CHAPTER XV

WOMEN EDUCATION
WOMEN EDUCATION

Introduction

The pioneering efforts in the field of women education were made during the viceroyalty of Lopes de Lima in 1846. During that year the government set up a primary school for girls at Panaji. Two more schools were set up in 1854 at Margao and Mapusa respectively.

Thirty-five years after the establishment of the Constitutional Monarchy, in 1870 there were 112 primary schools of all kinds, in which there were just 306 girls in a total enrolment of 6,124 students.

Efforts at women education do not seem to have been either concentrated or continuous in Goa during the Portuguese regime. The credit for running an institution for women goes to the nuns of medical order, who conducted a girls' school at Panaji till the eve of the Portuguese Republic. The School was called College of Our Lady of Piety (Collegio de Nossa Senhora da Piedade).

Republican Period

The Republican Government, proclaimed in Portugal on the 5th of October, 1910, professed to be liberal and secular. On the 8th of October the same year the new government invoked very old government orders, proclaimed in 1759, 1767 and 1834 by which the monarchical governments had banned religious orders and congregations, abolished all establishments of religion education.
or institutions managed by religious bodies. Following this order the Goa Government issued an order in January of the following year by which the school would be taken over by the government.

National school for girls

The school was named 'National School for Girls' (Escola Nacional do Sexo Feminino) after the government took it over. The government regulations governing the school mentioned clearly the fact that the private enterprise in the field of women education had no satisfactory record and that it would not be able to meet the needs of women education in the territory.

The new school would run the usual course conducted by the government primary schools, with 10 grau and 20 grau courses. The syllabus and the prescribed books would be identical with those of the official schools.

A special feature of this school would be to provide instruction in French, English, Music, knitting, drawing, painting etc. These classes would be held as annex classes without interfering with the regular course. Domestic duties and home science would also be included in the disciplines offered.

Another feature of the school was to be its boarding facilities offered to pupils. The schools would be provided with residential facilities for boarders, boarding facilities for day scholars and in addition there would be day scholars who made it home for their food.
Inspection and supervision - An inspection committee was set up to look into the educational as well as financial and administrative supervision of the institute. The committee comprised of the Rector of Liceu Nacional of Nova Goa (Panaji), Inspector of Primary Instruction and the Director of Normal School. This committee would represent the Institute with the government and with other departments whenever necessary.

Appointments - The Governor General would make all the appointments on the recommendation of the Inspection Committee subject to the following rules and regulations:

1. The applicant should hold the certificate of Normal School stating that he has successfully completed a two year course of that school or the new three year course.

2. Character certificate

3. Medical certificate

4. Age certificate stating that the applicant's age was not below twenty-one or above forty-five.

Appointment of the Principal - The Principal would be appointed by the Governor General on the advice and recommendation of the Inspection Committee. The Principal was expected to be the manager of the institute, apart from being the academic head of the institute. Though the overall supervision and inspection of the working of the institute in its academic and administrative matters was the responsibility of the Inspection Committee, the Principal would be directly responsible to the Inspector of Primary Instruction in all its aspects.
Committee in action - The President of the Committee was to be the Inspector of Primary Instruction. He was to summon the meetings of the committee as many times as was required during a month. Of the remaining two members of the committee, the younger one would work as the secretary of the committee. The Committee would ordinarily meet once a month.

Fees - Unlike the primary instruction provided in the government primary schools, instruction in this lone government school for girls was to be paid for. A monthly fee would be charged to all the scholars viz., boarders, day boarders and day scholars, of rupee one.

The boarding charges would be rupees fifteen per memos which included food and laundering. Boarding fees had to be paid in advance for a quarter.

Staff Council - The Institute would have a staff council comprising of all the staff members with the Principal as its President. The council would meet at least once a month, preferably on the 2nd working day of the first week of the month. The purpose of the council was purely academic in nature and was limited to the distribution of teaching workload between assistant teachers and the Principal. The council also looked into the equitable distribution of the workload.

The teaching staff comprised of one Principal and three assistant teachers. It was compulsory for the Principal and the assistant teachers to stay within the school precincts with perquisites such as free food, electricity, water and the services of domestics working in the Institute.
1912 Amendments - the Inspection committee abolished - When the new Institute was hardly a year old the Inspecting Committee was abolished by a government order. The powers and functions of this committee were placed in the Secretary General of the government. The reasons given for this transfer was that the Committee itself had indicated that the functions assigned to it would best be carried out by the aforesaid officer. The committee had indicated to the government that one person would be better suited to carry out the functions which had been assigned to it.

Increase in boarding charges in 1920

With the cost of commodities rising the government allowed the Institute to raise the boarding charges for the full-time boarders and part-time boarders as follows:

1. Full-time boarders ... Rs. 16-00 per mensan
2. Part-time boarders ... Rs. 5-00 per mensan

The increase seems to be reasonable coming as it does after nine years of establishment taking the fact into consideration that the prices have a tendency to rise. The rise of rupee one per month was also justifiable from another angle. The first World War had inflated the prices of commodities.

The facilities accorded to part-time boarders were introduced for the first time. Part-time boarders were those pupils who had their meals at the Institute during the afternoon.

Within a month from the above hike in boarding charges the government was compelled to allow the Institute to further raise
the same to rupees eighteen per month. The tariff of the part-time boarders, however, remained unchanged. The order stated that the management was compelled to increase the tariff because the prices of food commodities were soaring.

The next rise came after an incredibly long time of twenty-seven years. In 1947 the government allowed the management to raise the boarding charges as follows:

1. Full-time boarders ... Rs. 38-00 per mensan
2. Part-time boarders ... Rs. 10-00 per mensan

No reason was given for the rise in the tariff as above. However, one can safely assume that the rise must have been necessitated on account of the inflation caused after the second World War. This is apparent from the fact that the government permitted another rise in 1949 effective from that year. The rise was as follows:

1. Full-time boarders ... Rs. 45-00 per mensan
2. Part-time boarders ... Rs. 12-00 per mensan

The above rates were in force till the Institute was closed by the government in 1952.

Teachers' salaries

The salaries of the teachers were to be the same as those paid to the primary teachers in the government schools. In 1920 the government decided to enhance the salaries of the Principal. The Principal would get the following sum per month as a result of the revision:
Basic : 260$00
Allowances : 276$00
Total : 536$00 per month

Though the currency of British India was circulating freely in Goa, the legal tender was the Portuguese Escudo ($). Six escudos have remained the rate of exchange per one rupee till the time of liberation. That works out at rupees ninety per month approximately for the Principal. The teachers' salaries would be the same as those for the primary teachers in the government primary schools.

In 1951, the salaries for teachers were fixed at rupees thirty-six per menseru. Salaries were to be net from the fees collected from the pupils, which were rupee one per month. If the fee collection exceeded the salaries of the teachers, each teacher would get the 50 per cent of the excess and the rest 50 percent would be credited to the government account.

The government order does not say whether the teachers were to be paid less in case the fee collections were below the quantum required to defray the staff salary bill. However, we can assume the fact that the teachers would be paid the minimum salary in any case.

Another point that strikes is whether 50 percent of the excess revenue to be paid to the teacher was a sort of inducement for better teaching or for acquiring more students to the Institute. Since teaching implies good teaching it may be inferred that the teachers were induced to canvass for students to join the institute and 50 percent of the excess revenue would be given to the teacher as a bonus. It is also possible that the Institute was running in financial difficulties.
If it is assumed that the Institute was running into financial difficulties, it follows that the enrolment in the school was falling or was not sufficient to meet the enhanced salaries of the staff members. We can study the enrolment in the academic year 1930-31:

<table>
<thead>
<tr>
<th>Boarders</th>
<th>Day scholars</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant class</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Grade I</td>
<td>8</td>
<td>35</td>
</tr>
<tr>
<td>Grade II</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td><strong>79</strong></td>
</tr>
</tbody>
</table>

The total salaries of one Principal and three teachers amounted to the following sum:

- Principal: Rs. 90/-
- Three teachers at Rs.36/- per month: Rs. 108/-

Total: Rs. 198/-

The total collection of fees would be only Rs.83/- of primary students and Rs.29/- of the infant students, which amounts to a sum of Rs.112/-, assuming that the fees had remained constant, viz., Re.1/- per month per pupil.

From the above, it may be concluded that 50 per cent of excess collection promised to teachers seems purely as an incentive to canvass for fresh admissions.

**Proposed reforms of 1920**

Governor Dr. Jaime Moraes took a great interest in education and instruction of this territory. In 1920, when he submitted to the Metropolitan Government his scheme for reforms in education, he proposed that the Institute meant for girls should be elevated.
to the status of a high school for girls, which should also serve as a model for similar institutions in the territory. This recommendations were with a view to preventing a large number of Goan girls going to the neighbouring territories of British India, which fact was looked upon by the Governor General as fraught with grave consequences.

The Governor did not elaborate as to what were the grave consequences the territory would face in case the girls migrated to places outside Goa for higher studies.

The project of recommendations submitted by Governor Jaime Moraes never materialised as the Lisbon Government kept it into cold storage.

Age limit for admission

The Institute (National School for Girls) observed, since its inception, the same age regulations with regard to the admissions as those in the government primary schools. The upper age limit was thirteen plus and the lower limit was five plus.

In 1929, the government permitted the Institute to scrap the upper and lower age limits. The concession was given, according to the government order, in view of a large number of girls coming from outside Goa and seeking admission to the annexe courses such as interior decoration, music, domestic science, etc. The government felt dutybound to these girls, who, though coming from outside Goa, were of Portuguese nationality and whose character and career formation, the government felt, was its duty.
Nearly twenty years later, in 1948, the government permitted the Institute to admit boys in this girls' school. The maximum age limit of such boys was to be ten, after which age they were not to be admitted or they were to be asked to leave the school. The government issued this order on a request from the management of the school to this effect. According to that order boys were to be admitted within the prescribed upper limit of seats available and subject to the condition that the admission of boys did not cause a discipline problem.

In 1950, the Institute was given a revised statute of regulations. The revised regulations continued the concession with regard to waiving of age limit, upper or lower. It was reiterated that boys up to the age of ten were to be admitted subject to the conditions laid down in 1948.

The only reason for waiving the age limits for the admission in the school was stated to be lack of sufficient enrollment. Though the school was originally meant for girls only, the management was compelled in 1950 to throw open its doors to boys also. This fact is a pointer that indicates a lack of good response from girls to join the Institute.

New Regulations of 1950

The Statute of Regulations governing the National School for Girls was revised in 1950. The notable changes that were introduced by the revised regulations, apart from incorporating a number of changes adopted earlier, were as follows:

1. New courses were added to the annexe school to attract more girls. The new subjects were embroidery,
filigree, artificial flower making, needly work, cutting, lady's costumes, embroidery and needly work on sewing machine, drawing, painting, music and singing, English Portuguese and French languages, typewriting and housekeeping.

2. Recruitment of teachers would be done according to the procedure laid down for the same purpose for government primary teachers.

3. Male teachers would be recruited if suitable women candidates were not found.

4. Three poor students would be taught free in the school.

The swan song

The government had evidently found its experience discouraging in the field of women education. Forty-one years of experience in running a girls' institute had perhaps discouraged the government.

In 1952, the government handed over the school to the Archbishop of Goa with a title to all its property, building, furniture etc. The Archbishop was required to run the school in the same name and on the same basis under the directorship of a religious order under the Diocese. A grant of Rs. 32,000-00 annually would be given to the school to meet its expenses.

No reason was given for this sudden transfer of the school to the Diocese of Goa in the government order.
Introduction of new courses

It may be recalled that no action whatsoever was taken on the proposed reforms suggested by Governor Dr. Jaime Moreaes to upgrade the school to a full-gledged high school for girls. However, under the new management the school was allowed to introduce the following three new courses, which required lyceum qualifications as a prerequisite for admissions. The courses introduced from 1953 were as follows:

1. (Dona de Casa) Housewife - Duration one year; qualifications desired - the 2nd year of lyceum or equivalent.

2. (De Educacao Familiar) Family Education - Duration two years; qualifications desired 5th year of lyceum or equivalent.

3. (Educadora Familiar e Social) Family and Social Instructress - Duration of course one year after the above course No. 2.

Portuguese youth corps for girls

Mocidade Portuguesa, meaning Portuguese Youth, was a youth movement, somewhat akin to the Auxiliary Cadet Corps in the Indian schools, was introduced in the Primary and secondary schools compulsorily long ago. In 1960, the Portuguese government, issued an order in the name of the President of Portugal, that the scope of Portuguese Youth Corps be extended to girls schools as well and that it should be considered as a part of the curriculum.

The President's order stated that the girls also should have access to this movement, which led to a cultural perfection
among the youths and contributed to the mobilization of youths to the social service.

Enrolment in the National School for Girls

Following are figures which give the enrolment figures for some years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Boarders</th>
<th>Day Scholars</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911-12</td>
<td>9</td>
<td>72</td>
<td>81</td>
</tr>
<tr>
<td>1915-16</td>
<td>44</td>
<td>106</td>
<td>150</td>
</tr>
<tr>
<td>1920-21</td>
<td>61</td>
<td>180</td>
<td>241</td>
</tr>
<tr>
<td>1930-31*</td>
<td>33</td>
<td>79</td>
<td>112</td>
</tr>
</tbody>
</table>

*Note: These figures are taken from the Government Yearbook of 1932, Government of Goa, Daman & Diu, Novn Goa. p.480

The enrolment figures for the subsequent years were not available but the reason for closing down could indirectly be traced to the falling enrolment.

Private efforts in women education

In 1914 a noted social and educational worker, Dada Vaidya, founder of Antonio Jose Almeida College of Ponda, published an article in his journal 'Vidya Prasar' on the subject of women education. The article was entitled 'Suitable Girls for Teaching Career'. There is no evidence of any thoughts exchanged about women education before this in a public manner. There is no evidence either that there was any organized effort among Hindus to establish any special school for girls.

Dada Vaidya's article is said to have brought a response from an unexpected quarter. It was from the well-known Indologist and renowned scholar, Prof. Dharmanand Kossanbi, who hailed from Goa. He is said to have announced a donation of Rs. 12,000/- for setting up a girls' school in Goa.
Hindus in Goa considered the fact that the culture and ways of life followed by them were different from those of the rulers. They drew inspiration from the noble work done in Maharashtra by Dhondo Kesav Karve in the field of women education. The inspiration failed to find vent in action for many years and till 1922 there was no evidence of any fruitful effort directed in this regard. Prof. Dhammanand Kossambi's offer was not taken up by anyone. However, the Hindu intellectuals insisted all the way upon the need of promoting women education.

Till the time of Goa's liberation, there were only three educational societies, among Hindus, which worked solely for the purpose of women education in Goa. These are as follows:

1. Samaj Seva Sangh, Margao, which conducted a primary and secondary school in Marathi medium for girls. The Sangh was established in 1953 and in the same year the school was established. The school was called 'Mahila Vidyalaya'.

2. Seva Samiti, Margao, established at Margao in 1933, conducted a primary and secondary school in Marathi medium with effect from the same year. The school which was called 'Adarsha Vanita High School' was turned into a co-educational institution in 1949, a year after it had been recognized by the University of Bombay.

3. An educational society in Panaji established there a girls' school in 1936. The school was called 'Kanya Shala'.
An eminent Goan social and educational worker, in an article written by him in 1938, states that though the Medical School, Lyceum and the Normal School run by the Government of Goa, were open for both the sexes, they were taken advantage of mainly by Christian women. In support of his argument he gives the example of the Normal school and the government primary teachers and states that in 1936 there were in Goa sixty nine women teachers in a total of 173. He stressed the fact that all the above mentioned institutions did not benefit the Hindu community at all as all of them were in Portuguese medium.

Views were expressed in the newspapers about the unsuitability of same type of education for boys and girls. Writing an article in 1947 a reader has struck a very realistic note. He states that the modern woman knows all the modern things like latest dances, fashions, languages like Portuguese, French and English, less culinary arts and the art of looking after her husband and home. He questions the value of such an education that fitted a woman for any profession except for looking after her home. He would prefer a woman to have a scientific training in stitching, embroidery, cooking, etc., and only a small knowledge of Portuguese and English, sufficient for a good conversation.

**Literacy among women**

Tables LXXI and LXXII on the following pages give the total number of girls of school going age group between 1910 and 1961 and literacy rates per thousand of population in 1950 and 1960, respectively.
TABLE LXXI

Female population of school going age group from 1910 to 1962

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910-11</td>
<td>60,607</td>
<td>30,404</td>
</tr>
<tr>
<td>1921-22</td>
<td>61,169</td>
<td>30,132</td>
</tr>
<tr>
<td>1930-31</td>
<td>63,507</td>
<td>31,207</td>
</tr>
<tr>
<td>1939-40</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>1951-52</td>
<td>68,121</td>
<td>34,207</td>
</tr>
<tr>
<td>1961-62</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
</tbody>
</table>

New Conquest

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910-11</td>
<td>41,579</td>
<td>19,775</td>
</tr>
<tr>
<td>1921-22</td>
<td>41,996</td>
<td>20,016</td>
</tr>
<tr>
<td>1930-31</td>
<td>45,887</td>
<td>21,595</td>
</tr>
<tr>
<td>1939-40</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>1951-52</td>
<td>52,084</td>
<td>25,628</td>
</tr>
<tr>
<td>1961-62</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
</tbody>
</table>

*Note: Figures given above are based on the respective year’s Statistical Year Book of Goa Government or on Census Reports.

It will be observed that the women population of the school going age group amounts to more or less 50 per cent of the total such population.

According to statistical data available for the year 1950 (vide Statistical Year Book 1950, Government of Goa, Panaji, 1952, p.39) illiteracy among women in the New Conquests was lower than in the Old Conquests. However, it was due to a lower female population in the New Conquests.
TABLE LXXII

Literacy Rates in Goa by Sex, Talukas and Conquests in 1950 and 1960

<table>
<thead>
<tr>
<th>OLD CONQUEST</th>
<th>1950</th>
<th>1960</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Bardes</td>
<td>416</td>
<td>274</td>
</tr>
<tr>
<td>Ilhas (Panaji)</td>
<td>402</td>
<td>264</td>
</tr>
<tr>
<td>Mormugao</td>
<td>339</td>
<td>179</td>
</tr>
<tr>
<td>Salcete</td>
<td>328</td>
<td>206</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW CONQUEST</th>
<th>1950</th>
<th>1960</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Bicholim</td>
<td>243</td>
<td>79</td>
</tr>
<tr>
<td>Canacona</td>
<td>214</td>
<td>88</td>
</tr>
<tr>
<td>Pernem</td>
<td>237</td>
<td>69</td>
</tr>
<tr>
<td>Ponda</td>
<td>228</td>
<td>101</td>
</tr>
<tr>
<td>Quepea</td>
<td>175</td>
<td>84</td>
</tr>
<tr>
<td>Sanguem</td>
<td>141</td>
<td>73</td>
</tr>
<tr>
<td>Satari</td>
<td>101</td>
<td>43</td>
</tr>
</tbody>
</table>

Total for Goa 300 177 394 235

*Note: Figures given in this table are taken from the Fact Book on Manpower for Goa, Daman & Diu, Government of Goa, Daman & Diu, General Statistics Department, Panaji, 1968, p.57.

It will be observed from the table above that the rates of literacy among women in the New Conquests, per thousand of population, were much lower than those of their counterparts in the Old Conquests, both in 1950 and 1960.
CRITICAL APPRAISAL

The Government conducted primary schools for girls up to 1921, after which the practice was discontinued. No reasons were given for the discontinuance.

The Government conducted only one school for girls at Panaji which was set up in 1911. It was discontinued in 1952. Again, the Government gave no reasons for the discontinuance. There were no Government secondary schools for girls. At the private level also the efforts in the field of women education were not adequate. There were only three educational societies set up to look after the women education. Of these two were in Margao in the Old Conquests and the third was at Panaji, again in the Old Conquests. This goes to prove that the New Conquests were totally neglected by the Government as well as by private efforts in this vital aspect of education.

From Table LXXI earlier in this chapter, it will be seen that the female population in the school-going age group, both in the Old as well as the New Conquests, was more or less 50 percent of the total such population. It has not been possible for this investigator to get the enrolment figures at the primary level, in all media, to assess the actual enrolment. However, it can safely be presumed that the total number not enrolled would be very large.

From Table LXXII it will be noted that the literacy rates per thousand of population for women were much respectable in the Old Conquests in comparison to the male enrolment in 1950 and 1960. For the same years the rates are very poor for women in the New Conquests in comparison to the rates of male population in that area.
The following data shows the number of girls enrolled in the Government primary schools during the last ten years of Portuguese rule with the corresponding annual increase percentage:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Annual increase percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>3,225</td>
<td>-</td>
</tr>
<tr>
<td>1951-52</td>
<td>3,365</td>
<td>4.3</td>
</tr>
<tr>
<td>1952-53</td>
<td>3,548</td>
<td>5.4</td>
</tr>
<tr>
<td>1953-54</td>
<td>3,582</td>
<td>1.0</td>
</tr>
<tr>
<td>1954-55</td>
<td>3,611</td>
<td>0.8</td>
</tr>
<tr>
<td>1955-56</td>
<td>3,752</td>
<td>3.9</td>
</tr>
<tr>
<td>1956-57</td>
<td>4,180</td>
<td>11.4</td>
</tr>
<tr>
<td>1957-58</td>
<td>4,647</td>
<td>11.2</td>
</tr>
<tr>
<td>1958-59</td>
<td>4,429</td>
<td>-4.7</td>
</tr>
<tr>
<td>1959-60</td>
<td>5,216</td>
<td>17.8</td>
</tr>
<tr>
<td>1960-61</td>
<td>6,934</td>
<td>35.7</td>
</tr>
<tr>
<td>1961-62</td>
<td>6,922</td>
<td>-0.7</td>
</tr>
</tbody>
</table>

*Note: These figures are taken from the Fact Book on Manpower for Goa, Daman & Diu, General Statistics Department, Government of Goa, Daman & Diu, Panaji, 1968, pp. 71-72.

It will be noted from the above data that the enrolment of girls in Government primary schools increased only after the enforcement of compulsory primary education from 1956-57 onwards.

The only area where women were in a satisfactory position was the teaching field. The seats in the Normal school were filled at times to the extent of over 80 per cent by female candidates. Apart from that, the progress of women education in Goa was not satisfactory.
NOTES


20 Nilkantha Vithal Dalvi, In Memoriam Dada Vaidya (Panaji) p.171.

21 Sambhajirao Sardesa i, "Gomantak and Women Education", Goa During the last Twenty five years (Margao: Saraswa t Brahman Samaj, 1938), p.159.

22 Ibid.