leave without pay

b) Extraordinary and indefinite leave

Sick leave was not to exceed 180 days at a time. Sick leave was to be sanctioned only on the strength of a medical certificate.

Service record

The service rendered by any teacher was to be classified as either 'Good' or 'Deficient'. The remark 'Deficient' for two consecutive years or for three years within a period of five years subjected the teacher concerned to the disciplinary action.

Teachers engaged in the Central Lyceum were not allowed to carry on any other profession, without the prior approval of the Ministry of Education in Portugal.

The lyceum teachers were not allowed to engage themselves in private tuitions nor were they to run private institutes either in their own name or through a proxy. They could not also keep lyceum students in their homes unless they belonged to the family.

Physical education teacher

The government, by its decree No. 40151 dated 30th April 1955 appointed a physical education teacher in the Central Lyceum. This teacher was to look after the physical education of boys as well as girls. This post of a special teacher was created due to the increased number of students in the lyceum.
Additional teachers in 1959

In view of the expanding number of students in the lyceum, the government by its decree No. 42327 dated 16th June, 1959, created six posts of new teachers as follows:-

Group 4, 6 and 7 - one additional teacher respectively
Physical education (boys), domestic arts and religion and moral science - one teacher respectively.

New pattern of salaries

By government order No. 7606 dated 10th December, 1959, the government laid down that a permanent teacher of the lyceum was to be paid a sum of 70,000 (Escudos) i.e., nearly rupees twelve for every period engaged by him. His salaries were to be in terms of periods engaged by him during the month.

Principal's post in 1960

The ministry of education in Lisbon announced, by its decree No. 43014 dated 7th June, 1960, that it had taken over the right to appoint a Director or Principal to any lyceum overseas. This was being done with a view to select a really competent person from any overseas provinces because it was considered that the post of the Director was a responsibility which should be shouldered by a really competent person.
### TABLE LXII

**TEACHER-PUPIL RATIO IN CENTRAL LYCEUM**

**BETWEEN 1951-52 AND 1961-62**

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of Teachers</th>
<th>Number of Students</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951-52</td>
<td>39</td>
<td>519</td>
<td>13.3</td>
</tr>
<tr>
<td>1955-56</td>
<td>NA</td>
<td>937</td>
<td>NA</td>
</tr>
<tr>
<td>1956-57</td>
<td>49</td>
<td>1,041</td>
<td>21.2</td>
</tr>
<tr>
<td>1960-61</td>
<td>93</td>
<td>813</td>
<td>8.7</td>
</tr>
<tr>
<td>1961-62</td>
<td>71</td>
<td>927</td>
<td>15.1</td>
</tr>
</tbody>
</table>

*Note - Adapted from the Fact Book on Manpower for Goa, Daman & Diu, 1960, Panaji: Government of Goa, Daman & Diu, p.119*

**Observations**

1. It will be noted that the teacher-pupil ratio was very low during the years mentioned in the above table. The recommendation of the Indian Education Commission's Report 1964-66 relating to the teacher-pupil ratio in secondary schools may be noted here for a comparison. It recommends the ratio of 1:40 (Vide p.235 of the Report).
PRIZES AND SCHOLARSHIPS

Following are the details of various prizes and scholarships available to the lyceum students.

Padre Saldanha Scholarship

This was instituted in 1918 by Messrs Lourenco Jose de Saldanha, Antonio Jose de Saldanha and Mariano Jose de Saldanha in memory of their late uncle Padre Joaquim Jose de Santana Saldanha, who was the professor of Latin at the Municipal Lyceum of Mapusa and later professor of Marathi in the National Lyceum. The scholarship comprised of the interest on the Government of India Bonds worth Rs. 600-00 and the scholarship was awarded to any regular student of National Lyceum scoring the highest number of marks in Marathi and Latin at the 5th year and 7th year lyceum examination respectively.

Stipends for agricultural studies

The government of Goa offered three scholarships for higher studies in Agriculture to study at the College of Agriculture, Poona. The successful candidates were to be given a monthly stipend of rupees fifty per month in addition to the tuition fees and travelling expenses. The minimum qualification was a Matriculation of the Bombay University or 7th year of lyceum.

Prize for Sanskrit

In 1921 a gentleman by name Sebastiao Rodolfo Delgado instituted a prize in the lyceum for Sanskrit which was denominated 'Honorio Delgado Prize'. It was awarded to any student who secured the highest number of marks in the 2nd year examination of Sanskrit.
Public Assistance Scholarship for higher studies

Institution for Public Assistance (Provedoria de Assistancia Publica) offered in 1950 two scholarships for higher studies in Portugal in any faculty, for poor students. The scholarships were available to the students of Portuguese nationality with distinctions at the 7th year of lyceum examination. The minimum score at the final examination had to be sixteen marks and the student should not have been more than twenty-one years of age up to 31st December of the year in which the scholarships were offered. The students had to prove that they were not able to finance their own higher studies abroad.

Selected candidates were entitled to receive the assistance of the Public Assistance for the entire duration of the course, provided they presented the certificate of passing every year. On the completion of the course the scholarship holders were to return to Goa and work in any capacity for a period of minimum three years. During their period of gainful employment the beneficiaries were to pay back the amount utilised by them in monthly instalments comprising of a sum not less than 10 per cent of their monthly remuneration.

Public Assistance at the lyceum

The Public Assistance also introduced four scholarships for poor students in 1950 tenable at Central Lyceum. These scholarships were granted to those students whose parents' income was not sufficient to meet the ward's expenses of lyceum studies. The amount of scholarship was to be decided by the governor general in consultation with the Public Instruction Committee. Preference was given to the following:

1. Students with higher qualification at Grade II Primary
2. Economically backward class students
3. Orphans of father.
Freeships introduced by Public Assistance

By an order No. 5,832 dated 20th August, 1953, the Government announced, that the Public Assistance had offered four scholarships to enable students to pursue any course of higher studies in Portugal. The order also announced that twelve scholarships were made available with effect from that year at the Central Lyceum. Those were available to poor and deserving students.

Passage grants

In 1954, the Goa Government decided to give passage grants to the students going to Portugal or any other foreign country. These grants were called 'First Passage' because they were available to only those who were going abroad for the first time. The applications had to be submitted to the Governor General by the candidates themselves in case of majors and by the guardians in case the student were a minor.

The students going abroad on scholarships were not given the benefit of the 'First Passage'.

Public Assistance scholarships increased

In 1957, the scholarships offered by the Public Assistance were increased from four to six in view of the increased number of applicants. These scholarships were available for secondary training for teachers. Originally four such scholarships for secondary teachers training were awarded by Public Assistance by government order No. 5832 of 20th August, 1953.
In 1958, the Public Assistance increased the number of already available scholarship by another two. These were available exclusively for higher training in secondary teachers' courses. One was meant for training in arts subjects and the other was for higher training in science or mathematics subject. These scholarships were awarded to those who had completed the 3rd cycle of lyceum with a minimum of fourteen marks.

Junta scholarships for Technical studies

In 1960 Department of Foreign Trade (Junta do Comercio Externo) instituted four scholarships for higher studies in technical subjects abroad. The scholarships were tenable at any foreign technical university and were continued till the end of the course. The monthly value of the scholarship was 1,500$00 i.e., Rs. 250-00 p.m. The conditions for selection were:-

a) Complementary course of the lyceum with a minimum of thirteen marks

b) Lower age.

The Junta insisted on the student being diligent in his application and studies and passed every year of the course. The student or his guarantor had to produce every year a certificate of passage to the higher class to the Junta. Second class round fare was paid to the scholarship holders.

Junta scholarships increased

The Junta was authorized by the government in 1960 to increase the number of scholarships offered by then every year from four to twelve. The quantum of the scholarship amount was 1,500$00 per month i.e., Rs. 150-00 per month.
In 1961, the government found that the number of students applying for Junta scholarships was very high. Though the exact number of applicants every year is not available, it could be assumed to be sufficiently high to induce the government to think about it seriously and expeditiously. The government notification observed that it was a good sign that scholars applied in larger numbers. It also observed that an intellectual and trained citizenry was in the interest of a strong nation. The government, therefore, authorised the Junta to institute ten more scholarships of a monthly value of 2,500$00.99

Dr. Agapito prize

In 1960, the village community of Assolna instituted a prize denominated 'Monsignor Dr. Agapito Lourenco, late Principal of Raolol Seminary Prize' in the Central Lyceum. The prize was awarded to any student securing the highest number of marks in the paper of philosophy at the complementary course of lyceum examination.

Shantilal Khusaldas Brothers scholarship

The only other scholarship instituted by the private citizens in the Central Lyceum was in 1960, a little before the liberation. It was instituted by a firm called Messrs. Shantilal Khusaldas Brothers. The prize were given to the youngest student passing the 3rd cycle examination i.e., the 7th year examination of the lyceum. The prize comprised of interest accrued on a sum of $25,000 deposited in the government bank called Caixa Econonica de Goa.
Lyceum was the name by which a Portuguese medium secondary school was known. Goa had only three such lyceums. The most important was the one at Panaji. It was the Central Lyceum. The other two were the Municipal lyceums. They were established in 1915 and were closed down in 1944 due to a lack of sufficient number of students.

The fate of the Municipal lyceums shows the trend in the field of secondary education in Goa. Lyceum education was never very popular in Goa. It is quite evident from the fact that there existed only one such stable lyceum. The enrolment of that lyceum never went beyond 1000. Whatever enrolment there was at the lyceum was there because those possessing a lyceum course could acquire a Government job easily. Similarly, the complementary course of the lyceum was a minimum qualification for admission to the Normal school and the School of Medicine in Goa.

The following quotation from the Illustrated Guide of Goa, published by the Times of India Press in 1931, adequately described the lyceum and its courses in that year. However, the same held good in 1961 as well and therefore the quotation is still appropriate:

... the principal Lyceum or College in Goa is the Liceu Central de Afonso de Albuquerque. This corresponds to the first grade colleges of British India but provides courses of education which are, on paper at least, far superior in all the branches of knowledge. The medium of instruction is Portuguese, though the text books from the third year onwards are mostly in French. Latin, French and English are compulsory. The two first are read and understood with the greatest facility by the students; English, however, is but indifferently acquired and rarely spoken. Neither professor nor students appear to be able to grasp the grammar of the language. The accent and idiom, of course, completely elude even the most proficient. The course
in the Liceus occupies seven years at the conclusion of which the student, specially if he has studied with zeal, is generally as well up in his subject as most students would be in Europe, except in the matter of science where there is a complete lack of practical work. The courses in languages, history, philosophy and literature and mathematics are excellent and far above the Bachelor's courses in British Indian Universities. But the teaching of sciences is handicapped by the lack of professors properly trained in practical work and the consequent lack of experimental knowledge on the part of the student...
NOTES


2 Ibid.

3 Ibid. pp.170-171.

4 Ibid. p.172.


7 The Year Book of Portuguese India - 1932, Loc cit.


9 Menezes Braganza, Education and Instruction in Portuguese India (Nova Goa; Government of Goa, Daman & Diu, 1923), pp.170-172.

10 Ibid.

11 Ibid. pp.197-198.


14 Ibid.


16 Ibid.


19 Government Gazette, No.20, Series I (Nova Goa; Government of Goa, Daman & Diu, 1944), dated 8-6-1944, p.61.
20 Fernandes, Loc.cit.


25 Ibid.


27 Ibid.


38 Ibid. p.149.

39 Ibid. p.175.

40 Ibid.

41 Ibid. pp.184-186.

42 Ibid. p.190.


44 Legislation 1956 (Nova Goa; Government of Goa, Daman & Diu), pp.147-149.


48 Ibid. p.206.


50 Legislation 1922 (Nova Goa; Government of Goa, Daman & Diu), pp.148-149.


52 The Reform (quepem; Goa; Reform Publication, May 1939), pp.14-15.


57 Ibid. pp.172-173.

58 Legislative Diploma No.1296 dt.4-6-1949 (Nova Goa; Government of Goa, Daman & Diu, 1949).
68 Ibid. pp. 2-4.
69 Ibid. pp. 2-17
88 Ibid. pp.223-224.
93 Legislation 1918 (Nova Goa; Government of Goa, Daman & Diu), pp.221-222.