CHAPTER XIII

PRIVATE EFFORTS IN SECONDARY EDUCATION
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ENGLISH MEDIUM

Introduction

English schooling in Goa owes its existence to the private efforts. Ever since the extension of the railway line to Marmagao in about 1881 from the neighbouring British India after the Anglo-Luso Treaty, a need was felt to make provision for the English instruction in this territory.

Fr. Caetano F. D'Souza in a book written by him in 1890\(^1\) tells us that year there were only two English medium schools in Goa. One was founded by a priest, D. Jose Caetano Gonsalves, at Arpora in Bardez taluka, which was later brought to fame by Fr. W. Lyons, under the name of St. Joseph's High School. The only other English medium institution that existed in Goa in those days was at Marmagao, conducted by one priest, Arsenio Rodrigues. According to Fr. D'Souza, English schools could not have a foothold in Goa in those days due to a lack of teachers.

Position in 1910

In 1910, the year of the Portuguese Republic, there was only one full-fledged high school in Goa recognized by the University of
Bombay. That school was St. Joseph's High School of Arpora, Bardez in the old conquests. The total number of students who passed the Matriculation examination during that year was five. There was not a single female candidate. Neither was there any recognized or unrecognized English medium school in the new conquests during that year.

Position in 1915

During the year 1915-1916 there were in Goa in all thirty three English medium schools including those recognized by the University of Bombay. All these thirty three schools were located in the old conquests and not a single one existed in the new conquests. The following is the distribution of these schools talukawise:

<table>
<thead>
<tr>
<th>Taluka</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bardez</td>
<td>18</td>
</tr>
<tr>
<td>Ilhas</td>
<td>4</td>
</tr>
<tr>
<td>Salcete</td>
<td>11</td>
</tr>
<tr>
<td>Total:</td>
<td>33</td>
</tr>
</tbody>
</table>

There were in all ninety eight teachers in the above schools of which ninety four were male and four were female teachers.

Provincial Congress

At the Provincial Congress (Congresso Provincial) held in 1916, a delegate, Mr. Nogar Prudente Lourenco, read a paper on the English medium schools in Goa wherein he suggested that those schools should be brought under the purview of the state inspection authorities and that some deserving schools should be given a subsidy. He commended the role of the English medium schools, which, he said, had served the needs of an emigrant population.
Government control

The government announced in 1929 a pattern governing the establishment, administration and supervision of English medium schools by a special government order No.379(3). This law was made applicable to all the schools in the territory. The following conditions were laid down for opening and running of English medium schools:

1. Government permission had to be obtained for opening an English medium school.

2. English medium schools had to make provision to teach upto Grade I in Portuguese medium by appointing a qualified teacher.

3. No students were to be allowed to join Std.IV (present Std.VIII) before successfully passing the Grade I of Portuguese primary.

Supervision

The law of 1929 declared that the supervision and inspection of all the English medium schools was the responsibility of the Director of Civil Administration, who was to discharge the same through the Mamlatdar, the Commander of Police and the Chief of the Department of Primary Instruction.

Compulsion of Portuguese

It is quite possible that the law concerning the compulsory teaching of Portuguese in the English medium schools was observed more in its breach or perhaps, the government did not supervise its
enforcement scrupulously. Presumably, on account of a lax attitude of the government, the Grade I of Portuguese primary was not taught in the English medium schools. As such, in 1931(4) the government enacted one more law compelling all schools to make provision for the teaching of Grade I by a fully trained teacher of Portuguese language. Details of syllabus to be followed and the methods of examination were also laid down for the benefit of the concerned schools.

Effects of compulsory Portuguese

There is no definite data available on the effects of this policy of compulsion on the enrolment of English medium schools. However, it seems that it did adversely affect the long established schools.

In 1933 the Principal of a long established and well-known English medium secondary school complained(5) that the compulsion of Grade I of Portuguese primary as a qualifying examination for admission in English medium schools, introduced first in 1919, had compelled a large number of students to migrate to Belgaum and Bombay. As a result of that migration parochial schools in those places soon developed into high schools. The strength of the school under reference, according to the statement of the Principal himself, dropped from 450 to 100 after 1919 and in 1933 it was only sixty five.

Recognized schools unto 1920

The table on the following page gives the total number of schools recognized by the University of Bombay between 1910 and 1920 and the number of students passing the Matriculation examination during that period.
### TABLE LXIII
RECOGNIZED SCHOOLS AND MATRICULATION\(^{(6)}\)
RESULTS FROM 1911 TO 1920

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911 to 1915</td>
<td>2</td>
<td>11</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td>1916 to 1920</td>
<td>3</td>
<td>41</td>
<td>1</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3</td>
<td>52</td>
<td>1</td>
<td>55</td>
</tr>
</tbody>
</table>

A review of Matriculation results

In 1910 there was only one full-fledged recognized school in Goa. The total number of successful candidates in the Matriculation examination in that year was five.

It will be noted from the above table that during the decade 1911-1920 the number of students who passed the Matriculation examination was fifty three. The number of schools recognized by the University of Bombay rose from one to three. Compared to the previous decade of 1901-1910, during which period there was only one recognized school showing a scroll of thirty eight successful students at the Matriculation, the decade under review seems to have a tally of fifteen students more.

**Position in 1925**

Between 1921 and 1925 the number of schools remained the same viz., three but the total number of students passing out the Matriculation examination during the five years was eighty seven, of whom seventy nine were boys and eight girls\(^{(7)}\).
Sexwise analysis of Matriculation results

Among the thirty eight students who passed the Matriculation examination during the first decade of the present century, there was not a single female student. During the second decade ending in 1920, among fifty three students who passed the Matriculation examination there was only one female successful candidate. This first Goan girl who passed the Matriculation examination was one Miss D'Souza Lilia Martha, who passed out from Mater Dei Institute of Saligao, Bardez.

The number of students who passed during the period 1921 and 1925 stood at eighty seven including eight girls. Compared to the first two decades of the twentieth century, the progress during the quinquennium 1921-25 seems to be more encouraging from the point of view of the total number of students as well as the number of girls successful at the Matriculation examination.

Position in 1930

A detailed information about the total number of schools and their annual enrolment is not available. However, the records of the University of Bombay show that upto 1925 there were only four recognized schools presenting candidates for the Matriculation examination. The additional school that was recognized was at Mapusa, which was again in the old conquests of Goa.

Compared to the first and the second decade, the Matriculation results during the quinquennium ended in 1925 registered nearly an increase of 50 per cent.

Table on the following page shows the number of English medium schools talukwise and conquestwise in the year 1950.
### TABLE LXIV

**NUMBER OF SCHOOLS AND ENROLMENT (a)**
**IN 1930-31**

<table>
<thead>
<tr>
<th>Old conquests</th>
<th>Schools</th>
<th>Number of students</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Bardez</td>
<td>22</td>
<td>1,726</td>
<td>596</td>
<td>2,322</td>
<td></td>
</tr>
<tr>
<td>2. Ilhas</td>
<td>6</td>
<td>155</td>
<td>40</td>
<td>195</td>
<td></td>
</tr>
<tr>
<td>3. Morungo</td>
<td>3</td>
<td>254</td>
<td>20</td>
<td>274</td>
<td></td>
</tr>
<tr>
<td>4. Salcete</td>
<td>17</td>
<td>680</td>
<td>66</td>
<td>746</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>48</strong></td>
<td><strong>2,815</strong></td>
<td><strong>722</strong></td>
<td><strong>3,537</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New conquests</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ponda</td>
<td>1</td>
<td>15</td>
<td>-</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1</strong></td>
<td><strong>15</strong></td>
<td>-</td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total for Goa:**
49 2,830 722 3,552

**Observations**

1. Of the forty nine schools shown in the above table only four could be considered as full-fledged recognized high schools, which was the number of recognized high schools in 1925. There is evidence available to show that any more schools were recognized in 1930 by the University of Bombay.
2. According to the government statistics for the year 1930, of the forty nine schools shown in the Table on the preceding page only two had a strength of over 300, two had a strength of over 200, seven had a strength of over one hundred, fourteen had a strength between fifty and one hundred and the remaining twenty four schools had a strength of less than fifty students. There were among them seven schools which had an enrolment of less than ten in 1930. We may say that the enrolment of at least twenty four schools was not satisfactory in 1930.

3. We cannot compare the position of 1915 with that of 1930 as enrolment figures for 1915 are not available. However, the same are available for 1939. In 1939 the enrolment in English medium schools was 4,085 whereas in 1930 it was 3,552, which means an average approximately 53 students increased every year. Assuming that the rate of increase was same from 1915 and 1930, we can say that there was an enrolment of nearly 2750 students in 1915, which means an approximate average of 83 students per school. Assuming an average enrolment of 83 per school in 1930 forty nine schools should have had an enrolment of 4,067 students. In practice, as we have seen in the preceding table, it was only 3,552. We may therefore conclude that the enrolment in English medium schools was actually falling in 1930.

Cause of falling enrolment - According to the editorial of Sacred Heart of Jesus High School annual magazine published in 1933, the downfall of English medium schools was caused on account of the enforcement of compulsion of Grade I Portuguese primary examination in 1919 and later in 1931 restricting the schools from admitting students without passing that examination.
There were forty eight English medium schools in the old conquests in 1930 whereas there was only one in the new conquests. The enrolment in the old conquests was 3,537 and only fifteen in the new conquests. It is obvious, therefore, that new conquests were backward in the matter of secondary school facilities in English medium in 1930.

Position in 1939

The following table gives us a picture of the total number of schools and enrolment during the year 1939.

**TABLE LXV**

NUMBER OF SCHOOLS AND ENROLMENT (11) IN 1939-40

<table>
<thead>
<tr>
<th>Old conquests</th>
<th>Schools</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bardez</td>
<td>25</td>
<td>2,791</td>
</tr>
<tr>
<td>2. Ilhas</td>
<td>3</td>
<td>97</td>
</tr>
<tr>
<td>3. Mormugao</td>
<td>2</td>
<td>221</td>
</tr>
<tr>
<td>4. Salcote</td>
<td>15</td>
<td>976</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>4,085</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New conquests</th>
<th>Schools</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bicholim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Canacona</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ponda</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>4. Fremante</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Quepem</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>6. Sanguem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Satari</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

**Total for Goa:** 47  4,139
Observations

1. There were forty five schools in the old conquests with an enrolment of 4,085 but there were only two schools in the new conquests with an enrolment of fifty four students. This position indicates that in 1959 also the new conquests were much behind the old conquests in English medium secondary schooling.

2. Of the 4,085 students in the old conquests 1,345 were girls, which means that the girls comprised nearly 33 per cent of the total enrolment. In the new conquests the girls were approximately 10 per cent of the total enrolment.

3. The average enrolment in the schools in 1959 was nearly ninety students per school, which is seven students more than in 1930. This is a slight improvement.

4. The average enrolment in the old conquests was ninety one students per school approximately, whereas the figures for the new conquests were only twenty seven students. This is another indication of the backwardness of the new conquests in English medium secondary schooling.

5. There were forty nine schools in 1950, all in the old conquests. In 1959 there were in all forty seven schools with two of them in the new conquests. This means that four schools in the old conquests were closed down.
Recognized schools in 1940

According to the records available, in 1940, the following sixteen schools were recognized by the University of Bombay:

1. Bardez - 7 schools
2. Ilhas - 1 school
3. Mormugao - 1 school
4. Salcete - 7 schools .... Total: 16 schools.

Matriculation results of 1940

The following table shows the number of schools, which sent up candidates for the March 1940 Matriculation examination and their outturn. The table also shows the number of students enrolled in the Matriculation class.

**TABLE LVI**

MATRICULATION RESULTS IN 1940

<table>
<thead>
<tr>
<th>School code number</th>
<th>Name of the school</th>
<th>Students in top class</th>
<th>Appeared</th>
<th>Failed</th>
</tr>
</thead>
<tbody>
<tr>
<td>460</td>
<td>Convent High School for Girls, Candolim, Bardez.</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>461</td>
<td>Holy Rosary C.H.S., Margao.</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>462</td>
<td>Matter Dei Institute, Saligao.</td>
<td>23</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>463</td>
<td>Popular High School, Margao.</td>
<td>39</td>
<td>29</td>
<td>20</td>
</tr>
<tr>
<td>464</td>
<td>School of Sacred Heart of Jesus, Parra, Bardez.</td>
<td>42</td>
<td>27</td>
<td>19</td>
</tr>
<tr>
<td>465</td>
<td>St. Joseph's High School, Arpora.</td>
<td>37</td>
<td>34</td>
<td>27</td>
</tr>
<tr>
<td>466</td>
<td>St. Joseph's Institute, Vasco.</td>
<td>26</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>467</td>
<td>St. Theotonio Union High School, Margao.</td>
<td>24</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>468</td>
<td>St. Thomas High School, Aldona.</td>
<td>20</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>469</td>
<td>St. Xavier's High School, Moira.</td>
<td>13</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 231 | 190 | 119
Observations

The table on the preceding page helps us to note the following:-

1. Out of sixteen recognized schools only ten had presented candidates for the Matriculation examination of 1940.

2. The percentage of passes to those who had appeared for the examination was 62.6 per cent, whereas in relation to the total enrolment in the Matriculation class, the percentage of passes worked out at 51 per cent. Both these percentages compared satisfactorily with the pass percentage of the University of Bombay, which was 51.3 per cent in 1940. This brings us to think that the Goan schools compared favourably with the other schools in the jurisdiction of the University of Bombay in 1940.

3. Another aspect that can be noted from the preceding table is that the schools followed the practice of detaining students from appearing at the Matriculation examination, which was as a public examination. During the year under study seven out of 10 schools had detained students. The percentage of those detained to the total enrolment was seventeen per cent approximately.

English schools in fifties

According to the reports of the government, the number of schools, students enrolled and the number of teachers in English medium schools during 1950, 1951\(^{(14)}\) and 1952\(^{(15)}\) was as follows:-

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
<th>Enrolment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>Not known</td>
<td>13,477</td>
<td>Not known</td>
</tr>
<tr>
<td>1951-52</td>
<td>Not known</td>
<td>11,914</td>
<td>Not known</td>
</tr>
<tr>
<td>1952-53</td>
<td>67</td>
<td>11,494</td>
<td>508</td>
</tr>
</tbody>
</table>
A detailed information about the English medium schools is available from the government reports in 1953. Following is a table, which shows the number of schools conquestwise and talukwise in 1953:

**TABLE LXVII**

ENGLISH MEDIUM SCHOOLS AND THEIR ENROLMENT IN 1953-54

<table>
<thead>
<tr>
<th>Old conquests</th>
<th>Schools</th>
<th>New conquests</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bardez</td>
<td>27</td>
<td>1. Pernem</td>
<td>1</td>
</tr>
<tr>
<td>2. Ilhas</td>
<td>5</td>
<td>2. Quepem</td>
<td>3</td>
</tr>
<tr>
<td>3. Mormugao</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Salcete</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total: 58</td>
<td>Total: 4</td>
<td></td>
</tr>
</tbody>
</table>

Total for Goa: 62

Note: Enrollment figures were not available.

Observations:

From the above table and the figures produced on the previous page, the following facts can be noted:

1. The enrolment in the English medium schools had increased nearly threefold compared to the figures of 1939, which means a near 200 per cent rise in the enrolment. This shows that English medium secondary education was becoming popular in Goa.
Progress of recognized schools in fifties

The total number of schools recognized by the University of Bombay in 1950, 1951 and 1952 is not available. However, figures are available for the subsequent years up to 1960. The following figures will be of interest, which represent the total number of schools presenting candidates for the Matriculation examination, total number of candidates successful, percentage of passes, etc.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of schools presenting students for Matriculation</th>
<th>Students appeared</th>
<th>Students passed</th>
<th>Percentage of passes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953</td>
<td>31</td>
<td>612</td>
<td>445</td>
<td>55.41</td>
</tr>
<tr>
<td>1955</td>
<td>36</td>
<td>900</td>
<td>436</td>
<td>48.44</td>
</tr>
<tr>
<td>1960</td>
<td>35</td>
<td>724</td>
<td>444</td>
<td>61.32</td>
</tr>
</tbody>
</table>

The following facts can be noted from the above figures:

1. The total number of schools presenting candidates for the Secondary School Leaving Certificate Examination had increased from ten in 1940 to thirty-five in 1960, which means an increase of 250 per cent in twenty years.

2. Each school, on an average, presented approximately twenty candidates for the examination, which is only one student more than the average of 1940.

Note: After the creation of the Secondary School Certificate Examination Board of Poona, all the recognized secondary schools in Goa were affiliated to the said Board.
The number of students appearing for the Secondary School Certificate Examination in 1960 was lower than the similar number in 1953. In fact, there had been a tendency from 1956, which showed a downward trend in the number of students appearing for the said examination. The following figures are interesting in this regard:

<table>
<thead>
<tr>
<th>Year</th>
<th>Appeared</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1956</td>
<td>964</td>
<td>537</td>
</tr>
<tr>
<td>1957</td>
<td>683</td>
<td>305</td>
</tr>
<tr>
<td>1958</td>
<td>606</td>
<td>303</td>
</tr>
<tr>
<td>1959</td>
<td>658</td>
<td>375</td>
</tr>
</tbody>
</table>

*Note:* Figures of March examinations only.

The highest number of students appeared in 1956 followed by 1955, whereas from 1957 onwards there is a considerably lower number of students appearing for the Secondary School Leaving Certificate Examination. The reasons for both these phenomena can be found in the political situation of those days. 1955 and 1956 were the years of great political tension in Goa. The centres of examination for Goan students were outside Goa. There were fears that the borders may be sealed off. As such, the schools might have allowed almost all the students enrolled in the highest class to appear at the examination in 1955 and 1956. However, thereafter a sharp fall in the number of students is noted. That could be due to the fact that education in English was losing its importance in Goa on account of lack of job opportunities to those, who did not have training in Portuguese studies.
Position in 1961

At the time of liberation of Goa in 1961 there were in all thirty nine full-fledged secondary schools in the territory recognized by the Secondary School Certificate Examination Board of Poona. The following table shows the distribution of these schools conquestwise:

<table>
<thead>
<tr>
<th>Old conquests</th>
<th>Schools</th>
<th>New conquests</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bardez</td>
<td>15</td>
<td>1. Cuncoña</td>
<td>1</td>
</tr>
<tr>
<td>2. Ilhas</td>
<td>5</td>
<td>2. Ponda</td>
<td>1</td>
</tr>
<tr>
<td>3. Monnagao</td>
<td>2</td>
<td>3. Quepem</td>
<td>2</td>
</tr>
<tr>
<td>4. Salcete</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 35

Total: 4

Total schools in Goa: 39

Unfortunately, the enrolment figures in English medium schools in 1961 are not available. However, it may be noted that thirty five out of thirty nine recognized schools in Goa were located in the old conquests and only four in the new conquests. One may conclude, therefore, that the new conquests were backward in English medium secondary school facilities compared to those in the old conquests at the time of Goa's liberation.
Position of Secondary Education in Goa in 1965:

It would be interesting to note the changes that took place in the field of secondary education in Goa in 1965, within four years of its liberation. The Second All-India Educational Survey, published in 1967, gives a good indication of the significant progress registered by Goa in the middle and the secondary sections. The figures quoted below pertain to the year 1965.

Year 1965 - Enrolment in the middle schools: Boys 6,345, Girls 3,733
Total Enrolment 10,078
Percentage of Enrolment to the total population in the age group of 11+ and 15+ - \( \frac{41.84}{\text{408 (a)}} \)

(* Note - Table 104, pp.274-75)

The enrolment at the secondary level is also noteworthy. The figures quoted below pertain to the year 1965:

Year 1965 - Enrolment: Boys 9,160 Girls 5,155 Total: 14,296
Teachers: 688
Pupil Teacher Ratio: 21 Number of Schools - 128

(* Note - Table 121, pp.298-99)

From the total number of schools in 1965 one will note that the number of schools had risen from 59 in 1961 to 128 in 1965. The pupil teacher ratio of Goa compared favourably with most of the states in India.
Survey of recognized schools in 1961

This investigator conducted a survey of the thirty nine secondary schools in Goa, recognized by the Secondary School Certificate Examination Board of Poona upto 1961. The findings presented here below are based on personal interviews conducted by this investigator on the basis of a questionnaire (see Appendix 'B').

1. Management - The number of schools conducted by the different managements was as follows:-
   a) Proprietary - 9
   b) Trust - None
   c) Educational society - 8
   d) Diocese of Goa - 6
   e) Missionary - 16

2. Types of institutions
   a) Boys - 6
   b) Girls - 8
   c) Co-educational - 25

3. Medium of Instruction
   a) English - 35
   b) Marathi - 4

4. School Buildings

Sixteen missionary schools, six church schools and eight schools managed by educational societies had buildings of their own, whereas all the remaining nine proprietary schools had no school buildings. Proprietary schools were generally housed in rented buildings. Church schools were housed in church premises.
5. Boarding Houses

Sixteen schools had boarding houses where a limited number of students were admitted. Twenty three schools had no boarding house arrangements.

6. Religious/Moral Instruction

Twenty three schools provided religious and moral instruction during the class hours. These schools were missionary and church schools. Religious instruction was compulsory only for Catholic students. Seventeen schools made no provision for religious or moral instruction.

7. Fees

All the thirty nine schools charged fees towards admission, tuition and examinations. Term fees for co-curricular activities were also charged.

8. School Expenses

All the thirty nine schools met their expenses from the various fees collected. Examination expenses were met from the examination fees and the expenses incurred on co-curricular activities were met from the term fees. There was no other source of income for any school. There were no grants or subsidies from any source.

9. Deficit

All the schools in 1961 ran in a deficit. The income was not sufficient to meet the expenses. The deficit was met by the managements.
10. Portuguese Youth Corps

All the thirty nine schools maintained a unit of Portuguese Youth Corps.

11. Provision to teach Grade I of Portuguese primary

Seventeen schools made provision to teach Grade I of Portuguese primary. Twenty two schools admitted students only after they had passed the said examination.

PORTUGUESE MEDIUM

In 1927, the Government issued a law stating that private establishment teaching lycée classes and conducting at least the first two classes would be given proper subsidies after a special law had been passed to that effect.

The Government statistical records state that there was only one establishment in 1930-31, conducting lycée classes in Goa privately. It was located in Panaji and had twenty three students, all male, on the rolls.

During the year 1939-40, there were altogether eight Portuguese medium private secondary schools in Goa. Seven of these were in the two talukas of the Old Conquests viz., Ilhas (Panaji) and Salcete. The remaining one was in Ponda taluka of the New Conquests. The following table gives the enrolment position of private Portuguese schools in 1939-40:
TABLE LXIX
PORTUGUESE MEDIUM PRIVATE SECONDARY SCHOOLS
SCHOOLWISE AND SEXWISE ENROLMENT
IN 1959-40

OLD CONQUESTS

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Institute</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Instituto Sao Francisco Xavier, Panaji.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2.</td>
<td>Instituto Popular, Panaji.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>3.</td>
<td>Instituto de Instrucao</td>
<td>142</td>
<td>3</td>
<td>145</td>
</tr>
<tr>
<td>4.</td>
<td>Agostinho Lourenco Instituto, Panaji.</td>
<td>167</td>
<td>13</td>
<td>170</td>
</tr>
<tr>
<td>5.</td>
<td>Instituto Fraternal, Panaji.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>6.</td>
<td>Instituto Abade Faria, Margao.</td>
<td>54</td>
<td>13</td>
<td>67</td>
</tr>
<tr>
<td>7.</td>
<td>Escola Liceu Veneravel Padre Jose Vaz, Margao.</td>
<td>39</td>
<td>8</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>402</td>
<td>37</td>
<td>439</td>
</tr>
</tbody>
</table>

NEW CONQUESTS

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Institute</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Colegio Antonio Jose de Almeida, Ponda.</td>
<td>105</td>
<td>9</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>105</td>
<td>9</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>Total for Goa</td>
<td>507</td>
<td>46</td>
<td>553</td>
</tr>
</tbody>
</table>
Observations:

1. There were eight private lyceums in Goa in 1939-40 of which seven were in the Old Conquests and only one was located in the New Conquests.

2. The total enrolment in the private lyceums was 553 of which 439 was accounted for by the Old Conquests and the share of the New Conquests was only 114.

3. Of the total enrolment of 553, the male enrolment was 507 and the female enrolment was only forty six, the percentage of female enrolment being only 8.5 per cent to the total.

Transfer of pupils from private lyceums

Upto 1949 transfer of students from private lyceums to the Central Lyceum was not permitted. Students joining the private lyceums had to complete at least a definite cycle before seeking transfer.

In 1949 the Government issued certain rules for enabling students in private lyceums to seek transfer to the official institutions. Transfers could then be effected if the private lyceum had been duly licensed by the Government and if it had followed the syllabi laid down by the Government. It was also to be ascertained, before granting a transfer, that the student had to join a private lyceum owing to non-availability of accommodation in an official institution. Transfers were also to be granted in case the pupil had perforce to join a private establishment due to the transfer of parents. Students having joined a private lyceum, there being no official lyceum in the locality, were also to be given transfers without difficulty.
Position in fifties

No detailed information is available of private lyceums during this period. However, the Government Yearbook of 1953 states that there were only three such institutions in Goa in that year with a total enrolment of 376 and a teaching staff of twelve teachers.

Position at the time of liberation

There is no information available at all, either from the government sources or from the lyceums themselves. The personal information of this investigator is that there were only three private Portuguese medium schools in Goa at the time of liberation. Evidently, private managements were not keen on Portuguese medium secondary schools.

Regulations for Private Lyceums in 1960

In 1960 the Government issued an order\textsuperscript{21} in order to regulate the working of private lyceums. According to the order the following types of private lyceums were to be allowed to function:

\begin{itemize}
  \item[a)] Private institutes where instruction was imparted collectively in the form of classes.
  \item[b)] Domestic institutes where instruction was imparted to individual students either at the teacher's domicile or the student's domicile.
\end{itemize}

Private institutes mentioned above were to be called colleges when they allowed boarders and day scholars. They were to be called external lyceums when they accepted only day scholars. Institutes which did not provide regular tuition but allowed only study-room facilities were to be called study-rooms.
Private institutes were to be hostels when the students stayed in the house but there were no regular classes except some tuitions. Hostels could allow students enrolled in the Government institutions.

All the private institutions, mentioned in the foregoing paragraph, were compulsorily required to obtain Government recognition. No private lyceum or other type of institution connected with secondary schooling in Portuguese medium could function unless they were recognized by the Directorate of Services of Instruction. Recognition was to be granted to only those institutions which followed the official syllabi, were housed in salubrious surroundings, were away from bars and wine shops and were in no way prejudicial to the study of the pupils.

Managers of private lyceums or similar institutions were strictly prohibited from granting admission to pupils unless the institution was duly recognized. Teachers teaching in such institutions were required to have due academic and professional qualifications. The Director of the institute had to be duly qualified as a teacher.

Students over eighteen years in age were not to be admitted in private lyceums.

The order regulating the private lyceums in 1960 required all the existing institutions to comply with the conditions mentioned above within a period of ninety days, failing which the Government was to close down those institutions.
CRITICAL APPRAISAL

Public Comments

A gentleman from Bombay, writing about the English medium schools in Goa, has made the following remarks:

All these English teaching schools, except Arpora, are open to pupils of both sexes. The staffs are mostly graduates and under-graduates of the Bombay University. The standard of education is not remarkable for its excellence, though some are quite as good if not better than many such schools in the districts of British India. There is hardly any discipline, the knowledge of English is very poor and the teaching of science even poorer. But such as they are, they play a very useful part in Goa and equip the growing number of emigrants with sufficient knowledge to secure employment in British India, and frequently enable parents to give their children an education which they might have been unable to do if they had to send them to schools outside Goa.

It will be noted from the above comments, keeping aside a few unkind comments, that the English medium schools in Goa have served the following purpose:

1. **Emigration** - Goans are known to be a very mobile people. With the help of English learnt in the Goan schools, they have not only migrated to Bombay, but to places all over the world.

2. **Vocational purpose** - English had a vocational value. Goans learnt English in Goan schools with a view to acquiring a job outside Goa and outside India. The schools served this purpose well.

3. **Educational purpose** - Secondary education in Portuguese language was prohibitive in terms of expenses. English education, provided by the English medium schools, was cheaper and as such parents could at least send their children to those schools.
Popularity of English schools

From all the statistics available and presented, it will be noted that English secondary schooling in Goa was many times more popular than its Portuguese counterpart. This is evident from the fact that there were thirty nine full-fledged high schools in English medium in 1961 as against only one Government Central Lyceum and three private lyceums.

Backwardness of New Conquests

A very large part of the efforts of private managements in English secondary schooling seems to have been clearly concentrated in the Old Conquests. In 1961, at the time of Goa's liberation, there were thirty five full-fledged recognized high schools in the Old Conquests whereas there were only four such schools in the New Conquests at that time. The same is true of Portuguese secondary as well. The lone Government Central Lyceum was located at Panaji in the Old Conquests and of the three private lyceums, two were in the Old Conquests and only one was in the New Conquests.

Government's attitude to private schools

The attitude of Goa Government was not helpful to private schools of any medium. It was not hostile, though. Of course, to make its presence felt, the Government kept on issuing new and new regulations for private secondary schools. However, they do not seem to have been forcefully implemented. The enforcement of compulsory Grade I of Portuguese primary as a minimum qualification to seek admission in English schools, slowed down the pace of development of English schools to a large extent.

An important factor that should be noted in regard to the English medium and other private secondary schools is that
they had no financial or any other assistance from the state. Some schools had to, entirely, depend on fees received from their pupils or on their private resources. This fact, no doubt, contributed to the deterioration of standards in some schools.

Lack of teachers

English medium schools and other secondary schools had great difficulty in obtaining teachers, let alone trained teachers. As such not only undergraduates but matriculates and non-matriculates were recruited, which fact, no doubt, contributed to the deterioration of educational standards.

Conclusion

In conclusion, it may be stated here that, in spite of manifold difficulties and defects, private secondary schools in Goa and especially the English medium ones have served a good purpose. Their absence would have led to a vacuum in the field of secondary education in Goa.
NOTES


6 Calendar (Bombay: University of Bombay, 1920-1923). passim.

7 Ibid. Nos.1921 to 1927. passim.


13 Ibid. pp.1010-1014.


15 Ibid. p.132.

16 Ibid. pp.786 passim.

17 Ibid


22 Illustrated Guide to Goa (Bombay: The Times of India Press, 1931). p.135