CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA
4.1. THE BEGINNINGS:

"Historical composition is a synthetic and constructive process that involves the mechanical problem of documentation, the logical problem of selection and the arrangement of topics and sub-topics and the philosophical problem of interpretation"\textsuperscript{113}.

The present study regarding teacher education in Portuguese Goa has been arranged topic wise.

**Official Primary education:**

As Primary schools started proliferating in Goa due to Government as well as private efforts the need to have a Teacher Training School was acutely felt. At the beginning of the 19\textsuperscript{th} century, that is 300 years after the conquest of Goa there were only a few Portuguese schools that too of the “Primeiras Letras” (basic Primary schools) as a consequence of which only about two or three out of a hundred people could speak the Portuguese language. This shocked the incumbent Governor Dom Manuel de Camara (1821-1825).

He wrote to the King highlighting the fact that even after more than three centuries of occupation the Portuguese language was hardly understood and spoken in Goa. He advised the King that immediate steps needed to be taken to rectify the situation. He stressed that such a situation should not be allowed to continue if Portugal wanted to make Goa an integral part of the

country. In other words the attempts at Lusitanization till then had come a cropper. Hence he convinced the King that there was an urgent need to establish more Primary schools so that opportunities are provided for children to attend school and thereby learn the Portuguese language and its culture.

Being also academically inclined the next Viceroy Dom Manuel de Portugal e Castro (1827-1835) continued the good work that had been started by his predecessor.

**The famous instructions:**

Being concerned with providing a solid base for Primary education the Governor, Dom Manuel de Portugal e Castro issued the following detailed instructions to the Primary Teachers now called only “Mestres” (Masters) which may be viewed as the beginning of a step-by-step evolution of the school curriculum in which the books would be prescribed, the methodology specified, the curricular areas properly marked, the classroom transaction clearly indicated, the school calendar chalked out, monitoring and supervision underlined and even procedures to fill up vacancies clearly stated as found in the following:

- They should teach Reading, Writing, and Catechism, rules of Civility but also general rules of Portuguese Orthography.
- They should use the book ‘Escola Nova Christa e Politica’ by D. Leonor Thomas de Souza e Silva printed in Lisbon in 1813 in the Royal Press for the rules of pronunciation going from **letters to syllables to words.**
• Then they should take up normal Reading taking initially words of one syllable and then of two or more stressing on proper pronunciation and pausing taking note of commas, stops full stops and other marks.

• The students should be made to repeat the syllables of the word one after the other till the whole word is thus pronounced.

• The “Mestres” should write in good handwriting the letters or the syllables on cards or on paper and showing them to the students make them pronounce or read. They should not use the sentence or any other disputable method.

• After the students are familiar with the written syllables and words then the “Mestre” should show them the printed form making use of the Catechism booklet by Carlos Joaquim Colbert. In case it was not available then the Catechism book written by Pe. Manuel Correa Valente found in this Bishopric was to be followed. They could also be made to read the History of D.Joao de Castro by Jacinto Freire de Andrade and the booklet “Book for the children in which the general ideas and definitions of things which the children must know are given” printed in Lisbon in 1778.

• After they knew to read with ease prose texts both Sacred and profane either on Portugal or on India they should be made to do loud Reading of Poetry especially the “Lusiadas” by Luis de Camoes demonstrating the various cadences, etc.

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114 Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Institucao Publica, Primaria, Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1894, pp.97&98.
• The next step was to teach them Writing for which they had to follow the book “Nova Arte de Escripta” by Manuel Jose Satirio Salazar, printed in Lisbon in 1807.
• They should follow the ‘Art of Portuguese Calligraphy’ observing the various rules laid down by the different authors writing first the cursive way then the secretarial and lastly the English letters.
• If the book ‘Art of Portuguese Calligraphy’ was not available then “Escola Nova Christa e Politica” should be used.
• The students should also be taught numbers till million making them aware of their various place values.
• Then they should be taught the four basic operations starting with addition then going on to subtraction, then multiplication and lastly division.
• After they had mastered those operations with natural numbers they should be taught the same operations with fractions especially decimal fractions.
• The “Mestre” had to explain to the children the rules of Orthography which they have already come across earlier in the book ‘Escola Nova Crista e Politica’ which is the most suitable for schools here as there is difficulty in getting other similar books which treat of this subject.
• The slightly advanced students should be taught the Principles of Universal Grammar with special reference to the Portuguese Language with emphasis on the parts of speech, concord and syntax leaving aside the exceptions, which were reserved for the classes of Latin Grammar.
• Later on they should be made to read short portions on Chronology, Geography, and History suiting their tender years so that they understand the difference between these three and are aware of their contents.

• The “Escola Nova” book should be taught using the question answer method. One student should be made to ask the question and another should answer and this should be repeated many times so that they acquire within a short period of time the general notions of these subjects\textsuperscript{115}.

• The book to be followed for the teaching of Civility is “Tratadinho Practico da Civilidade Portugueza” (Short treatise on the practice of Portuguese Civility) by D.Joao da Nossa Senhora da Porta Sequeira, reprinted in Lisbon in 1818 or the booklet titled “Tutor Portuguez” reprinted in Bombay in 1828 commonly found in Goa should be used or even the same above mentioned “Escola Nova Christa e Politica”.

• The “Mestres” should not use the “palmatoria” (a wooden cane with a broad end used to hit on the palms as punishment for wrongdoing). They must teach the children with gentleness, patience and good manners. They should teach them with compassion and care as befitting the important post of a Teacher and considering their tender and innocent age.

• However in such instances of disobedience or immodesty or even ignoring the Teacher or his colleagues the “Mestre” could give a few slaps on the palms but never exceeding six in number at a time. The

\textsuperscript{115} Souza, Felippe Nery Thome Caetano do Rosario. Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa, Typographia da Cruz, Rua de Ourem, 1894, pp.97&98.
classes in the “Primeiras Letras” would run from 8 to 11 in the morning and from 3 to 5 in the evening.

- Every Saturday had to be devoted to reinforcement and revision of the portion learnt during the whole week. Special attention should be paid to Catechism, Arithmetic and the Rules of Calligraphy. All else would be as per the instructions given above.

- All Sundays, Holy week, feast days of patron saints and three days during Carnival would be holidays.

- The Commandants of the military in whose barracks the schools were located or were in proximity of would be the Inspectors for those respective schools. They had to keep a strict vigil, maintain discipline and see that all the above instructions were followed.

- A notebook numbered and initialed by the respective Commandants had to be maintained by the “Mestres” denoting therein the names of the students, their nationality, their age and their place of residence and leaving enough space to write their remarks regarding the performance of the students which would include application, talent, attendance, subject competence and his overall progress and with the final remark of approved or not approved.

- Every six months two copies of this record maintained by the “Mestres” had to be handed over to the Commandant out of which the “Mestre” would send one to the Governor with the observations of the Commandant not only regarding the application, attendance and
progress of the students but also regarding the performance of the duties.\footnote{Souza, Felippe Nery Thome Caetano do Rosario. \textit{Noticia Historica e Legislação da Instrução Publica. Primaria, Secundaria e Superior na India Portuguesa}. Typographia da Cruz, Rua de Ourem, 1894. pp. 98&99.}

- An inspection would be carried out every six months by persons especially appointed by the Governor who would check not only the condition of the schools and the progress, number and diligence of the students but also the dutifulness of the “Mestre” and the observance of the instructions by him.

- At the time of the inspection or within a period of two years the “Mestres” had to produce before the Inspectors the prescribed textbooks, other books that were being used but not prescribed, the Portuguese dictionary by Antonio de Moraes e Silva printed in 1823 or any other published at a later date.

- Whenever a post of a “Mestre” fell vacant it would be announced in the official gazette. Those candidates desirous of applying to the said post had to do it within a period of 15 days along with the requisite documents and Certificates. The venue, the day and the time of the interview would then be declared through another official announcement.

- The candidates wanting to become “Mestres” of the “Primeiras Letras” had to produce the birth Certificate, a Certificate from the “Mestre” under whom they learnt, a Certificate from the Parish Priest. The application with all the details and duly signed by the candidate then had to be submitted.
• The applicant would be at the time of the interview examinationed by the Governor or by two of his nominees in Reading, Writing, Speaking and the four basic operations in Arithmetic of whole numbers and fractions. They would also be tested in Catechism, Portuguese Grammar, and Orthography all in conformity with the provisions of the Royal Censor Board promulgated on 7th April 1774.

• Besides the Examiners there would also be a Secretary/ clerk to record the proceedings, which would include the name of the candidates, the date, month and year of the interview, the age and nationality of the candidate and his present occupation. In this whole exercise the Examiners and the clerk should maintain strict confidentiality under oath and allot the grade to the candidate in total secrecy.

• All these formalities applied to those who aspired to become “Mestres” whether they were in the Communidade-run schools or in private schools.

• All the prescribed books/booklets for the teaching of Reading and pronunciation, Catechism, Civility, Orthography, Chronology, Geography and Grammar would be printed and published by the Government.

These instructions issued in 1828 are important for us because based on these the Curriculum of the future Teacher Training course would be framed. In the above instructions it is seen that the Curriculum, the Pedagogy and the strategies for the transaction of the Curriculum are clearly spelt out including even the methods to be followed in teaching the basic

\[17\] Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica, Primaria Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1894, p 101
skills of Reading, Writing and Counting. As Primary instruction at that time was given both in public and private there was need to bring in uniformity in the use of textbooks hence officially the textbooks too were prescribed. The syllabus was then chalked out including the various subjects to be taught. The future teacher education had its roots in the Curriculum of Primary education since “Escola Normal” would be concerned with elementary teacher preparation. This piece of legislation definitely set the tone and tenor of the future developments in education.

**The selection of Teachers.**

The selection of Teachers of the “Primeiras Letras” then catches our attention as we realize that no training was insisted upon and only subject proficiency was examinationined. However the idea that those candidates intending to teach had to have special talent or inclination did occur to the authorities and hence the selection through interview was devised in such a manner so as to test not only the subject proficiency but also to some extent the ability to put across the subject matter.

As the education system was viewed holistically similar instructions were issued to the “Professors” (Teachers) in the Secondary Schools by the Governor, Dom Manuel de Portugal e Castro. These assume a great significance for us because all the later Curricular stipulations especially those connected with teacher education took these directions as the basis. The instructions were as follows:

- Every “Professor had to have a notebook with the pages numbered showing in serial order the names and the personal details of the
students and signed by the school Inspector for the purpose of maintaining the academic record of each of the students.

- Every six months they had to send two copies of this record, one to the school Inspector and the other to the Governor after obtaining the observations and remarks of the Inspector.

- For the first six months the “Professor” had to teach as much as possible from the “Grammatica Portuguesa” by Antonio Jose dos Reis Lobato or if that book was not available then from the one written by Pedro Jose de Figueiredo.

- The “Professor” should point out to the students the similarities and the analogies between the Latin and the Portuguese languages.

- After teaching the students parts of speech, their declensions and their conjugations of those that could be declined or conjugated, their unity in the Portuguese language texts, etc they should be taught the rules of Syntax and Concord, instructing them also in the figures of speech after which they would pass on to Latin Grammar.

- The teaching of the Portuguese Grammar was to be followed by the teaching of Latin Grammar.

- The “Professors” should not use any other method except the one from the “Novo Methode da Grammatica Latina” (The new method of Latin Grammar) the abridged version used by the Congregation of Oratorians in their schools compiled by Antonio Pereira of the same congregation or the “Arte da Grammatica Latina” reviewed by Antonio Felles Mendes, Professor in Lisbon. The other books like the “Arte” by Manuel Alvares were banned. If at all one or more were to
be used then special permission was required otherwise a severe penalty would be levied.

- The use of the “Commentaries” by Manuel Alvares, Joao Nunes Freire, Jose Soares and especially that of Madureira and other compendiums were allowed.

- The students had to be instructed and made perfect in the nouns, genders, verbs, subjects, syllables, prepositions, etc and should be familiar with the rules repeating them every now and then. Thereafter they should be given the “Historias Selectas” printed in Lisbon in 1760-61 during the reign of Dom Jose I.

- Having already included in the first collection, the same “Selectas”, the “Sulpicio Severo e Eutropio” which dealt in an easy, short and elegant manner the History of the Roman Empire upto the death of Pompei in Latin, and the Cornelio Nepote which dealt with the feats of some of the great generals of ancient times would be included in the later collections in which the better writings in prose or poetry were included.

- The “Professors” must train the students to read with a clear and distinct voice and with a natural tone paying attention to the syllables; besides this they should be given the best rules of Orthography.

- The students should make use of the latest edition of the Dictionary by Pedro Jose da Fonseca printed in Lisbon with the literary Dictionary for knowing the poets, panelists and statutes by Mr. Chompre, and translated from French to Portuguese in 1793.

- Bento Pereira prohibited the students because it includes a lot of barbarian words.
• The “Professors” in the absence of proper texts should explain to the students the Mythology, the Chronology and the Geography of the Roman Empire through the abridged versions.

• They should also point out the different qualities in the Prose and Verse writings.

• Exercises should be set for the students to translate from Prose to Verse and from Verse to Prose.

• The students should be encouraged to speak Latin in the classroom for which purpose the “Dialogo ou Historia” written by Terence and Plato should be used; from the collection of “Dialogos” by Luis Vives; from the collection of familiar Latin and Portuguese words by Antonio Pereira of the Oratorian Congregation and from the exercises of Latin and Portuguese Language regarding different things prescribed by the same Congregation.

• The students should not be made to learn by heart the verses confusingly and without understanding. Instead of that they should be made to learn only what is useful and delectable at the same time that which will help them in the exercises and instruction.

• Classes should be held for three hours in the morning and two hours in the evening.

• There would be no holidays on Thursdays however the whole month of May 8 days for Christmas and 7 days for Holy Week and 3 days for Carnival would be holidays.

• No student should be accepted by any “Professor” if he had come from another without his application being attested by the latter.
The use of the “palmatorio” was prohibited except in certain instances like disobedience, immodesty, etc but that too the number of canings should not exceed six at any given time.

If in the opinion of the “Professor” the student deserved more severe punishment then he had to be reported to the school Inspector who would either take action himself or report him in turn to the Governor who would then deal with him suitably.

In case the “Professor” wanted leave or was absent for some reason or the other he had to intimate the Governor through the school Inspector. The latter would then ask the substitute to take his place and in case the substitute was not available then the “Professor” had to make arrangements for a replacement after seeking prior approval of the school Inspector. The “Professor” himself from his own salary would then pay such a person.

The following books were prescribed for the course:

1. Facciolati e Basilio Fabre by Gesnero.
2. Minerva by Francisco Sanches.
4. The Essays of Sulpicio Severo, Eutropio, Cornelio Nepote, Quinto Curcio.
5. The Commentaries of Caesar, Suetonio, Tacito, Tito Livio, Cicero, Ovidio, Virgilio, and Horacio (from the editions used in Portugal, France, England, and Italy)
All these books had to be shown to the person or persons deputed by the Governor to visit and inspect the various Classes of Latin Grammar. If all or some of these books were not to be found there the "Professors" were obliged within two seasons to order them from Portugal asking for a discount of one-third on the marked price as the books were ordered in the name of the Governor.

Saturdays were reserved for revision, memorization and other exercises covering the portion learnt during the course of the week.

Every year before the students break for the general holidays there would be public tests to which the Governor would send some selected persons to conduct them not only to examinationine the state of the respective classes, the number and the progress of the students but also the fulfilling of the duties by the "Professors".

The Magistrates of the provinces of Ilhas, Salcette and Bardez would also have the function of carrying out the regular inspections in their respective areas.

Every six months the "Professors" will have to make two copies of the lists of students mentioning their name, nationality, parentage, age, attendance and progress and send one to the Inspector and the other to the Governor after obtaining remarks of the Inspector on it.

Vacancies of "Professors" as and when they arose would be announced in the official bulletin and the aspiring candidates would have to apply within a period of fifteen days from the date of announcement along with the necessary documents and qualifications. The date, time and venue of the interview would then be intimated through another announcement in the official bulletin.
The following documents and qualifications for the post of “Professor” were prescribed:

- Handwritten application.
- Birth Certificate.
- Certificate from the “Mestre” under whom he studied.
- Certificate from the Parish priest.

A jury of two persons appointed by the Governor would then examine him. He would be questioned on any three texts (two for prose and one for poetry) out of six from the following authors: Cicero, Suetonio, Caesar, Cornelio Nepote, Virgilio and Horace. There would also be a passage for translation from Portuguese to Latin and vice versa. He would also be examined on the Portuguese and Latin Grammar by each of the Examiners.

The records of the Examination had to be written by a clerk appointed for the purpose who would mention all the details like the venue, the time, the year, the name of the candidate, his age, his nationality, his present occupation, etc. The Examination was confidential in nature and all had to work under an oath of secrecy.

All those who wanted to teach privately too had to undergo the same Examination in the same fashion or else they would not be authorized to teach.

The Inspectors were particularly instructed to keep a strict vigil on such Classes in the provinces of Ilhas, Bardez and Salcette.\(^{118}\)

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\(^{118}\) Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1894, p. 104 & 105.
The above instructions, to the credit of this dedicated and visionary Governor contain many firsts in the History of education in Goa and contributed immensely to the growth and development of public instruction or official education in Goa both at the Primary as well as the Secondary level including teacher education. This Governor needs to be saluted for bringing all education under certain rules and regulations thereby introducing the much needed discipline and uniformity.

Prior to that teaching was carried out by anybody, anywhere and anyhow. There was absolutely no official control. Besides the Church schools there were many individuals who were conducting classes either with or without monetary benefits in private residences. This Governor took the laudable step to systematize education in the State.

The various first – time measures that he took to build up a system of education in the State are as follows:

He framed a Curriculum detailing what and how much was to be taught and for what period of time, also spelling out the aims and objectives especially at the Secondary level.

The books were officially prescribed so that uniformity would be established. Earlier any Teacher would use any text he could lay his hands on. He introduced subsidy for textbooks.

He put in place the recruitment process including the rules of recruitment.

He decreed the Methodology to be followed in the teaching - learning process.

He enforced a proper Examination system.
He put in place the system of Supervision and Monitoring by appointing School Inspectors.
He introduced the use of school Registers and the maintaining of records.
He established a hierarchical order with the Governor as the highest Authority.
He brought under control with the aim of discouraging it the use of corporal punishment.
He brought all teaching - learning activities under one umbrella and under State control including private tuitions.
In fact he created and developed the whole school system, which he changed from, person-based to place-based. He can arguably be called the Father of the School System in Goa.

4. 2. EDUCATION –A MAJOR CONCERN

Governor Dom Manuel de Portugal e Castro then issued an official Order on the 9th of September 1831 declaring openly his intention that the cause of education was very dear to him. His order runs as follows:

“Dom Manuel de Portugal e Castro of the Council of the State of His Most Faithful Majesty, of the Order of Christ and of Our lady of Conception of Vila Vicoza, Viceroy and Captain General of the Sea and Land of the State of India, let it be known that wishing to promote Public Instruction in the islands of Goa (Ilhas) and the provinces of Salcette and Bardez and unable to achieve such an important objective without first appointing “Mestres” of the “Primeiras Letras” in the main centres of the provinces as I had had already announced in the previous official order of 16th July, 1828, I have resolved in conformity with the Royal Orders as an addendum to the
previous official order to promote such instruction also in the New Conquests, after having already appointed for such a noble and useful purpose six “Mestres” of the “Primeiras Letras” one to teach in the city of Pangim, another at Ribandar and the remaining four in different places in the said provinces, designated in the “Portaria” (official notification) which I have issued on the 5th of this month; similarly six substitutes to these “Mestres” each of the “Mestres” earning 600 “xerafins” and the substitutes 300 “xerafins” per annum.

Those who are interested in these posts have to apply to me within 15 days from this date on plain paper mentioning the date of birth and age, accompanied by a Certificate from the “Mestre” under whom you studied a Certificate from the Parish priest and attested by the Public Notary. Those coming from outside the State and unable to produce some of the required documents have to give in writing the reasons explaining the inability with signatures of witnesses which will then be considered. After the expiry of the period of fifteen days another official order will be issued intimating the date and time of the interview test (concurso) during which the candidates will be examinationined in Reading, Writing, the four basic operations in Arithmetic, Fractions, Catechism, rules of Civility, Portuguese Grammar, and especially the part that deals with Orthography.

The interview test (concurso) to select the six “Mestres” and six substitutes was then fixed for the 10th of October which was announced by an official order dated 26th of September, 1831. Some well-known personalities were

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119 Souza, Felippe Nery Thome Caetano do Rosario N empty Historic da Expulsa do damo Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa, Typographia da Cruz, Rua de Ourem, 1894, p. 105
appointed as Examiners including Pe. Mestre Constantino de Santa Rita, a Franciscan priest who was also the Father of Christians (Pai dos Cristaos).

As a result of this Examination the following “Mestres” of the “Primeiras Letras” were selected:

1. Adriano Augusto da Silva Pereira.
3. Vicente d’Araujo.
5. Joao Jose da Fonseca Dias.
6. Jose Rafael Fernandes de Noronha.

Along with these “Professors” there were also five School Inspectors appointed. They were as follows:

1. Frederico Leao Cabreira (for the schools in Panjim and Ribandar).
2. Luis Manuel Correa de Mello (for Margao).
3. Francisco Vicente da Cunha (for Colvale).
4. Joaquim Jose Xavier Henriques (for Ponda)
5. Agostinho Jose Lopes Pereira (for Bicholim).\(^\text{120}\)

Although this Governor had received all round approbation and applause for his farsighted and purposeful measures he came in for some criticism during the time of the appointment of the above “Mestres” and School Inspectors. There were some Europeans in Goa who had been deported for some political reasons. In order that they should have some means of livelihood

\(^{120}\) Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica. Primaria, Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1894, p. 106.
the Governor gave them preference in the selection and appointment. He then tried to justify his action – it further brought him down in public estimation – by stating that it was needed to rid the schools of the vices and errors that the local teachers had introduced since the language (read Portuguese) they taught was strange or foreign to them.

In order to bring in discipline at the Secondary level that is the classes of Latin and Portuguese Grammar he issued an official letter on the 25th of October, 1831 to the “Professors” in conformity with his “Portaria” of the 5th of September, 1831 that each of them should reside at the place of their posting, that they should conduct the classes of Portuguese and Latin Grammar at the designated places - for Panjim they were supposed to be held in one of the halls of the Government Treasury building - and they should start them from the 7th of November positively. Along with this letter the Viceroy also sent a copy of the “Portaria” and a copy of the “Instructions”. These letters were sent to Padre Diogo Antonio Colaco, at Pangim, Padre Joaquim Felippe Pacheco, at Margao, Padre Agostinho Antonio Colaco, at Mapuca, and Padre Joao Vicente Visitacao e Costa, as substitute.

That the Governor meant business can be made out from the fact that the moment he came to know that some of the “Professors” used to remain absent – which could nullify his best efforts - he immediately issued the “Portaria” dated 22nd of November, 1831 that anyone remaining absent for
more than 8 days for whatever reason would find his services discontinued\textsuperscript{121}.

After having appointed “Professors” and “Mestres” to the different teaching posts it was time to get the students admitted. Accordingly the Governor Dom Manuel de Portugal e Castro issued an official order on the 27\textsuperscript{th} of October 1831 that the admission process should start from the 1\textsuperscript{st} of November and go till the 7\textsuperscript{th} of the same month on which day the classes would begin\textsuperscript{122}.

So the Governor by his “Portaria” of the 5\textsuperscript{th} of September chalked out the complete plan and programme for the development of School education in Goa. He created and regulated the six Public schools of the “Primeiras Letras” and extended the instructions to the Teachers appointed and paid by the Communidades and even the Teachers who used to run private classes in their own homes. In order to bring them under control the Governor issued the following order:

“There “Mestres” who had been appointed and paid for actually by the Communidades had to within a period of 15 days apply to the Governor for a licence to teach and as per the terms of the second Article of the Instructions for “Mestres” of the “Primeiras Letras” in the presence of the Governor or of whomsoever was appointed for the purpose, they had to be tested in reading, writing, the four basic operations in Arithmetic, both in integers as well as fractions, Cathecism, Portuguese Grammar, especially

\textsuperscript{121}Souza, Felippe Nery Thome Caetano do Rosario. \textit{Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa}, Typographia da Cruz, Rua de Ourem, 1894, p. 106.
\textsuperscript{122}Ibid, p. 107.
Orthography, submitting for this purpose on plain paper the date of birth, a Certificate from the Teacher under whom they had studied, and an attestation from his own Parish priest\(^{123}\).

Further nobody was allowed to teach publicly or privately without procuring an authentic copy of the Instructions and had to observe whatever was applicable to them in those instructions. The enforcement of all these instructions and orders was left to the provincial Magistrates who had also been appointed as Inspecting authorities\(^{124}\).

**Sister institutions:**

It is amply clear that this Governor had a great love for learning and took upon himself with a missionary zeal to lay a strong foundation for education in Goa. Knowing fully well the great value of books he also devoted his attention to the setting up of the “Bibliotheque Publica”, a public library in the year 1832 when he issued a “Portaria” on the 15\(^{th}\) of September\(^{125}\).

Later on in 1836 when all the Religious Orders (Societies) had been expelled from Goa a treasure trove of books and documents was found which was ordered to be transferred from all those Convents and Monasteries and to be

\(^{123}\) Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1894, p 108

\(^{124}\) Ibid, p 108

stacked in this library. In our scheme of things the library too plays a role albeit minor as the idea of the "Escola normal" germinated in it.

He established this library in the building that housed the "Academia Militar" because it, being an institution of higher learning, needed to have access to as much knowledge and information that was available. There was great difficulty in procuring books from Portugal for two reasons, due to limited copies being printed and due to the distance factor. He knew that it would help in the education of the youth and also be useful for military instruction. Besides, the "Professors" could use them for reference. He collected many books on Arts and Sciences on subjects like Architecture, Civil Engineering, Agriculture, Geography, History, Fortifications, Mathematics and especially Portuguese poetry and put the Secretary of the "Academia Militar" Engineer Jose Antonio de Lemos in charge as the Librarian. He also framed certain rules like nobody could take any of the books home except the "Professors" and if anybody else wished to do so then a written permission had to be obtained from the Governor. The library was open to all to read on all working days till five in the evening with a break for lunch from twelve to three. This Library still exists and is known today as Central Library.

Because of the political upheaval in Portugal for two whole years from 1835 to 1837 Goa was in a total shambles. Then in November 1837 a new Governor by the name of Simao Infante de Lacerda (1837-1838), a military man who was expected to bring the mutinous army under control and put the Administration back on the rails was sent to Goa. To his credit he did manage to put things in order and might have done more good if death
hadn’t to snatch him away within just one year. A couple of Juntas then ruled Goa till 1840 when Jose Joaquim Lopes de Lima was appointed as an interim Governor (1840-1842)\textsuperscript{126} which was another good thing to happen for Goa and Goans.

However during this turbulent time too there was a silver lining. In 1831 the Central Government had decided to scout for talent in the Colonies and accordingly from “1833 to 1857 around hundred promising youngsters from different Portuguese Colonies were brought to Portugal and enrolled in the best institutions”\textsuperscript{127} not only in Portugal but also in France on Government scholarships. It will surprise some to know that out of these 100 students 48 were Goans. Though six of them passed away during the course of their study due to some reason or the other the others did extremely well and hence the Portuguese Government realized that Goans were eager to drink at the fountain of knowledge.

4.3. FOUNDING OF THE “ESCOLA NORMAL”

Though during his reign Dom Manuel de Portugal e Castro had ordered the books to be brought to the main Library the work was left incomplete. Seeing that there were a lot of books still left behind on the bookshelves in the various Convents and Monasteries that had been forced to close down in 1836 Governor Lopes de Lima ordered that all these books should be


\textsuperscript{127} Da Costa, P.J. Peregrino. \textit{A Expansao do Goes pelo Mundo}, Reparticao Estatistica e Informacao, Pangim, 1956, p.5.
brought to the Public Library, sorted out, registered and those which would be of some use, kept in the Library.

Locating some more spacious accommodation he separated the Library from the “Academia Militar”. He then issued on the 17th of March, 1841 the following instructions in his “Portaria”:

All books should be transported to the building where the Municipality had its functions.

The in-charge Librarian Eng. Jose Antonio de Lemos or a person authorized by him should immediately draw up a list.

A Committee headed by Eng. Lemos and comprising of a representative of the Financial Controller, a nominee of the Administrator of the Council, the Professor of the “Escola d’Ensino Mutuo” and Pe. Pedro Antonio Soares da Veiga, ex-Augustinian was appointed to sort out the books and retain those, which were good, and to place some of the more useful ones especially dealing with legislation or official notices in the Secretariat of the Governor.

The rest of the books had to be disposed of by holding a public auction as per the rules and regulations either in lots or based on the authors.

The income from this auction was to be utilized to make some bookstands and varnish them.

In the end the Committee had to submit a detailed report, which would then be published

128 Souza, Felippe Nery Thome Caetano do Rosario. Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa, Typographia da Cruz, Rua de Ourem, 1894, p. 113.
It is to be noted here that one of the members of the Committee was the "Professor" of "Escola d’Ensino Mutuo" (School for Mutual Teaching or Lencastrian Method or Monitorial Method) was appointed. That was the only prevailing system of instruction—mutual instruction—at that point in time. This school, "Escola d’Ensino Mutuo" had been established in 1836 in the capital city.

Noticing that this "Escola Lencastriana or d’Ensino Mutuo" (School of Mutual Teaching) in the city was not functioning that satisfactorily Governor Lopes de Lima tried to streamline it by re-structuring and strengthening and hence gave the following directions through his "Portaria" dated 15\textsuperscript{th} November, 1841 for its better functioning:

- Besides the eight classes in which a School of Mutual Teaching was divided there would be another, which would dominate the Secondary classes. This new class would be destined for those students who were able to perfectly read, write and count both the integers and fractions, learning at the same time the Portuguese Grammar and other subjects.
- The table and the benches for the class were to be placed on the right hand side of the Director of the class (Professor), so that prompt attention and explanation could be given to the students who asked for it.
- The exercises for this new class were to be divided in the following manner: On Mondays, Tuesdays and Wednesdays correct writing of the portion assigned by the Director, on Fridays, group work and copywriting and on Saturdays, reading in turn, the same portion.
- The writing and group work had to be under the supervision of one of the best students and the reading had to be under the close watch of
the Director of the class, if need be, correcting the wrong pronunciation, if any. The students of this class were expected to learn by heart whatever was written during the previous month, so that they were thus prepared for the Examination.

- As soon as the Director of the class found a student of the Secondary school fit and well-prepared, he had to inform the Inspecting Committee of the respective Taluka, so that the Committee on examining the student, had to give a Certificate based on his merits, in which it had to be noted down that he/she was fit to be admitted in schools for higher studies.

Meanwhile in Portugal Silva Passos had issued a Decree in 1836, which was published in Goa on the Boletim Oficial in 1841, that the School of Mutual Teaching located in the Capitals should also be a Normal School for the training of teachers. The interim Governor Lopes de Lima enforced this measure immediately in Goa by converting the “Escola d’Ensino Mutuo” to “Escola Normal Lencastriana” by issuing a “Portaria” dated 17th August 1841.

In this “Portaria” he instituted a number of reforms relating to both Primary and Secondary schools including the Normal School after a series of consultations with members of Municipal Corporations, other Administrative Authorities and the Public Treasury. The provisional stipulations were as follows:

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129 Souza, Felippe Nery Thome Caetano do Rosario. Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa, Typografiah da Cruz, Rua de Ourem, 1894, p. 123.

• There would be schools in every Municipality either belonging to the Municipality or the Church. The former would be maintained from the funds of the “Subsidio Literario” (Literary Tax) and the latter by the Communidades (Association of the first settlers) by keeping aside a portion of their rents for this purpose.

• In each Municipal area there would be three schools: one of Grammar, Latin language, Logic and Rhetoric and two of Grammar and Language of Portuguese, Orthography, Arithmetic, Drawing and Design, Elements of World History, National History, Geography and Chronology. The Administrators of the Municipalities would allot a suitable place for the running of the schools.

• The “Escola Normal Lencastriana or d’Ensino Mutuo” of Pangim should be included along with the two Portuguese Grammar schools that cover the province of Ilhas and would be set up as per the provisions of the previous Article.

• And in turn it should be made applicable that all the Portuguese Grammar schools had to be organized preferably on the lines of the method of Lencaster, with the “Professors” well versed in that method and having the special knowledge of the materials involved.

• The schools of Colvale, Bicholim and Ponda would be closed down as there was no need to have them since there were already Regimental schools in these places.

• The services of the “Professors” working in these schools would be continued elsewhere.
• These “Professors” as well as the Assistants would continue drawing the same financial and other benefits as they were doing in their earlier posts.

• There would be Church or Parish schools in every Parish where they could admit 40 or more students not exceeding 60 or if the number was less, then there would be a school at a Central point which the students could attend from the different surrounding villages.

• In these Parish schools the students would be taught the Art of Reading, Writing, and Counting, Civility, Moral, and Christian Doctrine (Catechism), Principles of Portuguese Grammar and Elements of Arithmetic including complex sums.

• Each of the “Professors” would be paid an annual salary of 240 “xerafins”.

• There would also be an Assistant for the Parish or Church schools who would be paid annually a sum of 180 “xerafins”.

• Attached to each of the Head Offices of the Municipality there would be, circumstances permitting, a Girls’ school whose Teacher would be paid a sum of 150 “xerafins” and the Assistant 100 “xerafins” as per the previous Article.

• The girls would be taught to cook, do hemming of the dresses, Reading, Writing, Designing, and the four basic operations besides Catechism, Civility and Morals instilling in them the love for family values.

• In each Municipality there would be a Committee for the inspection of Public Instruction which would consist of the Administrator of the Council (President), the Director of Accounts, two Councillors, two
Deputies of the Communidades elected by the General Body and one of the officiating “Professors”. Its term would be co-terminus with that of the Municipal Council.

- As soon as the location for the school had been identified these Committees would be installed immediately so that the school could start functioning without any delay and if any further measures were needed they could be taken subsequently.

- As per the Decrees of the 15th to the 17th of November 1836 published on the Boletim the Inspecting Committees had to prepare a Plan of Regulations for the schools.

- These plans conveniently renamed, as ‘Plan of Public Instruction’ which would be made applicable to these new-founded schools would be then submitted to the Queen for her approval.

- All the preparations had to be done in such a way that the schools were in a position to open on the first of October of the current year.

- The proposition that the “Mestres” of Music would be prohibited from teaching Writing and Reading should be under the serious consideration of the Inspecting Committees because these “Mestres” teach only some little bit of Reading sufficient for the teaching of Music only.\(^{131}\)

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\(^{131}\) Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1894, pp. 117-119.
Preparatory stage:
The interim Governor now saw an opportunity to upgrade this institution to that of a Teacher Training School and accordingly took some quick measures to get it installed starting with the issuing of this "Portaria" on the 4th of November, 1840 which reads as follows:

"Having conducted on the 30th of the previous month the public examination for the selection of candidates for the seat of Teacher of "Escola Normal d’Ensino Mutuo" of this capital (Pangim) which must be started from the beginning of January of the coming year; the main clerk of the Administration of the Marine School, Joao Paulo Pereira de Souza e Vasconcellos possessing a lot of knowledge about literature and having proved his aptitude in the said examination deserves to be appointed. Hence I hereby appoint Joao Paulo Pereira de Souza e Vasconcellos as "Professor" of the "Escola Normal d’Ensino Mutuo" of Panjim in the pay of 1000 "xerafins" per annum paid from the "Subsidio Literario" (Literary Tax), and he stands relieved from his previous post with immediate effect so as to enable him to make the necessary preparations for starting the School, initially carrying out the functions of a Teacher".

Two months later the Secretary to the Governor, Claudio Lagrange Monteiro de Barbuda announced in the official Boletim that the opening of the school "Escola Normal d’Ensino Mutuo" had been fixed for the 25th of January 1841. For some reason or the other this date was then changed to the 1st of

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132 Souza, Felippe Nery Thome Caetano do Rosario e, Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa, Typographia da Cruz, Rua de Ourem, 1894, p. 115-116.

133 Ibid. p. 115-116.
February of the same year. The opening was in fact held on that day as announced and some rules for the functioning of this school were provisionally approved.

What a momentous occasion that must have been! It was surely a red-letter day in the annals of the History of Education in Goa. But still the Governor was not happy with the way things were happening on the educational scene. He and others of his ilk were firmly and rightly convinced that the future of the youth and the country lay in the further spread of education.

He then diverted his attention to Superior education. The Military Academy that had been set up on the 16th of July 1817 by the Viceroy Diogo de Souza, Conde de Rio Parde also played a minor role in the origin of Escola Normal. Education in Portugal was undergoing significant changes under the guidance of a great statesman, Manuel de Silva Passos who reorganized education in Portugal and on the 17th of November 1836 created the “Liceus” (Lyceums), institutions for Secondary Education. Wanting to create a “Liceu” in Goa too the interim Governor Lopes de Lima thought of converting the existing Military Academy into a Lyceum where by a “Portaria” dated 13th February 1841 he had already added French and English language classes134 to the existing course of studies. Why not open up the Military Academy also to the civilians? This was the line of thinking of the interim Governor.

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134 Souza, Felippe Nery Thome Caetano do Rosario e, Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa, Typografia da Cruz, Rua de Ourem, 1894, p. 7.
The Military Academy had a stuttering beginning and a chequered life. In keeping with the law of 24th Dec. 1732, The “Conselho Ultramarino” (Overseas Council) prompted by Marquis de Pombal ordered in 1773 that Military Academies should be opened in all the capital cities. So military training was being imparted in Goa in obedience to this Decree of 1733. To this in 1759 the Viceroy, Manuel de Saldanha D’Albuquerque, Conde de Ega added a class of Navigation under the direction of the chief of the area, Jose Sanches de Brito. In 1776 the Governor D.Pedro de Camara in his capacity as the Captain General by a Royal Decree established a class of Artillery under the direction of Colonel Joao Baptista Vieira Godinho. On the 17th of May 1784 the Captain General, D. Frederico Guilherme de Souza reorganized the class of Navigation and re-christened it as Class of Naval Studies (Marinha). More changes followed as it kept on evolving as a major institution of higher learning with every passing year.

Sensing the need for know-how to both build and repair forts and fortresses around 1800 the Viceroy, Conde de Sarzedas replaced the class of Artillery by a class of Fortifications and attached it to the class of Naval Studies. As the need was felt more and more he then added a class of Applied Mathematics and Military Architecture in 1812 under the direction of Francisco Augusto de Barbuda Monteiro Cabral and Joao Baptista Alves Porto both engineers by profession who had reached Goa in 1807.

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The Conde de Rio Pardo, the then Governor, realized that having these classes – Artillery, Naval and Engineering - apart from each other, was not serving the desired purpose and hence decided to bring them together and thus was formed the first school as we understand it today which he named as the Military Academy of Goa. One more class was subsequently added to the course in 1820 that of Engineering Design.

Again in 1840, the interim Governor, Lopes de Lima renamed it as Mathematics and Military Academy as Mathematics became the main subject in the scheme of studies taught in the Academy. Mathematics included not only pure Mathematics but also Calculus and its variations, Analytical Mechanics, Design and Civil Engineering. The reason behind renaming was to open its doors to civilians. It was the precursor and harbinger of Goa’s Engineering College, Science Colleges, Architecture College and even Medical College. The evolution and the establishment of this institution is of immense importance to the whole educational scenario in Goa in the domain of higher education and this institution can be rightly called the Mother of all other institutions in Goa today.

When another course was introduced in the “Academia Militar”, that of Civil Engineering, it had been realized that it was becoming more and more difficult to provide the relevant Instruction and Education as the subjects were becoming more and more specialized. Hence there was a felt need to have professional Teachers.

Earlier - the Administrative clerk of the Marine school had been appointed—any person/s would be appointed without having any professional
qualification/s - as Teacher for “Escola Normal d’Ensino Mutuo”. To set matters right the Governor took two important decisions; (a) to converge all the classes of Higher Education at one place and in one building thus laying the foundation for the Lyceum and (b) to open a fullfledged Normal School for training candidates to become Teachers.

So far the series of events sequentially precedent to the setting up of “Escola Normal” were as follows: Teaching was carried on without any control; Teachers were appointed after undergoing written and oral tests; a Monitorial school (Escola d’Ensino Mutuo) is started in 1836; thereafter the Monitorial school was upgraded to Normal Monitorial School (Escola Normal d’Ensino Mutuo) in 1841.

The following chart of schools shows how Primary education in Portuguese was spreading throughout Goa:

<table>
<thead>
<tr>
<th>Talukas</th>
<th>1910-1911</th>
<th>1920-1921</th>
<th>1927-1928</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Official</td>
</tr>
<tr>
<td>Ilhas</td>
<td>12</td>
<td>04</td>
<td>21</td>
</tr>
<tr>
<td>Salcette</td>
<td>21</td>
<td>04</td>
<td>32</td>
</tr>
<tr>
<td>Bardez</td>
<td>18</td>
<td>06</td>
<td>34</td>
</tr>
<tr>
<td>Pernem</td>
<td>03</td>
<td>-</td>
<td>04</td>
</tr>
<tr>
<td>Sanquelim</td>
<td>03</td>
<td>-</td>
<td>05</td>
</tr>
<tr>
<td>Sattari</td>
<td>01</td>
<td>-</td>
<td>02</td>
</tr>
<tr>
<td>Ponda</td>
<td>04</td>
<td>-</td>
<td>06</td>
</tr>
<tr>
<td>Sanguem</td>
<td>01</td>
<td>-</td>
<td>01</td>
</tr>
</tbody>
</table>
Birth of "Escola Normal":

It was on the 1st of February 1841 that the "Escola Normal d'Ensino Mutuo" had been opened. After the approval had been obtained from the Queen on the 26th of May, 1841 this interim Governor issued the following provisional instructions on the 17th of August, 1841:

- Having already effected the change in the location of the Library, a Normal School of History, ancient and modern, National and World, and Geography, Chronology, and Statistics should be established under the charge of the Librarian, which will be a two-year course.
- The Librarian for this special service would be paid from the "Subsidio Literario" (Literary Tax) and he would propose an Assistant who would help him.
- The Librarian had to frame as early as possible a set of rules for the school, which would be examinationined, approved and published by the Governor.
- Those who underwent this course would be preferred for the teaching posts.
• The new “Escola Militar”, the classes of French and English, and this Normal School would form the provisional Lyceum all running in the same building complex yet separate from each other.

• The requirements that had been stipulated in the rules of schools would also be applied for admission of students to “Escola Normal”. They should know to read, write, and solve the four basic operations in Arithmetic.¹³⁷

Why the Librarian Eng. Jose Antonio Lemos was given the task and not the “Professor” Joao Paulo de Souza e Vasconcelhos is difficult to understand. However as per the above instructions the Librarian set about his task of compiling a set of rules and regulations for the new school, i.e. “Escola Normal”. By the end of 1841 these regulations were ready and on the 4th of January 1842 these were published on the Government Gazette (Boletim Oficial). The stipulations were as follows:

• The regular course was to be of two years. The First Year syllabus would consist of (a) Elements of Geography and (b) Elements of Chronology. Some of the paragraphs from the above materials were to be learnt by heart; (c) World History from the founding of the first Empires up to the destruction of the Roman Empire; (d) Modern History from the origin of the Monarchies that were formed after the downfall of the Roman Empire up to that time. These would be accompanied by Geography and Chronology explanations.

¹³⁷ Souza, Felippe Nery Thome Caetano do Rosario e, Noticia Historica e Legislacao da Instruccao Publica, Primaria, Secundaria e Superior na India Portuguesa, Typographia da Cruz, Rua de Ourem, 1894, pp. 117-119
• In the Second Year they would deal with (a) National History from the time of the founding of the Portuguese Monarchy to the present, accompanied by the respective Chronology and Geography of the Kingdoms of Portugal and Algarve; (b) History of the Discoveries and Conquests by the Portuguese in different parts of the world and some of the notable successes in these events; (c) History of all the overseas Dominions, linked to the Portuguese Crown, especially the State of India and of Goa, its capital along with the Geography and Chronology elements of these Dominions; (d) Statistics in general and statistics of each country in particular.

• All the materials mentioned above would be extracted from the best writers and converted into notes that would serve as texts for teaching in the class\textsuperscript{138}.

It can be observed from the above that the syllabus was heavily weighted in favour of History, which was the order of the day. Given the trend of annexations and territorial expansions History had come to occupy the pride of place among the various subjects. Hence when the Governor had issued the provisional instructions on the 17\textsuperscript{th} of August 1841 he had stated that there would be a Normal School of World History. Thereafter he stipulated the duration of the academic terms, school hours, evaluation and the transaction of the Curriculum as follows:

\textsuperscript{138} Souza, Felippe Nery Thome Caetano do Rosario. \textit{Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa}, Typographia da Cruz, Rua de Ourem, 1894, p. 121.
• The academic year should start from the 1st of September of every year and would finish by the end of May. Examination should be held in the month of June except this year (1842).

• School should start at 9.00 a.m. and each period would be of one and half hour. In the first half hour there would be exercises in handwriting. Usually the lesson of the next day was to be written which should be dictated by the “Professor” or his Assistant; in the next half hour the lesson would be explained; and the last half hour was kept for the solving of difficulties, clarifying doubts, answering queries, and explaining issues raised by the students and placed before the “Professor”.

• The holidays were marked as follows: (a) All Sundays. (b) All feast days. (c) All Thursdays not coinciding with feast days. (d) National days. (e) Christmas break from 24th December to 1st of January. (f) Monday and Tuesday at the time of Carnival. (g) Ten days during the Lenten season including Easter starting from Maundy Thursday. (h) Whole month of July and August as vacation.

• In the temporary absence of the “Professor”, the Assistant had to take up the daily lessons and cooperate with the “Professor” in all the duties including academic and library.

Since the syllabus was not seemingly vast five-day school was proposed. Besides the holidays too were quite substantial running to almost half the year with two whole months, July and August – during these months Goa used to receive the heavy rainfall - as monsoon vacation (not summer).

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139 Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1894, p.122
Similarly he also specified the way the admission process should be conducted which would be as follows:

- The admission process would start from the 15\textsuperscript{th} of August and close at the end of the same month except in this year (1842), which would take place in the following month (September).
- The candidate seeking admission had to produce Certificates saying that:
  - He did not suffer from any contagious disease.
  - He had learnt to write and read grammatically correct Portuguese.
  - He knew the four basic operations in Arithmetic of the whole numbers.
  - He knew the Catechism, Civility and topics on the Political Constitution of the Portuguese Monarchy.
  - In case the student failed to produce the above documents then he had to be tested by the “Professor” and the Assistant on those mentioned subjects before being admitted\textsuperscript{140}.

Procedures were laid down not only for the registration of students but also for the smooth functioning of the newly opened institution. Detailed rules framed for the maintaining of discipline among the students were as follows:

A student who remained absent without permission for thirty days or without justification for sixty days would be struck off the roll.

Daily attendance would be marked by the “Professor” or his Assistant 15 minutes after the commencement of the class.

\textsuperscript{140} Souza, Felippe Nery Thome Caetano do Rosario. \textit{Noticia Historica e Legislacao da Instrucao Publica. Primaria, Secundaria e Superior na India Portuguesa}, Typographia da Cruz, Rua de Ourem, 1894, p 122.
The names of students would be written on the Register in alphabetical order.

On all Saturdays there would be revision of whatever had been learnt throughout the week.

With or without reason if the student remained absent on two occasions then action would be taken.

Ordinarily no student could leave the classroom once he had entered it without the permission of the "Professor".

All the students had to dress in such a manner that others would not find it offensive or improper. The "Professor" or the Assistant had to warn those who dressed improperly and if that failed they had to report the student/s to the Governor who would then take whatever action he thought was suitable.

No student would be allowed to appear for the Second Year without a written statement from the "Professor" showing therein that the student had passed the First Year. To obtain this extract which is taken from the records Register the student had to pay an amount of 30 "reis". This could be issued either by the "Professor" or the Assistant and the money thus obtained had to be deposited in the Government Treasury. This money later on would be used to supply ink, pens, pencils and other necessary materials required by the students to write their notes. Paper needed however had to be brought by the students at their own expense. If any other Certificate was required again he had to pay the same amount to obtain it\textsuperscript{141}.

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\textsuperscript{141} Souza, Felippe Nery Thome Caetano do Rosario. \textit{Noticia Historica e Legislacao da Instrucao Publica. Primaria, Secundaria e Superior na India Portuguesa}, Typograhia da Cruz, Rua de Ourem, 1894, pp. 121-124.
Some very interesting aspects are to be noted here. Absenteeism was strongly discouraged because learning among the people was not taken that seriously. Very few candidates would think of joining school and illiteracy levels were appalling. Hence to entice the students the Government adopted such measures as giving free stationery to the students. There was insistence on the dress code or decency in dressing. This was probably because trousers and shirts were a rarity. The local dress was just a loincloth. Hence what the authorities wanted was probably a pair of shorts and a half shirt.

Procedures for the conduct of the Examination also had to be set. Accordingly the following rules were enacted specifying the way the Examination should be conducted:

Examination would be held regularly in the month of June except this year (1842) whose date would be decided by the Governor himself. The “Professor” had to submit to the Governor names of persons competent to act as Examiners as per the stipulations in the “Portaria” of the Council dated 17th August 1840. Questions to be asked to the students at the time of the Examination had to be prepared one day in advance. At the end of the Examination the Examiners and the “Professor” would vote in secret giving either the letter ‘A’ or ‘R’ which stand for “Approvacao” (passed) or “Reprovacao” (detained). The final result would be prepared as per the number of votes which would be given by the Examiners and had to be entered in the Register of
Examination (Acts) maintained by the Assistant who would function as the Secretary.

The student who got all the votes in his favor would be given the remark “approvado plenamente” (passed) and those who got even one vote against would be termed as “simpliciter” (just passed or promoted).

Those students who had distinguished themselves throughout the year and had shown during the Examination extraordinary intelligence could be declared as “Approvados plenamente e com louvor” (passed with honours). After the Examination had concluded the results would be published and pasted on the main door of the Library, showing the names of those who had passed and the remarks they have obtained.

There would be one Register for admissions and another for the Examination sessions or ‘Acts’ whose pages would be numbered by the “Professor” and the Assistant would keep the records. Besides these books there would be other Registers.

As per the Article in the abovementioned “Portaria” of the 17th of August, 1841 as a qualification for having attended this school to get preference in job, the “Professor” had to issue a progress report card at the end of the biennial period wherein the Assistant should enter the remarks obtained by the candidate in the Examination during the two years and the student had to pay for the same card 80 “reis” which by the order of the Governor of the State had to be deposited in the Government Treasury to be spent for the students only.\(^\text{142}\)

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\(^\text{142}\) Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1894, page 121-124.
There was obviously only one Examination at the end of the academic year. At the end of the first year it was for promoting the students and at the end of the Second Year it was held to award Certificates which would give them preference at the time of obtaining a Teacher’s job. The system followed in evaluating the student was the jury system. Confidentiality was strictly maintained and questions were prepared in advance. There were four types of grades awarded; passed with honours, passed, promoted and detained. The whole school system of the Portuguese was significant for two noteworthy aspects, first the jury system and the second the maintenance of records. Everything was duly recorded and maintained hence they used to lay a lot of store by Handwriting or Calligraphy. It was one of the major subjects at all levels of instruction. All books of olden times have been filled up with beautiful handwriting.

An uncertain future:

It is thus seen that the "Normal School of Nova Goa (Panjim) dated 1841, is an establishment much older than it appears in the Estado da India (Goa)".

Most writers are agreed upon the year 1841 as the year of the founding of the Normal School in Goa. Though some writers assign the honour of having started the first "Escola Normal" in Goa to Jose Joaquim Januario de Lapa, Visconde de Ourem which they say was in 1854 and even the first centenary was observed in 1954, it is not so as he only "remodeled the school".

143 Gomes, J Benedito A Anuario de Escola Normal, Nova Goa, 1913, Preface
144 Braganza, Luis de Menezes A Educacao e O Ensino na India Portuguesa in “A India Portuguesa” Vol I & II, Imprensa Nacional, Nova Goa, 1922, page 86/87
It is to be noted that the Governor himself was candid enough to admit it when he made a clear mention of it in his “Portaria” dated 9th November 1854 “the ‘Portaria’ of 1841 established the Lyceum and the ‘Escola Normal’”. Writing about the Academia Militar, Dr. Antonio de Salvador Fernandes states that the same Governor (Lopes de Lima) on the 17th of February 1841 created the Normal School\(^1\)\(^4\)\(^5\).

The very short but remarkably eventful career of Governor Lopes de Lima came to an end – it was only for 19 months that he was the interim Governor – when a new Governor was appointed in the person of Francisco Xavier de Silva Pereira, Conde de Antas (1842-1843) by the King and sent to Goa.

Trying to take stock of the situation and aware that there was already a Training School for Teachers he made the Senior Official in the Governor’s Secretariat write to the Director of Printing Press. On the 2\(^{nd}\) of December, 1842 the Senior Official in the Governor’s Secretariat, Luis Caetano de Nazareth wrote officially to the Director of Printing Press, Jose Antonio de Avelar, that “the Governor, Francisco Xavier de Silva Pereira, Conde de Antas (1842-1843) was keen on promoting in this State by all means possible, Public Instruction for all, which is lagging behind and being certain that the ‘Escola Lencastriana’ established in the capital by the “Portaria” of the 4\(^{th}\) of November, 1840 is much beneficial to the youth, and wanting to have recourse to your well known qualities, I am directed to ask you to take up the task of inspecting as many times as you can the “Escola Normal” in order to stop the abuses and shortcomings which have unfortunately crept in.

\(^1\)\(^4\)\(^5\) Fernandes, Dr. Antonio de Salvador. *O Liceu Nacional de Albuquerque em Nova Goa*, Divisão de publicações e Biblioteca Agência e Geral das Colônias, Lisboa, 1944, pg. 7.
with the result that the benefits that were imagined have not been achieved, giving every week at least one visit inorder to take necessary steps”.

This tells us that the school established by Lopes de Lima was still in existence not in good health though. Probably due to the various vicissitudes of the times during the tenure of the Governor, Jose Ferreira de Pestana (1844-51) the institution seemed to have somewhere along the line lost its way.

The next Governor, Visconde de Vila Nova de Ourem, Jose Joaquim Januario Lapa (1851-1855) issued therefore an official Order on the 9th of November, 1854 as follows:

“Seeing the need to establish in this State by a direct and positive method a number of Primary Schools and feeling the need to centralize and give proper and uniform direction to Secondary instruction bringing to reality the Article which prompted the issuing of the “Portaria” of 17th August, 1841 by which the Lyceum and the “Escola Normal” were created, the latter in fact is not existing due to which the progress of Public Instruction in general has been severely affected, as no Teachers can be trained in the proper and uniform method of teaching”.

It was surprising that the previous Governor, Jose Pereira da Pestana, an academician who had taught Mathematics in the University of Coimbra, could not have allowed the closure of “Escola Normal”. His predecessor, “Ibid, pp 197-198

147
Conde de Antas, we have already seen had taken some steps to rectify the situation in the “Escola Normal” which was very much existing during his tenure. Perhaps inspite of his best efforts he did not succeed in keeping it afloat. Anyhow suffice it to say that Governor Jose Januario Lapa resurrected this singularly important institution and gave it a fresh lease of life.

Fortunately this Governor too took interest in matters educational and continued the good work done by his predecessor. Heeding the Royal Decree of 20th September 1844 by which “Escola Normal Primaria” was sought to be established he too took immediate steps to reform the educational system as desired. Accordingly he laid down the following stipulations and regulations:

- Public instruction was divided into 2 levels. The first level included Reading, Writing and Counting, General Principles of Christian Doctrine/Catechism and Civil Code, Grammar exercises and Principles of Chorography. The second level comprised besides those subjects of the first level, Portuguese Grammar, Linear Drawing, Geography and History of the World, Sacred History, the Old and the New Testament, Arithmetic and Geometry which would be useful in Industrial Field, and Clerical Work.

- There should be Teacher Training Schools (Escolas Normais) for training Teachers in Primary education.

- The course in Teacher Training Schools would comprise of Writing, Linear Drawing, General rules of Grammar, Portuguese Grammar, Teaching Methods and Legislation pertaining to the Primary
Education, Geography, Chronology and History, Christian and Sacred Doctrine, Natural Theology, Moral Philosophy, Arithmetic and Geometry applicable to Industry and Clerical Work.

- This course was to be distributed in such a way, that within a year, the trainees would be fit enough to teach the first level and at the end of the 2nd year be competent to teach the second level.

- The Government would be free to add new subjects in the Training School, if it felt there was a need in case there was an increase in the number of Elementary schools or for the improvement of the teaching community. If and when necessary the training course for Teachers of the first level could last for 2 years and 3 years for the Teachers of the second level.

- The evaluation of the subjects for Primary Education, for the 1st and 2nd level (both inclusive) had to be carried out through oral and written Examination which had to be conducted in the respective Lyceums, in all the subjects which requirement of the Government the Training Schools had to fulfill.

- The Government had to organize and oversee the Primary and Secondary education in India, taking into consideration all that had been adopted in this Decree. The Training School for Primary Teachers, a Lyceum and a class of Hindustani subject were set up in the capital city.148

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Changes in Portugal and in Goa:

Education however was drawing attention to itself not only in Goa but also in the rest of the world. In Portugal for example a new Plan had already been promulgated by a Decree issued on the 20th of September 1844 in which clear directions were given with respect to education and which all the Portuguese overseas dominions were enjoined upon to adopt.

The above Decree was a comprehensive piece of legislation and covered all levels of education as well as all aspects of these levels starting with the Primary Instruction which came to be divided into two levels – lower Primary and upper Primary – which are dealt with in the first chapter of the Decree. The third chapter spoke about the “Professors” and the “Escola Normal”. All aspects of “Escola Normal” like the admission procedures; the conduct and behaviour of students and even rules of recruitment were touched upon. The Decree had the following to say apropos the “Escola Normal”:

- There would be Normal Schools for the training of “Professors” for Primary instruction.
- The Normal course would include the following subjects:
  1. Calligraphy.
  2. Drawing.
  4. Notifications regarding methods of teaching and other legislation related to Primary Instruction.
  5. Geography, Chronology and History.
  6. Catechism and Sacred History.
7. Natural Theology and Moral Philosophy.
8. Arithmetic and Geometry with applications to industry.

- A student who successfully completed the First Year of this course would be eligible to teach the lower Primary level and those who passed the Second Year would be eligible to teach the upper Primary level.

- The Governor could add new teaching materials in order to improve the instruction in the Elementary schools or for the betterment of the “Professors”. If it was found necessary then this course could be extended for two years for the lower Primary level Teachers-to-be and to three years for the upper Primary level Teachers-to-be.

- To be admitted in these Normal Schools the candidate had to be at least 18 years old; knowing to read and write correctly and able to work out the four basic operations in Arithmetic; knowing the basic principles of Portuguese Grammar, having sufficient knowledge of the State religion, not suffering from any contagious disease or any other defect which could be a hindrance to the performing of the duties of a Teacher and had to have good moral behaviour.

- The Governor would give a grant of 6000 “reis” to each of the schools having at least twenty students for board at the beginning of each month. These would be distributed as much as possible among individuals of different Districts and would never be used for the residents of the city or town where the Normal School is located.
• The Director of the Normal School after informing the Governor would suspend the allowance if any student was found misbehaving or dressing immodestly or not studying.

• The students whose allowance had been stopped would be expelled from the school.

• The students of the Normal School would be exempted from the interview of recruitment if they had passed the course of the Training School.

• Otherwise the posts of Primary Teachers, lower and upper levels would be filled up through a public examination or test, oral and written which would be held in the Lyceums on all subjects that are taught in the Normal Schools for the respective level as per the terms of the Regulations of the Governor.

• To be admitted for the public examination it was necessary to have age and qualities much higher than those prescribed in the legislation.

• Those individuals who had been examinationined without fulfilling the necessary provisions would be examinationined again within a year along with others.

• In case of equal merit, literary or moral those who had the Diploma of Instruccao Superior would be ranked higher than those who had Diploma of Instruccao Secundaria and these would be ranked higher than those who had the Diploma of Instruccao de Escola Normal. A!50 the older candidates would be preferred to the younger ones.

• The appointment of Primary Teachers of the lower level would be permanent or temporary (three years) according to the merit of the candidates.
• For the upper level only those posts where permanent appointment could be made would be filled up.
• The permanent appointment had to be made through a Decree and the temporary by the provision of the Council Superior of Public Instruction.
• The permanent “Professor” could apply for transfer in the same post anywhere if there was a vacancy before the start of the public examination.
• In case the permanent “Professor” was unable to attend to his duties he had to be given a substitute to stand in for him during his absence.

Clear-cut directions from Portugal for the promotion of education went a long way in giving a boost to educational activities in Goa. The Lyceum was re-organized and “Escola Normal” was revived. In this regard one has to admit that Governor Lopes de Lima was a farsighted person who had already envisaged both types of institutions 15 years earlier. It was now left to the zeal and fervour of another Governor Januario Lapa, Viscount of Vila Nova de Ourem (1851-55) to carry forward the impetus and the vision of his predecessors especially Dom Manuel de Castro e Portugal and Jose Joaquin Lopes de Lima.

Two Lencastrain schools one in Panjim and the other in Margao were ordered to be established by the Governor as per Article 2 of his “Portaria”

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Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica. Primaria, Secundaria e Superior na India Portuguesa*, tipografia da Cruz, Rua de Ourem, 1894, pp 182-185
issued on 9th November 1854. He also re-established and re-modelled as per
the Article 5 of the same “Portaria” the “Escola Normal” in conformity with
the Article 10 and of the transitory Article of the Decree of 20th September
1844. The same stipulations in the Decree issued by the Queen were made
applicable here such as those who complete the First Year would be eligible
to teach at the “Primeiro grau” (Lower Primary stage) and those who
complete the Second Year are eligible to teach at the (Segundo grau) Upper
Primary stage.

He also laid down the rules for admission prescribing that anybody wanting
to be admitted should have completed 18 years of age, had to know perfectly
well to read and write and had to have sufficient knowledge of the four basic
operations in Arithmetic. Besides the candidate should also know the
principles of Portuguese Grammar, the dominant religion of the State, did
not have any contagious disease or anything that could interfere with his
exercising of his profession and his good conduct. In Article 7 of the said
instructions it was further stated that those who proved themselves through a
public examination would be preferred150.

He annexed to the “Escola Normal” the Primary school of the upper level so
that the trainees could conduct their practice lessons in that school as also
the “Professors” could mutually help one another. He made “Escola
Normal” as was done provisionally by Lopes Lima much earlier, a part of
the whole Lyceum complex. Unlike the Lyceums of Porto, Coimbra and
other places the Pangim Lyceum was very small and hence the “Escola

150 Souza, Felippe Nery Thome Caetano do Rosario. Noticia Historica e Legislacao da Instrucao Publica,
Primaria, Secundaria e Superior na India Portuguesa, Typographia da Cruz, Rua de Ourem, 1894, pp.
198&199.
Normal" too was added to it for purposes of Administration and supervision in keeping with the Article 56 (II) (2) of the Royal Decree of 1844. He thus laid the strong foundation for the “Escola Normal” which from that time onwards went from strength to strength undergoing many reforms on its way till it became a robust and much sought after institution as it contributed immensely to the development of Education in Goa.

4.4. TEACHER EDUCATION TAKES OFF:

Taking the Decree as his guiding light and inspiration the next Governor, Antonio Cezar de Vasconcelhos Correia, Viscount of Torres Novas (1855-64), also gave his keen attention to Education in general and “Escola Normal” in particular. By his “Portaria” dated 29th August 1856, he approved the Plan of Studies along with the Regulations and the Instructions of “Escola Normal”. The various stipulations and the syllabus were then published by the Secretary to the Governor, Joaquim Heliodoro da Cunha Rivara and laid out in seven whole chapters for both the years of the course as follows:

The syllabus consisted of the following subjects:

1. Calligraphy.
2. Linear Drawing.
4. Legislation pertaining to Primary education and new teaching methods.
5. Geography, Chronology and History.
7. Natural, Philosophical and Moral Theology.
8. Arithmetic and Geometry with application to the industrial field.

- Each course or level was made up of “Chairs” or groups of subjects. A “Chair” which consisted of a group of subjects was taught for a certain period of time upon the completion of which the second “Chair” or group of subjects would be taken up. The next “Chair” would follow this and so it continued till all the “Chairs” were completed by the end of the year.

- The course was meant to train Primary Teachers. Primary education was divided into two levels; level one, having three Portuguese classes and level two having four Portuguese classes. Those who had completed the First Year of “Escola Normal” were eligible to be appointed as Teachers for the first level of Primary education and those who had completed the First Year and the Second Year were eligible to be appointed as Primary Teachers at the second level.

- The individuals who qualified from the “Escola Normal” Training Schools would be preferred, in each respective grade and having the legal age limit as provisional substitutes as per the Articles in the “Portarias” of 9th of November 1854 and 13th May 1852.

- The academic year, the Examination and the rules of discipline of school attendance had to be in conformity with what had been laid down in the regulations of the Lyceum.
- There would be one lesson everyday, which would last for not less than 2 and half hours.
- In the absence of any rule, the rules laid down for the Lyceum had to be followed.
- For getting admission into “Escola Normal” it was necessary to be able to read fluently and to write, have sufficient knowledge of the four mathematical operations, know the fundamentals of Portuguese Grammar, have sufficient knowledge of the religion predominant in the country, complete 18 years and suffer from any contagious or other diseases, which would obstruct him from carrying out his duties in the teaching profession.
- Should be well behaved or should bear a good moral character.
- In order to get admission it was necessary to obtain the sanction of the Government.
- Until such time as the candidate did not produce the legal documents of his being eligible the Government would deem it fit to examinationine the candidate as was proper.
- No candidate was allowed to seek admission for the 2nd year, until and unless he was examinationined and approved in the 1st year of the course.
- The admissions for the 1st year would be opened every alternate year.
- Those candidates who attended the courses of the Training School, had to pay at the beginning of each academic year 300 “reis” and a
similar sum towards the end, which amounts would go into the school treasury\textsuperscript{151}.

Many of the stipulations found in the above “Portaria” were either repetitions or modifications of the earlier two “Portarias” issued by Governor Lopes de Lima in 1841 or by Governor J.J.Januario Lapa in 1854. With the publication of all these regulations the “Escola Normal” was set on the road to stability and continuity. The grand re-opening of the school was scheduled for the 1\textsuperscript{st} of October 1856 and duly announced on the Official Gazette\textsuperscript{152}. The school was to be called “Escola Normal Primaria de Nova Goa” (Normal School of Nova Goa for the Primary). On the day of the opening the solemn inaugural address was delivered in the presence of the Governor-General by the Secretary General, Heliodoro da Cunha Rivara, a man of great learning which gives an idea of the rationale and the raison d’etre of the “Escola Normal”. A few excerpts throw a lot of light regarding the line of thinking vis-a-vis the vocation of a teacher and some pedagogical principles:

“The day man invented the letters, they laid down very firm basics to the progress of intelligence and on the day they invented the printing press, wide doors were opened to great marvels of civilization. But it was not enough to have only invented alphabets and to have multiplied them through the printing press; it was a great job to teach them to following generations. And to satisfy these needs various schools were opened”.

\textsuperscript{151} Souza, Felippe Nery Thome Caetano do Rosario. \textit{Noticia Historica e Legislação da Instrução Publica. Primaria, Secundaria e Superior na India Portuguesa}, Typographia da Cruz, Rua de Ourem, 1894, page 215

\textsuperscript{152} Gomes, J.Benedito. \textit{Primeiro Anuario de Escola Normal}, Nova Goa, 1913, page 17
“And the establishment of the Training Schools (Escolas Normais) is the most modern feature among the most civilized Nations of Europe. Although decreed some years ago even in Portugal they had not been established (taken root)

“By luck or due to its advancement in the Estado da India (State of India) our Motherland is witnessing today the inaugural session of its Escolas Normais (Training School) decreed on 9th November 1854”

“But, take a deep look, those of you who have come here today; take admission in this School, reflect upon the duties that you all have towards the Motherland. The priestly duty of a Teacher, dear gentlemen, is not less honored, less noble and not even less saintly than the Priest who dedicates his life to religion. I shall state further; if the religious priesthood is honorable, noble and holy, it is only because a priest is a master in Doctrine and Morals. The Teacher is almost on par with the priest as far as religion is concerned. The priest by teaching the “doctrine” prepares the souls to meet their God, but the teacher prepares them for God and for the world”

“And just as the priest if he has no real vocation to priesthood and to his sacred ministry, he, in a way, takes part in the perversity and destruction of souls. In the same way the Teacher, if he/she has no call and unlimited love to the duty, so very much indispensable to the total fulfillment of his/her great duty, will in the course of time, help not only the destruction of souls, but a complete disturbance in the social order. Instead of producing able and dutiful citizens, he/she will only help to create unfit, disloyal fruits. Seeds
which have been sown by the unfit Teacher will then germinate at their own free will”.

You shall have to produce for the family and the motherland a good citizen, by feeding him/her with intellectual food in accordance with the growth of the body and the mind, so that side by side the understanding and the growth of intelligence and the soul will go together”.

“What is to be done then? --- To accept in our hands the little children with love, but without the interference and frank complaints of the father; to search all methods, of which those which will be a re-creative method than a torment to the child – to distribute with a correct impartiality and equality; the punishments and awards, the criticisms and emulations (louvoures) and finally be a friend of the students”.

“The illiterate man can never be considered a savage and the society has the obligation of persuading him and the right to force him from ignorance and to accept the baptism of instruction”.

“You should be the first strong missionaries of the Holy Crusade of intelligence.
Thus ends the apostolate of the Teacher, which began with priesthood. And I would end here my speech by saying that if I had to deliver a speech in Portugal for the future Masters of Schools exclusively Portuguese it would have been the same that I have delivered here today”.
"But speaking in India and with those who dedicate themselves to the Teaching Profession in this country, I cannot do anything else, but in brief reflexes say that in your schools, you will, undoubtedly, have to accept the largest number of students, without the knowledge of any Portuguese language. And then, what will you do? Take the help of their mother tongue, the only one they know, to move further, little by little, thus leading them to the new language?"

"But things that happened here that have never been heard of in other countries, i.e. to ignore the mechanisms and forms of Grammars of the mother tongue, even by the most educated and as such it is difficult to understand, how in schools, the difficulty to teach Grammar and the mechanism of a foreign language is overcome, without the help of the mother tongue. Whole way this type of a miracle is being repeated in Portuguese India as many times as the number of individuals who learn to read and write". After long and unbelievable efforts, Portuguese is at last being learnt but always imperfectly. To improve this radically, it is necessary to methodically learn the mother tongue, so that it can be the stepping stone for further things to come".

"What a surprise that, inspite of such an atrocious and bitter persecution, was the language corrupted and adulterated? It is high time that the previous errors be amended, in order to cultivate and improve the mother tongue, and through it to facilitate the progress of Science". Within a short span of time you shall have in your hands a new and more accurate edition of your Grammar, and with God’s help the first edition of the Dictionary too, and only then you shall realize, that the language is not only sensitive to be
written but also with equal facility can be written either in the Marathi (for
being its sister language) script (Devnagri) or in Roman script adopted from
the Portuguese language”.

“Introduced in Primary schools, the methodical teaching of the mother
tongue will not only facilitate the use and knowledge of Portuguese but also
the Marathi language, which is predominant in those regions of the Indian
soil, shall be known and propagated without any effort”.

“We therefore, hopefully wish the Primary education in this State a new era,
and you, the Students of the Training School, (Alunos da Escola Normal)
should not belie the hopes and the high ideals that the Motherland, from
today onwards, places in your future work and your tough undertakings”153.

This opening address of Cunha Rivara is significant in more ways than one.
It gives us a clear idea of the the way Teacher Training was being looked at
in Europe at that point in time. We learn that all the countries had come to
realize the importance of Teacher Training and it was viewed very
favourably as a modern necessary development. We also come to know that
Teacher Training was making the same progress in Portugal as in Goa in fact
he implies that it had taken roots more firmly in Goa than in Portugal.

He then talks glowingly about the status and role of the Teacher. He
considers without any argument teaching as a vocation. Nay he goes even
further and compared to the priest he says that a Teacher’s role is more
important than that of a priest because the priest looks only after the soul

whereas the Teacher looks after the soul and the body. Hence he seems to be very much in tune with the Indian concept of a Teacher who is considered next only to God.

The third major point he draws attention to is the fact that learning should normally take place in the mothertongue. However he laments the fact that only in Portuguese India it is seen that all education is in Portuguese. Here he also shows some astuteness in deflecting the blame from his own former kindred who had not only paid scant attention to it but also tried in many ways to suppress it. However it goes to the credit of this Portuguese man to have kindled that small flame for the study and progress of our mother tongue he, himself giving a lead by writing a book about the Konkani Language in Portuguese titled “Ensaio Historico da Lingua Canarim” (An historical essay on the Canarim language). In suggesting that all education should be in the mother tongue he was not only making a politically correct statement but also a pedagogically sound one.

In his first address Cunha Rivara had made an impassioned plea to those gathered in the hall and others to seek admission in the re-modelled institution by raising the status of the teacher to godly heights and placing the “Escola Normal” on a high pedestal.

The edification too towards their fellow beings and towards their country is also to be noted. The sense of patriotism shown by the Portuguese was non-pareil and as an attempt at acculturation they would also cajole the Goans to look towards Portugal as their mother country.
Well aware of the earlier fate and determined to see that this time “Escola Normal” would not close down Cunha Rivara kept on goading it forward. The Second Year too he addressed the inaugural session of the “Escola Normal” edifying and encouraging the students in the noble task.

4.5. GROWTH & DEVELOPMENT:

It was thus during the term of the Governor, Antonio Cezar de Vasconcelhos Correia (1855-64) ably assisted by the learned Secretary Heliodoro da Cunha Rivara that a “Portaria” was issued on the 29th of August 1856 outlining clearly the various rules and regulations for the smooth running of the “Escola Normal”. He decreed that the Escola Normal course “would be of two years’ duration with the First Year preparing the aspiring candidates to be Teachers of lower Primary and the Second Year training the candidates to be Teachers at the upper Primary stage”\textsuperscript{154}.

The Boletim of 3rd October, 1856 bearing no.78 announced the re-opening of Escola Normal Primaria de Nova Goa for the ensuing academic year 1856-57 at the hands of the Visconde de Torres Novas.

The 1856 regime continued for a period of 26 years. During this period a total number of 131 candidates—90 in the First Year and 41 in the Second Year - passed out as fully trained Teachers and were sent out into the big wide world to shine the torch of education on its face and thus make efforts to dispel the darkness of illiteracy and ignorance.

In 1882 fresh reforms were introduced in the “Escola Normal” by Caetano Alexandre d’Almeida e Albuquerque (1878-1882) the then Governor-General by issuing a “Portaria” on the 12th of January, 1882. Under these reforms for the next ten years a record number of 169 students - 125 in the First Year and 44 candidates in the Second Year - passed out through the portals of this singular institution. This period was also significant for the fact that for the first time girl students were admitted for the course as external students. At the end of this period six girl students completed the course. It is interesting to note that till now just one “Professor” adopting the “methode lencastriana” managed the complete two-year course.

**The School:**

The Normal School was now already on a firm footing as can be seen from the “Portaria” of the Governor General Caetano Alexandre d’Almeida Albuquerque (1878-82) who wrote “for nearly 26 years the regime promulgated by “Portarias” of the Governors, Jose Joaquim Januario Lapa, Viscount of Vila Nova de Ourem (1851-55) and Antonio Cesar de Vasconcelos Correia, Viscount of Torres Novas (1855-64), has been in force and has been very well accepted”. It was a certificate that showed “Escola Normal” in very good light.

However he cautions in the same “Portaria” that the Teachers produced in this institution have not shown any great efficiency. One of the reasons he felt could be the lack of proper accommodation or infrastructural facilities.

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155 Gomes, J.Benedito *Primeiro Anuário de Escola Normal*, Imprensa Nacional, Nova Goa, 1913, p 22
156 Gomes, J Benedito *Primeiro Anuário de Escola Normal*, Imprensa Nacional, Nova Goa, 1913 p 8
157 Ibid, p. 22
and equipments. The second, he said, the preparation of Teachers meaning both the Curriculum as well as the Methodology was not up to the mark and left a lot to be desired. Therefore in the set of stipulations that he laid down under Article 45 he put forth the following requirements of Escola Normal aiming at qualitative improvement of the institution:

- The school should have, for the purposes of reference:-
  - A library with the best possible books on education especially on Elementary education, on the organization and direction of Primary schools and on Training Schools.
  - A collection of geographical maps.
  - A small collection of apparatus and products necessary for basic demonstration of physical and natural exercises.
  - A collection of instruments most essential in the teaching of Drawing and application in measuring land.
  - Land for carrying out agricultural and horticultural exercises.
  - A Primary school of the first level and another of the second level annexed for practical exercises in terms of Art 6\(^0\).

- This school would be located in Nova Goa (Panaji).

But ten years later in 1892 the Portuguese Central Government through the Minister of Foreign Affairs, Joaquim Ferreira do Amaral issued a Decree on the 31\(^{st}\) of October enlisting a series of reforms among which it stipulated that the “Escola Normal” should be annexed to the Lyceum and directly under the control of the Commissioner for Higher Education\(^1\).

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\(^{159}\) Ibid, p. 30.
Taking these reforms suggested by the Decree of the Central Government as his springboard for action the next Governor-General, Rafael de Andrade (1893-1894) who was in office for only one year consulted immediately the Inspecting Committees and the Government Council and within a year’s time upon their recommendation drew up 79 Articles of Regulations outlining therein the necessary infrastructural facilities and issued directions to the authorities to implement them in the “Escola Normal” by a “Portaria” dated 19th December, 1893. They came into force in 1894.

Basing his reforms on the Decree of 1892 of the Central Government he spelt out very clearly the directions as follows:

The main aim of “Escola Normal” was to train gents and lady Teachers for the Primary – Elementary (Level one) and Complementary level (Level two) - Education in the State. This school would be directly under the Commissioner of Higher Studies and would function in the building of Liceu National (National Lyceum) of Nova Goa (Panjim), where halls necessary for lectures, Final Examinations, Committee Meetings, Secretarial Work or any other. Library, Museum or any other purposes would be allotted to them.

The Governor General, on request from the Commissioner of Higher Studies, would furnish material needed for various types of work and for the functioning of the school.

The Normal School (Training School) would comprise of 2 courses – One Elementary (Level one) - for teaching at the Elementary level of

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Primary education - whose duration would be of one academic year; and the other Complementary (Level two) - for the Complementary level of Primary education - whose duration would be of 2 academic years.

There would be in the same school, as a part of it, a school museum and a library, where the official publications, National and foreign, pertaining to the Primary education, plans of the school buildings, natural models or prototypes, school furniture, apparatus or instruments used in public, text books used, specimens of products, natural and industrial, both from Portugal and its colonies and statistical details concerning the Primary education had to be kept (preserved).

The “Escola Normal” had to have besides the library, a school museum, a Chemistry laboratory and Departments for Physics and Natural History meant to enhance the study of the respective subjects.\(^1\)

In the meantime there were public demands in Portugal for fresh reforms in education. Following the recommendations of the Commission appointed in 1903 the then Minister and Secretary of State, Ayres de Ornellas Vasconcellos finally announced these in 1907. The reforms pertaining to the “Escola Normal” were clubbed along with the reforms of Primary education.

These reforms, which were published in 1907 on the “Boletim Oficial” in Goa, were applied without any modifications to the “Escola Normal” in Goa during the tenure of the Governor, Arnaldo de Novais Guedes Rebello (1905-1907). Under these reforms the following changes compared to the

regime of 1894 were introduced for better functioning of not only the “Escola Normal” but also the whole education system in both Goa as well as Portugal:

- To be eligible to be appointed as Primary Teachers the candidate had to complete successfully both the years of the previous course of “Escola Normal” or the complete three-year course of the present coded “Escola Normal” which was now called “Escola Mixta de Habilitacao para o Magisterio Primario” (Mixed school of Certification/Qualification of Primary Teachers) However after successfully completing the First Year of the previous course the candidate was eligible to be appointed as as Assistant in any Primary school.
- The school would be directly under the control of the Provincial Government and would function from its own separate premises independent from any other institution.
- The seniormost “Professor” would be the Director of the school.
- The Staff would be paid for from the State funds whereas the expenses for the purchase of furniture and other requirements would be met from the school funds.162.

In 1925 “Escola Normal” was re-christened as “Escola Normal de Luis de Camoes” after the well-known Portuguese poet. By now “Escola Normal” had started functioning on its own though attached to the same Lyceum building occupying the East side having its own classrooms, office, library.

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162 Gomes, J. Benedito. Anuario de Escola Normal, Nova Goa. 1913, p. 87.
Director's cabin, and classroom for the practice schools. In 1952 it was shifted to another quadrangular building in the heart of the city called Massano de Amorim and the Primary school in its premises was declared as the annexed school, which still exists.

From 1907 to 1929-30 the number of Diploma holders went up to 204 causing a problem for the government regarding their placement. The intake capacity by the Decree of 3rd January 1914 came to be restricted to only 30 students per class\(^\text{163}\), which meant that there used to be more applicants than the number of seats. Another significant step that was taken under the 1907 reforms in the year 1911 by the Governor, Francisco Manuel Couceiro da Costa (1910-17) was the implementation of the Grant-in-aid code for schools, which is in existence till today.

As said earlier in 1925 the Normal School had been re-christened “Escola Normal de Luis de Camoes” after the well-known Portuguese poet and author of the epic “Os Lusiadas” who is said to have done much of his literary work in Goa when he was in the employ of the Government and posted in Goa.

These reforms continued for a long period of time, for well nigh 30 years till new reforms came into being in 1935 when in that same year the Governor General Joao Carlos Craveiro Lopes (1929-36) appointed a Committee to suggest changes in the set up of “Escola Normal” by the “Portaria” dated

\(^\text{163}\) Varde, P.S. History of Education in Goa (from 1510 to the present day). Goa Vidya Prathistan, Panaji, Goa, 1977, p. 20.
23rd April. This Committee drew up a series of reforms consisting of 77 Articles which were then discussed by the Council of Public Instruction and the Governing Council and approved by the Governor – General on the 31st of May, 1935, by issuing a “Portaria” outlining the complete Plan of Studies of “Escola Normal”\textsuperscript{164}.

When the Governor General Joao Carlos Craveiro Lopes came out with his set of new reforms through his “Portaria” issued on the 31\textsuperscript{st} of May, 1935 he too reiterated that the “Escola Normal de Luis de Camoes” was meant for the training of Teachers of both sexes and would be under the Governor General of the colony who would administer it through the Directorate of Civil Administration. This school further would have its own premises and all the expenses for its maintenance would be met from the State funds. However the books, the furniture and the library books would be purchased from the “Fundo Escolar Geral” (the school fund). With this the school was firmly established and barring some amendments now and then it ploughed a mighty furrow to keep the lamp of enlightenment burning in Goa till 1961.

**The staff:**

Since its inception the whole course was conducted as a two-year cycle. It admitted students every alternate year and followed the Monitorial system of instruction. Therefore only one “Professor” was appointed. But in 1882 the Governor – General Caetano Alexandre d’Almeida Albuquerque in order to improve the quality of teaching -since he had noticed that the Teachers

\textsuperscript{164} Boletim Oficial, Imprensa Nacional, Nova Goa, No. 44, dated 31\textsuperscript{st} May, 1935, p. 827.
coming out of this institution did not seem to be that efficient - made the
following arrangements:

The staff of the Normal School (Training Schools) would consist of the
"Professor" of "Escola Normal", the "Professors" of the 1st and 2nd
levels of the annexed school, a clerk and peon.

The "Professor" of the "Escola Normal" would be the Director of the
School, the "Professor" of 1st level of the Primary school as the
Secretary and for the posts of the peon and the clerk the Government
would appoint competent and experienced persons.

The Director and the "Professors" would be members of the school
Committee. In the absence of a regular Teacher in the "Escola
Normal" the Government could appoint any of the Teachers of
Secondary or Superior education on a temporary basis till such time as
a regular appointment was made.165

Under the 1882 reforms therefore the various duties of the staff members –
more in number now - were clearly laid down and proper allotment of work
was done. The following duties were assigned to the Director and the
"Professor" of "Escola Normal":

The "Professor" acting as Director had:

To be in-charge of the financial matters and maintain discipline in the
institution, in conformity with the regulations governing the
institution.

To maintain order and regularity of work of the school and to promote
moral and literary betterment of the student community.

To maintain the statistics/records of the establishment.

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To submit to the School Committee the Annual Report on the financial, moral and academic aspects of the school and to submit whatever clarification was demanded by the authorities.

To sign all correspondence and to communicate with higher authorities.

To draw up the yearly estimate of the school expenses and submit the accounts to the Administrator after getting them duly verified by the Inspecting Committee.

To preside over the meetings of the school Committee\textsuperscript{166}.

The “Professors” in the annexed schools who had now become an integral part of the Normal School set-up had to fulfill besides their own the following obligations:

- To teach the subjects allotted to them and to direct the exercises that are practiced in the Escola Normal (Training School).
- To teach through respective reference books the methods officially adopted for Teaching.
- To avail of the opportunities, which he comes across to inspire in his students moral and religious sentiments and to foster a love for order and discipline.
- To keep watch over and inspect the functioning of the classes and to take up the teaching exercises in the annexed schools.
- To assist in the conduct of the Pedagogical courses for the students and to correct them whenever necessary.

\textsuperscript{166}Gomes, J.Benedito. \textit{Anuario de Escola Normal}, Nova Goa, 1913, p. 24.
• To be a member, if appointed, of the Committee conducting Examination and public interviews for posts of Teachers in schools.
• To help other members, whenever needed.
• To look after the proper maintenance and cleanliness of the school, its furniture and the school library for which he is fully responsible.
• To propose yearly to the school Committee, the names of textbooks and programmes for the theoretical and practical study.
• To review in the beginning of every month the attendance report of the students during the previous month.
• In case any permanent “Professor” of the “Escola Normal” was absent, a “Professor” from the Secondary or Superior Education Schools had to be appointed, if they had the necessary qualifications for the post.
• This temporary appointment had to be made by the Governor.\footnote{Gomes, J. Benedito. Anuario de Escola Normal, Nova Goa, 1913, p. 24.}

The Portuguese were very good lawmakers and education was no exception. Three aspects were always of paramount importance; discipline, morals/character formation and attendance. It would also be pertinent to point out that more and more attention was being paid now to teaching Methodology.

Then in 1892 the Portuguese Minister of Foreign Affairs, Francisco Joaquim Ferreira do Amaral announced a series of reforms directing in the first place that the “Escola Normal” be annexed to the Lyceum and be under the control
of the Commissioner for Higher Studies. Thereafter in respect of the “Professors” he laid down specifically the following conditions:

- There should be two “Professors” in “Escola Normal”, who shall distribute among themselves the subjects included in the syllabus of the two courses corresponding to the Elementary & Complementary level of Primary education. Out of these two “Professors” one had to be a “Professor” from the Lyceum and the other holding a Diploma of the Secondary course or Superior education acquired in Lisbon or in India.

- If there was a “Professor” already holding temporary charge in “Escola Normal” then he could be nominated as one of the “Professors” of “Escola Normal” and he would be entitled to all the benefits that this post confers upon the incumbent.

- No candidate would be eligible to apply for the Interview/Test (concurso) for the post of Primary Teacher either Elementary or Complementary unless he possessed the relevant Training Certificates/Diplomas from “Escola Normal”.

In consonance with the Decree announced in Portugal the Governor-General, Rafael de Andrade issued his “Portaria” in 1893 and immediately applied the above stipulations to the “Escola Normal” in Goa. Besides those mentioned above he also spelt out some of the other functions of the “Professors” which were as follows:

The Commissioner for Higher Studies in Portuguese India and the two Teachers of Escola Normal (Training School) would form the

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school Committee under the Chairmanship of the former. The Secretary of the School and of the Committee would automatically be, without any election, the Secretary of the “National Lyceum of Nova Goa”.

In the absence of the Commissioner for Studies at the meetings of the Committee, the senior most Teacher of the School had to represent him, if he possessed the necessary requirements.

One of the Teachers appointed by the Governor General, on suggestion of the Commissioner for Higher Studies, had to be the Director of the school Library and Curator of the school Museum, his main duty being the conservation and procuring of the necessary materials/stocks for the Library and the Museum of which he should keep an inventory and a well maintained Register.

The Departments and the Laboratory would be under the charge of the respective subject Teacher or Teachers.

No candidate could be admitted to the Interview/test (concurso) for the post of Primary Teacher unless he possessed due qualifications from the respective grades or levels for either the post of Primary Teacher of the Elementary level or the Complementary level from “Escola Normal”.169

For the first time this Governor made the Teacher education qualification essential for securing a teaching job. He then went on to specify the various academic duties that the Teachers had to perform in the “Escola Normal” which were as follows:

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• To teach regularly, according to the programmes and the time-table, handling the subjects allotted to each of them by the School Committee.

• To take care of and look after the moral and literary progress of the students.

• To maintain discipline or to report to the Commissioner of Higher Studies any breach of discipline so as to take the necessary measures in case of necessity.

• To enter in the Register, distributed to each of them by the School Office, remarks regarding the lectures delivered, other allied school exercises, the “absence” of students and the general “behaviour” of the students.

• To sign at the end of each Lecture the Register, which shall be given to him/her by the Secretary of the School or by the Clerk indicating in the same Register, the topic of the “Lecture” or the Exercises carried out during the day.

• To substitute, in the absence of any member of the Teaching Staff, according to the terms laid down in the Regulations.

• To attend all the meetings of the School Committee and actively participate in the discussions and elections.

• To be a member of the Examining Jury as required.

• To make suggestions on any matter which according to him/her be needed for the smooth progress of the school.

• To keep the Commissioner for Higher Studies, duly informed regarding any matter pertaining to the teaching as well as to the
behaviour and progress of the students, as and when enquired after by the Commissioner for Higher Studies.

- To dutifully carry out all the necessary requirements as laid down in these Regulations and the internal Regulations of the School.

- If any of the Teachers had not to turn up to deliver the lecture, he would be marked absent, 15 minutes after the given time, in a special Register maintained in the school office by the school clerk.

As stated earlier the Portuguese were sticklers for discipline and as such in his “Portaria” of 1894 the Governor General, Rafael de Andrade also specified the disciplinary measures - relatively very harsh - pertaining to the “Professors” especially with regard to absenteeism by the “Professors” and the substitutions in the posts. He laid down the following:

Each “Professor” was strictly prohibited from remaining absent from Lectures or any other Schoolwork, without permission from the Commissioner for Higher Studies. A written leave application had to be submitted through the School Secretary, on the very same day or the next. This written leave application had to be filed in the Office Records, and the Secretary had to then, simultaneously make an entry in the “Attendance Register” of the Teachers.

The absence of the “Professors” had to be duly justified by enclosing the relevant documents as per these rules and as per those laid down by the Official Committee appointed by the Governor General.

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170 Gomes, J. Benedito. Anuario de Escola Normal, Nova Goa, 1913, p. 49.
If a “Professor” were absent twenty times in a year without justifying his absence then as a penalty $\frac{1}{3}$rd of his annual salary would be deducted and deposited in the Public/Government Treasury.

At the end of each academic year, the Commissioner for Higher Studies, had to verify the absence of “Professors” during that year, and having studied the reasons given thereof decide whether they are “Justified” or “Non-Justified”. After that he had to order the entry of the same in the “Attendance Register” which had to be signed by him and by the Secretary of the School. Therafter he had to inform the Secretary of the Provincial Revenue Head Office of the measures to be taken regarding the deduction of the salary.

In case the “Professor’s” absence was due to sickness, the “Professor” concerned had to “justify” the same, before the Commissioner for Higher Studies, through proper channel i.e. the Secretary, by attaching a “Medical Certificate” which had to be renewed every eight days and in which the Medical Practitioner had to more or less state the duration of the absence of the “Professor” concerned.

If the absence due to sickness had to exceed thirty days then it had to be confirmed by an Inspection Team consisting of Medical Officers from the Public Health Department.

In case the absence was of short duration i.e. less than seven consecutive days, the absent “Professor” had to be substituted by another “Professor” from the School, so that the running of the School was not hampered.

When the absence exceeded seven days, the absent “Professor” had to be substituted by a “Professor” of the Government Primary School of Complementary level of Panjim, or any other “Professor” of any
Government Complementary School, or as per the order of the Inspector of Primary Education, approved by the Commissioner of Higher Studies. He could also have been substituted by a Professor of the National Lyceum of Nova Goa if it did not upset their daily routine or by any other individual of equivalent “qualifications” proposed by the Commissioner of Higher Studies and appointed by the Governor General.

If the proposed “Professor” happened to be a “Professor” of the Government Primary Complementary School, he had to be then substituted in the respective Primary school, according to the terms of the Regulations in force, governing Primary Education. and would besides his regular salary as Primary Teacher be entitled to an allowance amounting to the difference between his salary and that of a “Professor” of the National Lyceum of Nova Goa.

If the “nominated” person is any other Teacher of the Training School or a Lyceum Professor, or any other Government Servant paid by the Public Revenue Department, he had to be paid by the Public Revenue Office, a sum equivalent to half of the salary of the Lyceum Professor in addition to his regular salary.

If the chosen substitute were not, for any reason, receiving any payment from the Public Treasury, he would be paid by the Public Revenue Office, remuneration equivalent to the salary of the “Professor” of Lyceum.

The remuneration would be paid only for that period of the substitution\(^\text{171}\).

\(^{171}\) Gomes, J.Benedito. Anuario de Escola Normal, Nova Goa, 1913, pp. 50-51.
Discipline was valued very much under the Portuguese regime. Hence strict rules under the 1894 reforms were put in place for the “Professors” so that they carried out their functions regularly, efficiently and effectively. In order to maintain a high order of discipline not only rules were specified but also different types of disciplinary penalties were made applicable to the “Professors” in the “Escola Normal”. If found in breach of existing rules they would be liable for the following types of disciplinary penalties:-

- Scolding.
- Public admonishment (scolding in public).
- “Suspension” with total or partial loss of salary.
- “Dismissal” from service.
- The scolding referred to above had to be carried out by the Commissioner for Higher Studies, after hearing the “Professor” concerned.
- The scolding could have been given also by the Governor General, based on the findings of the Commissioner for Higher Studies and upon hearing the “accused”.
- Only the Governor General, upon hearing the Committee for Public Instruction and the accused, could impose the suspension with total or partial loss of salary.

- The “Professor” could be suspended for the following reasons:
  a. If the “Professor” was found guilty of “negligence” or any other act which had obstructed the discharge of his duties inspite of being reprimanded and warned;
b. When the “Professor” had wilfully disobeyed the orders of his “Superiors” with regard to the work concerned;
c. The defaults mentioned above could have also led to dismissal from service, which could have been imposed however only by the Government of His/Her Majesty\textsuperscript{172}.

As said before bowing to public demands a Commission had been appointed in June, 1903 by the then Secretary Dr. Francisco Maria Peixoto Vieira and after going through the various channels for approval the reforms were finally decreed in May, 1907 by the Minister and Secretary of State, Ayres de Ornellas Vasconcellos\textsuperscript{173}. “Escola Normal” under these reforms was called by the longish name of “Escola Mixta de Habilitacao para o Magisterio Primario” as girls too were formally admitted for the course.

Among the many duties allotted to the “Professors” of both the years, they had to meet up in the month of February and calculate the attendance, assess the academic performance and evaluate the behaviour of the respective students and then decide whether to promote or to detain any student. The minutes of this meeting had to be duly recorded in the minutes’ book by the youngest member of the teaching staff who would then brief the Director.

Regarding the selection of textbooks the Governor had to start the process through the publication of a notification detailing the procedure for the selection of books to be taught in the “Escola Mixta de Habilitacao” (co-ed school for Primary school Teacher trainees). However most of the books and

\begin{flushend}
\textsuperscript{172} Gomes, J.Benedito. \textit{Anuario de Escola Normal}, Nova Goa, 1913, p. 51.
\textsuperscript{173} \textit{Boletim Oficial}, 1907, No. 52, (3\textsuperscript{rd} July), p. 1 of Supplement.
\end{flushend}
the models and equipment would be the same as those followed in Portugal with some slight alterations as per the local needs\textsuperscript{174}.

Besides, these reforms of 1907 changed the composition of the staff, set out in detail the various functions and allotted particular duties to the “Professors”. In the event of one of the “Professors” failing to turn up the Governor General had to appoint a temporary “Professor” to teach those subjects or a “Professor” of the Primary level with not less than six years of distinguished service. The proposal for temporary appointment had to be put up by the Director of the school. Similarly in place of the lady “Professor” the same procedure and conditions had to be followed as above.

Primarily the most important duty of the “Professors” was to teach the subjects allotted to them by the Director of the School and as per the syllabus and the timetable drawn up by the authorities. They had to combine among themselves in such a manner that the students were not overburdened with work of one or more subjects on any one day\textsuperscript{175}.

The “Professors” had to keep track of the moral and academic progress of the students. Besides, they had to maintain strict discipline in the class treating the students with civility though but taking them to task if they remained absent. However the “Professors” themselves had to practice discipline by entering the class in time at the stroke of the bell as per the time table, writing daily the class logbook, giving a brief summary of what had been taught in the class and also completing the portion in time. They

\textsuperscript{174} Gomes, Jose Benedito. \textit{Primeiro Anuário de Escola Normal}, Nova Goa, 1913, p. 90.
\textsuperscript{175} Ibid, p. 94
had to constantly assess the students and mark their performance in class or check their exercises or take note of their absence and their progress so that they were in a position to present the monthly report, which would then be recorded in the designated Registers.

They also had to attend the staff meetings and take part in the discussions and take decisions. They could not refuse to be a member of any jury on which they were nominated for the Examination of students or the interviews for Teachers. They could make suggestions and put forward proposals on any subject, which they thought was important and useful for the smooth functioning, and academic and scholastic progress of the school.

However every time they were absent they had to justify their absence or had to preferably intimate the Director in advance so that the Director was in a position to make the substitution. They could allow any non-staff member to assist in the teaching or in doing exercises as long as the person was decently dressed and was not a nuisance in the class. If he was the cause of some indiscipline then he had to leave the classroom.

They had to furnish to the class Teachers all the explanations asked for with regard to the Curriculum. They could not allow the students to remain absent if the reason of the sickness was not very convincing.

They could suggest to the Director titles of books and other study material that in his/her opinion would be useful and so could be purchased for the library. They could not include any portion out of syllabus for Examination. In the discharge of their duties the “Professors” had to as far as
possible instruct their students who would be future Teachers in such a way so as to develop fully their faculties and build the right aptitudes.

The timetable and subject distribution would be done by the Director in a manner that the work load would not be less than 12 hours per week. The Director however would get minimum six hours per week.

The “Professors” were strictly prohibited - under the threat of being suspended and if caught twice being dismissed from service - from conducting lectures jointly for students of two different classes and to ask questions in the Examination on topics not included in the syllabus. As under the previous regime the “Professors” were also subjected to various types of penalties if found wanting or for dereliction of duties.

If any “Professor” was found teaching any religion other than the State religion, or propagating immoral and bad habits, or preaching against the laws of the country or was accused of some crime, or was involved in some scandal he would be immediately placed under suspension by the Governor General till the matter was properly investigated and resolved.

It was the duty of the Director to report to the Governor regularly through the general Secretariat about the breach of duties if any by the “Professors” so that the Governor General could take necessary and suitable action\(^\text{176}\).

None of the penalties however could be imposed without giving an opportunity to the “accused” to explain his/her conduct/action. Even

transfers and dismissals had to have first the approval of the Inspecting Council. In the event of an affirmative vote in this Council then the matter had to be published in the Official Gazette specifying the penalty imposed.

The appointing authority of the “Professors” in the “Escola Mixta de Habilitacao/Escola Normal” was the Governor General through an open interview/test admitting only those candidates who fulfilled the conditions laid down for the appointment of Primary Teachers or had undergone the Secondary /Superior course. However the candidate for the post of “Professor” to teach Agriculture in “Escola Normal” would be selected by the Central Government through the Directorate of Overseas Affairs.

Whenever a vacancy arose in the “Escola Mixta de Habilitacao/Escola Normal” the Director had to inform immediately the general Secretariat, which would then announce the open interview for the said post within thirty days in the Official Gazette. Candidates applying for the post then had to submit along with the application the following documents: Birth Certificate showing not less than 20 years and not more than 45 years, character Certificate, Certificate from the registrar of criminal cases of the province, Certificate stating that the military laws have been complied with, medical Certificate stating that the candidate does not suffer from any contagious disease or physical defect likely to interfere with his teaching, and a Diploma of Teacher Training course.

Those who were already in service, as Primary Teachers, were not required to submit the above documents except the birth Certificate and the Certificate of being confirmed in service in the school in which he/she was
teaching. Along with the documents the applicants had to attach the receipt of the fees of 3,000 “reis” paid in the Public Treasury which amount would then be credited to the school fund.

The results of the open interview had to be then published in the Official Gazette as per the merit list drawn up by the members of the jury. The interviews/tests would take place in the “Escola Mixta de Habilitacao para o Magisterio/Escola Normal”177.

The jury for the interview was appointed by the Governor General and comprised of the “Professors” of the school presided over by the Director, and if necessary from the Secondary level in orders to make a five-member jury. The youngest among them would be chosen as the Secretary of the Committee. The jury members were paid 1$200 “reis” each per day and the Director was paid 2$000 “reis” per day. The post retirement benefits including pension to the “Professors” of “Escola Mixta de Habilitacao/Escola Normal” would be as per the general rules as applied to the “Professors” in the Primary schools.

In 1935 the new Governor Joao Carlos Craveiro Lopes issued a “Portaria” delineating the various functions of the “Professors” in “Escola Normal”. He proposed the following reforms:

- Each of the “Professors” had to teach for not less than 12 hours a week with the exception of the Director whose academic work would be only for six hours.

In case any of the regular “Professors” was absent then his work had to be distributed among the remaining “Professors” in such a manner that the total number of hours for the week did not exceed 8 hours besides the normal hours of work, i.e. 12.

In case the “Professors” present in the school are unwilling to take up or cannot take up the substitution work the Governor General on the advice of the Director and after consulting the School Council would appoint temporarily a substitute for the “Professor” who was absent or unable to attend in the following manner and order:

1) A candidate who had topped the merit list at the public interview held to fill up such posts in “Escola Normal” or any other equivalent interview.
2) A “Professor” of the Primary school having qualified through the new “Escola Normal” course and having offered other courses and having outstanding service record at the Primary school level
3) A Diploma holder from the “Escola Normal” along with other qualifications.

The following duties were allotted to the “Professors” besides those referred to under the 1894 regime:

- To combine among themselves so that all periods are well distributed/alternated and conducted smoothly so that the students are not overburdened with exercises on only one difficult subject or too many of the same subject.
- To apply for leave to the Director preferably in advance so that substitution arrangement could be made.
• Not to allow the students to remain absent except in the event of having been really sick or in the case of some calamity.
• To propose to the Director the procuring of books and other material, which he/she thought, was necessary.
• Not to include those lessons for the Examinations the Teacher had not explained that to the students.

- The “Professor” who was absent due to reasons well justified had to apply for leave immediately after reporting for duty.
- Those “Professors” who were conducting classes privately or were lodged in the houses of students were liable to be dismissed except in the case of his/her own children.
- The “Professors” had to abide by all the rules and regulations applicable to the other officials too of the Colony.
- The appointments of the “Professors” as well as the Director would be made as per the rules in force\(^{178}\).

**The students:**

Undoubtedly rules were framed and procedures were adopted for admitting students to the “Escola Normal” course. The following stipulations were laid down by the Governor Caetano Alexandre d’Almeida Albuquerque through the “Portaria” of 1882:

The Academic year of the “Escola Normal” (Training School) would begin on the 1st of July and end on the 15th March. Admissions would be open for a period of eight days only. Nothing is said about late admissions.

The candidates applying for admission for the First Year of the Escola Normal had to produce the following documents along with the written application:

- A Certificate to prove that the applicant is not less than fifteen years of age.
- Character and conduct Certificates from the Parish Priest of the residential village or from the Magistrates of the village where the candidates might have resided during the last two-year.
- Certificate of having passed successfully whatever course that has been prescribed for the 1st year.

The documents had to be presented till the 30th of June to the respective Teacher who was also the Director of “Escola Normal”. Admissions would then be finalized during the first four working days of July. To secure admission to the 2nd year the requirements should be a “Passing” Certificate of the First Year of the “Escola Normal” course. The admissions had to be then entered in the respective book on payment of Re.1/-, and another Re.1/- at the end of the academic year, in order to meet the school expenses.

— Gomes, Jose Benedito. Anuario da Escola Normal, Imprensa Nacional, Nova Goa, 1913, p 25

— Ibid, p 25
It is interesting to note that the school allowed two types of students to attend the classes. Those who were “sponsored” by institutions, individuals and the Government were the regular students. They were called “ordinarios” (regular). Besides as the courses were basically of a general nature there were others who used to attend the classes on their own just to have an education rather than out of desire to join the teaching profession. These were called “voluntarios” (voluntary). Separate sitting arrangement was made for them and they were entitled for certain concessions. However, after the first quarterly examination they had to decide whether they wanted to join the course or not. They were then admitted on payment of the prescribed fee. Such an arrangement was done probably to spread learning and to attract candidates to the teaching profession.

The regular students on the other hand would get a Certificate at the end of the year signed by both the Director and the Secretary certifying three things: (1) regular attendance (2) good character (3) grade obtained for theory as well as practicals. If such a Certificate was produced for the interview for any post where one of the eligibility criteria was a Passing Certificate of “Escola Normal”, then the candidate stood a very good chance of getting the post, of course, after fulfilling the other requirements.

The students had to pay, besides the fees at the re-opening and the closing of the academic admission, a fee of Rs.1.50ps for the Certificate and for the attendance Certificates the “voluntary” students had to pay Rs.2/-. The following stipulations were laid down for the smooth functioning of the classes with regard to the attendance of students:
• The regular students were compulsorily required to attend all the “lectures” and do all the work of the school as and when required and allotted by the Teachers.
• If any student had to remain absent for more than 20 times without justification and 40 times with “due and justified” reasons he would lose the right to appear for the Examination.
• The “absence” from “classes” could be justified only by producing a “medical Certificate” clearly stating the sickness, which prevented him from attending the “classes”.

The main features of the admission procedure were obviously the submission of certain documents including the character Certificate from the Parish priest, the payment of fees for admission and for issuing of Certificates and the categorization of the students. Further the stipulations laid down for maintaining discipline and to arrest the malaise of absenteeism are to be taken note of. However it is seen that the mere acquisition of a Diploma from “Escola Normal” did not entitle one for a teaching post nor give any advantage as such. This qualification was considered equivalent to any other qualification and not as a special professional qualification.
These reforms were a consequence of the reforms announced in Portugal in 1892 by the Minister for Overseas Affairs, Francisco Joaquim Ferreira do Amaral pertaining to all levels of instruction. The Articles 17 and 18 dealt with “Escola Normal”.

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The Decree of 1894 stated very clearly with respect to admissions that “Escola Normal” was to be a co-educational school meaning it would henceforth admit girls also as regular students.

In the same “Portaria” of 1894 the Governor, Rafael de Andrade also laid down detailed stipulations in addition to those already mentioned under the 1882 reforms as follows:

- Students of both the sexes, who seek admission to the two courses, would obtain the same only after compliance with the conditions laid down in this Article. The course was divided into two years or rather there were two courses. The First Year course was meant for Primary Teachers of the Elementary level and the Second Year course was for Primary Teachers of the Complementary level.
- For admission and attendance of the First Year course, the candidates had to observe the following:-
  - To submit in the School Office, and during the prescribed period, an application, duly addressed to the Commissioner for Higher Education, along with the Passing Certificate of the Complementary level of Primary Education.
  - The application had to be written on a stamped paper duly signed by the candidate, giving therein the name of Parents, Place of Birth, Residential address and age.
  - The payment of admission fee, which was Rs. 2/- should be made by putting a revenue stamp equivalent to the above mentioned amount, which should be then, signed and duly Registered by the Secretary of
the School, according to the rule prescribed in Article 30° of stamp
duty of 26\textsuperscript{th} November 1885.

- The Admission fees maybe of attendance maybe of Examination once
paid, would not be refunded under any condition, and would be
deposited in the Public Treasury.

- All the other dues (emolumentos) of the Office would amount to four
‘tangas’ for each admission, out of which 2/3\textsuperscript{rd}s would go into the
Public Treasury and 1/3\textsuperscript{rd} would remain for the school Office.

- For admission to the 2\textsuperscript{nd} year of the course the candidate had to submit
along with the application the same documents as stipulated for the
First Year with the exception of the Passing Certificate of the First
Year, issued by the School Office in place of the Passing Certificate
of Primary course of the Complementary level.

- However, a student would be allowed to keep terms in the 2\textsuperscript{nd} year, if
for reasons of any illness, or any other, he had been unable to attend
provided he produces a duly signed Certificate - justifying his absence
at the final Examination of the First Year - issued by the Secretary of
the School along with his application, certifying his obtaining a
“Passing” grade, in each test, conducted during the course of the year
and on payment of the respective dues, according to the norms.

- The time-limit to apply for admission for the above courses were
fixed from the 15\textsuperscript{th} to the 30\textsuperscript{th} of June of each year: and this would be
duly announced in advance by the Secretary of the School, on the
Official newspaper (Boletim Oficial), giving details and conditions
governing the admission.
The time limit, however could be extended, if need be, till the 5th of July, for those candidates who might have had to answer their Examination late.

During this given time-limit as fixed in the preceding Article, the Secretary of the school, after obtaining the “admission granted” remark on each candidate’s application from the Commissioner for Higher Studies, had to enter the “admission” on the respective book, which should be signed by the said “Secretary” and by the “admitted candidate” from whom the Secretary then would demand the payment of dues, referred to in the preceding rules.

When, due to any unavoidable circumstances the “admitted candidate” does not come on the appointed date for signing the “admission book”, he/she should do so, on the 1st day of his attendance in the class.

The School Office, should in due time organize and forward to the 2 appointed Teachers, the “Attendance Registers” of the students, whose full names have been entered according to the “admission order” in the other Registers which should then be handed over to the “Clerk”.

The academic year (school year) begins on the 1st of July of each year and ends on 30th June of the next: but the instructional year should begin on the first working day of July and end on the last day of March of the following year, with all the days as instructional except those mentioned in the Articles that follow.

They were Sundays and feast days, days of National celebration and mourning, Christmas break from 24th of December to the 2nd of
January, from Sunday to Ash Wednesday, from the Palm Sunday to Easter and on the days of practical lessons for those who did not have that work. The summer holidays stretched for the three whole months of April, May and June.\textsuperscript{182}

Discipline was valued and demanded at all cost. Orderliness and respect was enforced in academic circles. Hence the students were informed of their various behavioural duties they had to comply with in school. Some of them were as follows:

- As soon as the Teachers entered the class, the clerk had to take the Attendance and mark the students absent who had not reported for the day or had left the class without prior consent of the Teachers. They would also make a note of it on the Attendance Register, given to each one of them.

- The students had to compulsory attend all the lectures and carry out the exercises given by the respective Teachers; obeying them and giving them due respect. On their part the Teachers too had to treat his students with politeness.

- The students of the Training School (Escola Normal) had to give due consideration and respect to the Principal and Teachers of the Lyceum, whenever they came across them in the premises of “Escola Normal” and similarly the students of Lyceum had to respect the Teachers of the Training School (Escola Normal).

\textsuperscript{182} Gomes, Jose Benedito. \textit{Anuario da Escola Normal}, Imprensa Nacional, Nova Goa, 1913, pp. 35 & 36.
• The Students of Escola Normal (Training School) were also required to treat with respect, the peon and other staff of the Lyceum. This applied to the Lyceum students as well.

• A student with twenty “absents” without prior permission, or 40 with due permission would be considered as “Failed”. A student who also fell under the category of “bad” or had failed to appear for 2 or more consecutive tests would also be considered as “Failed”. Any student who had undergone “disciplinary punishment” would also be termed as “failed” for that particular year\(^{183}\).

Therefore the authorities devised the following methods of dealing with contraventions of rules and regulations:

Scolding would be given in private for the 1\(^{st}\) time, for the 2\(^{nd}\) time in the presence of classmates, and for the third time in the presence of the whole school community.

• Isolating the student by making him/her sit on a separate bench until such time as the Teacher felt he had been punished enough. The worst and most extreme punishment however would be suspension from school for a period of one month or dismissal for one year but that would take place only in the most extra-ordinary circumstances and in case of grave mistakes.

• The lesser punishment had to be imposed by the Teachers themselves and the more grave ones would be inflicted first by the School Committee and then by the Inspecting Committee.

• Moreover all the faults and misdemeanors had to be duly entered in the Admission Book.\textsuperscript{184}

The following would be considered as "acceptable reasons" to justify the absence of any student:

- Any sickness, which renders him unable to attend class.
- Any serious sickness of the father or mother.
- Death of any member in the family or in the family of the spouse.
- If anybody related to the student had become a victim of disasters, accidents including fire accidents.
- Any other unavoidable or "unpredicted" occurrence.
- Non-Catholic or "pagan" students who justified their absence as due to "public festival" or "religious ceremony" would be condoned.\textsuperscript{185}

The School Committee was instructed to be "very strict" while considering the class attendance of the students – married students also used to enroll themselves - as well as his/her behaviour as can be seen from the following stipulations:

• The reason for absence during practical exercises of Methodology – this absence had to be entered in the general Register of

\textsuperscript{184} Gomes, Jose Benedito. Anuario da Escola Normal, Imprensa Nacional, Nova Goa, 1913, page 36.
\textsuperscript{185} Ibid, page 37.
Attendance of the respective year - should be in accordance with the rules laid down in the Regulations, and the documents bearing sufficient proof should be verified by the respective Primary Teachers in the annexed schools.

- Two “absents” on separate occasions, for the lectures, either in the morning or in the evening, would be taken as one unless the absence was due to any of the above reasons.

As far as the disciplinary punishments were concerned they would be applied to the students as per the “gravity” and as per the “circumstances” in which the offence was committed. Accordingly then these would be graded as “very grave” and “grave”

The following punishments would be considered as not so harsh:

- Admonishment in private by any of the Teachers.
- Admonishment by the Teacher to the student, in front of the Class or Colleagues.
- Scolding in private by the Commissioner of Higher Education.
- Scolding by the School Committee, read in the classroom of the two courses, by the Office Clerk.

The following penalties would be imposed for very grave offences:

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\(^{(1)}\) Gomes, Jose Benedito. *Anuario da Escola Normal*, Imprensa Nacional, Nova Goa, 1913, p. 36.
Whenever a student was warned or scolded for the 2nd time by the School Committee, the Secretary of the School had to report without fail the matter to the father or the guardian of the student.

The dismissal or suspension which could be temporary or for "the whole Academic year", would be imposed by the School Committee/Council preceding the "leaving" of the student, who would however be allowed to "appeal" in the form of a written application, if he so wished, to the Governor General who would on hearing the opinion of the Inspector for Public Instruction would give his verdict.

If discipline was a matter of great concern to the Portuguese the Examination system was also paid due attention as can be seen from the "Portaria" of Governor-General, Rafael de Andrade who laid down all the procedures needed to be observed in admitting a student for the Examination including the rules for the external students which were as follows:

- On the first working day of the month of April, the School Committee had to, taking into consideration the records in the Minute Book of the monthly Meetings, the Register of the Teachers and of the Clerk, the Result Book of the periodical class tests and the monthly suggestions of the Teachers of the Primary Section in the annexed schools, make a final assessment of the academic performance and attendance of the

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students, thereby granting “admission” for the Final Examination to those students thereby granting “admission” for the Final Examination to those students who fulfilled all the requirements as per the established regulations.

- After the assessment of the students, the Secretary had to proceed with the remaining formalities on the following two working days, before the closing date of the admission, like the affixing of the “stamps” equivalent to Rs.2/- for each year. The Secretary had to “affix” these stamps on the respective forms and then duly sign and attest them as per the Stamp Regulation Act, dated 26th November 1885.

- The Examination form had to be signed by the student or by his appointed guardian and by the Secretary of the School.

- At the time of submitting the form the Secretary of the School had to collect from each student four annas as fees, of which 2/3rds would go into the Public Treasury and 1/3rd to the Secretary.

- A student could not be admitted for the Examination of the 2nd year of the Course or 2nd grade without being tested and approved in the 1st year of the same course. The admission for the examination of the 2nd year on conditional or provisional grounds would only be fixed after the student had submitted the Passing Certificate of the 1st year and of having paid all the prescribed fees and other “dues” or emoluments” as per the terms of the stipulation mentioned in the preceding Article.

- On the closure of the date of “admission” to the Examination, the Secretary of the School had to prepare a list of those students admitted for the Examination, in order to submit the same to the concerned “Jury” of the Final Examination; he had to also submit to the
Commissioner of Higher Studies a short report of students examinationined every year, showing on a separate list the number of students of each sex examinationined each year; and had to in due course “affix” on the door of the Office, 48 hours at least in advance, a list (separate list) of students who had been admitted and could appear for the Examination\textsuperscript{188}.

There were two types of students, internal and external. We have to remember that traveling from one place to another at that time was not at all easy. Means of transportation were almost non-existent. Walking was the commonest and cheapest mode of travel. That’s why those students who sought admission in the “Escola Normal” and could afford it used to reside as boarders. Others would trudge long distances even to attend Primary school walking sometimes 30 to 40 kilometres back and forth. A few coming from the well-to-do families had the luxury of traveling in passenger-friendly bullock carts. Later on bicycles were quite a common sight.

Many students did not do formal schooling but took tuitions at home especially those who had uncles as priests whereas others who could afford it employed “mestres” (masters). However these students could not be denied the opportunity to appear for the formal Examination. Hence different rules were put in place for the external students, which the “Portaria” of 1894 specified as follows:

He/She could be admitted to the Public Examination (Final) in any of the subjects, which were prescribed for any year of the two courses of “Escola Normal”, on submitting an application, within the given

\textsuperscript{188} Gomes, Jose Benedito, \textit{Anuario da Escola Normal}, Imprensa Nacional, Nova Goa, 1913, p. 40.
period and as per the terms of the Regulations. The application had to be addressed to the Commissioner of Higher Studies and should be accompanied by the “required” documents as stated earlier.

- To seek admission for the final Examination of the First Year course of “Escola Normal”, the candidate had to submit his application with the “Passing” Certificate of the Complementary level of Primary Education and a Certificate attested and duly executed, issued on Stamp Paper, by the Teacher of the said Primary School.

- The conditions laid down for “admission” of candidates for the Second Year course of “Escola Normal” the candidate had to submit the same documents as above except the Passing Certificate of Complementary level of Primary Education had to be substituted by the Passing Certificate of the First Year course of “Escola Normal”.

- The candidate appearing for the Examination of both the years of the course of “Escola Normal” had to comply with all the conditions laid down as above and pay the required fees which would be totally Rs. 4/- in the manner proposed.

- The time limit for “external” candidates to apply for admission for final Examination of “Escola Normal” was from 15th March to 31st March, giving them the opportunity to sign the respective documents one day before they had to answer the Examination.

- During the first days of April, the School Secretary had to prepare a list of the External Candidates as per the Examination applied for and as per the sex of the candidates to be sent to the Examining Jury. He also had to submit to the Commissioner of Higher Studies a note showing therein the number of students of each year of “Escola
Normal” according to their sex. This list had to be accordingly, published in the official newspaper (Boletim Oficial) at least six days in advance so that the examinationinees will get enough time to prepare and present themselves\(^{189}\).

Because of the logistics problems at that point of time the system was adapted to suit the circumstances. External students were not only admitted and accepted but also they were the ones who kept the courses going because the external students always outnumbered the internal students. Besides the external students, being well prepared fared much better than the internal students in the Examination. Hence the external students were given the opportunity to answer the Examination of both the years at one time if they so desired. It must also be remembered here that most of the students were in their twenties and hence they could cope up with the subjects of both the years at one time.

The 1907 reforms, which included reforms at the Primary level, also stated that:

- The admission to the course in the Mixed School for Training the Primary Teachers (Escola Mixta de Habilitacao para o Magisterio Primario) or “Escola Normal” would be open from the first of May to the fifteenth of every year and the announcement in this regard had to be made by the Director of “Escola Normal” in the “Boletim Oficial”.
- To be admitted for the course the candidate had to produce in the school office along with his application, a birth Certificate showing

\(^{189}\) Gomes, Jose Benedito. Anuario da Escola Normal, Imprensa Nacional, Nova Goa, 1913, page 40 & 41.
not less than 18 years and not more than 27 years, a passing Certificate of the second level of Primary education, a Certificate of having passed the admission test for the Teacher’s course, medical Certificate issued by the Government Health authorities declaring that the candidate is not suffering from any contagious diseases or deformity which was likely to interfere with his/her teaching duties.

- After the documents of the candidates had been examinationined by the Director of “Escola Normal” a list of the selected candidates would be put up on the door of the school. Those who were not selected could then appeal to the Governor-General. The selection process would commence on the 16th of May and would end on the 30th of the same month. The Secretary then had to enter the names and the relevant information obtained from the students in a special Register meant for the purpose on the model of the one used in the Lyceum.

- If the candidate was unable to attend due to sickness or any other legitimate reason then he could carry out the formalities through a proxy. The candidates had to pay the entrance and closing fees of admission in the office of the Treasury of the Municipality of Ilhas. The amount would be the same as that of the admission fees for the students of Lyceum with the money debited into the School fund.

- He further elaborated on the conduct and behaviour of the students so as to instill a keen sense of discipline in order to see that the school functioned smoothly.

- The students were obliged to attend all the lessons and do all the work assigned to them by the respective “Professors”. If any student remained absent for one fifth of the number of times classes were
conducted in any subject then he would lose the whole year. This was
to be brought to the notice of the students showing the maximum
number of the times the student could remain absent right at the
beginning of the academic year by the Secretary of the school.

- In the event of misbehaviour the students could be subjected to the
  following types of punishments/penalties/ penal action:
  
  o Admonishment/Scolding by either the Director or any of the
    “Professors”.
  o Reprimand by the Director recording it in the minutes’ book.
  o Censure by the School Committee to be recorded in the
    minutes’ book.
  o Expulsion from the school could be done only by the Governor
    after hearing the School Committee and the “accused”.

- A student who had lost the year due to disciplinary action however
could have been admitted in the same class the following year but a
student who had lost two consecutive years due to unjustified absence
would not be admitted.

- The rules of promotion to the next year were very simple. Those who
  had obtained majority of “very good” or “good” remarks in the
  current year in Pedagogy, Portuguese and Arithmetic and majority of
  “average” remarks in the remaining subjects would be promoted to the
  next class\textsuperscript{190}.

Thus it can be seen that first and foremost the admitting of female students
was given a legal sanction in Portugal. However it must be remembered that

\textsuperscript{190} Gomes, Jose Benedito. \textit{Anuario da Escola Normal}, Imprensa Nacional, Nova Goa, 1913, p. 89.
in Goa this emancipation of women had already taken place thanks to the vision of some of the farsighted Governors. Female students were already being formally admitted as external candidates under the 1882 reforms and under the 1894 reforms they were being formally admitted to the course as regular students. Now official sanction was given by the Central government. Was it because of its successful implementation in Goa?

Even in the very nomenclature of the training institution itself a clear change was introduced. Henceforth it was to be called “Escola Mixta de Habilitacao para Magisterio Primario” meaning Co-ed or Mixed School for the Training of Primary Teachers. Other stipulations remained almost the same albeit they were made a little bit more simple and easy to follow. Because these rules were well framed these reforms continued for a long period till new reforms were finally introduced in 1935 again along with the reforms of Primary education.

A Decree had been proclaimed in Portugal announcing the reorganization of education by the Central Government in 1935. Immediately following that the Governor Joao Carlos Craveiro Lopes brought out a “Portaria” promulgating the complete plan for education in general and for “Escola Normal” in particular.

Some of the stipulations in addition to those previously introduced in the said plan were as follows:

- Those seeking admission to the First Year had to submit in the school office the following documents along with the application:
1. Birth Certificate showing not less than 18 year and not more than 32.

2. Certificate stating that the student had passed the 5th year of the General Course of Lyceum with not less than 12 marks out of 20 or having passed any Complementary course (Course Complementar) of Central Lyceum.

3. Certificate from the Institute of Vaccinations and Analysis or from the Government doctor attesting that the candidate had been vaccinated or re-vaccinated against smallpox.

- For admission to the Second Year along with the application only a Passing Certificate of the First Year or a Certificate of attendance of the Second Year was sufficient. The application however had to indicate the name of the student, the names of parents, Nationality, place of residence, and the age.

- The intake capacity in each class of Escola Normal was 30 with the Governor having the power to raise it to 35 in special cases. If the number of students exceeded the capacity then preference would be given first to first-time repeaters, then to those who possessed higher qualifications than the minimum required with those scoring more at the time of selection placed above the others in the merit list. Then would come the fresh applicants.

- The student who had failed twice in the Examination of the First Year or was not admitted for the final Examination twice because of non-fulfillment of criteria could not be admitted in the Second Year.

- The last working day of the month of February would be taken as the final day of attendance from which the total number of days would be counted for a student to be able to appear for the final Examination.
If a student had more than three "absents" in any subject or practicals and was losing a year then the School Council would decide by taking the following into consideration:

1. Student did not have any bad remark and had done reasonably well in the class.
2. Student was absent because he was sick or a member of the family was sick or for some other noteworthy reason.

If the student had submitted no documentary evidence of the reason for his absence but the "Professor" had orally informed the School Committee then also the above conditions would be taken into consideration.

In case a particular student was absent because of some strike then too he was entitled to the above concessions\(^1\!\!^1\).

These reforms are significant for the fact that for the first time the authorities had to fix a certain limit to admissions that is not more than 30. This gives us to understand that this time round the applicants far outnumbered the number of seats available. It also implies that the teaching profession was favourably viewed. Consequently the admission criteria was also set much higher. If earlier a Pass Certificate of the Complementary course only of Primary education was required now a Certificate of the fifth year of Lyceum or a pass Certificate of the Complementary course of Central Lyceum was needed to seek admission in the "Escola Normal". So the entry qualifications were qualitatively enhanced. Quality could also be seen in the

number of candidates who passed out from the institution. On an average 10 to 12 candidates would complete the course as in 1944-45 for example 7 girls and 3 boys passed out\(^{192}\) or in 1947-48, 6 girls and 4 boys cleared the course\(^{193}\).

One of the reasons for the demand for admissions in “Escola Normal” probably was because of the opening of the Western India Portuguese Railway (W.I.P.R.). This was truly a godsend to many Goans who crossed the borders in large numbers in search of greener pastures as economically Goa remained backward. They made their mark in many parts of British India especially Bombay and Karachi. The more intrepid ones of course crossed even the seven seas and carved a niche for themselves in many of the countries of Africa. Hence the Portuguese Government tried raising the bar in order to improve further the quality of education so that these young men and women thirsting for a good education would not be disappointed.

These reforms of 1935 continued till the time the Portuguese had to leave Goa in 1961. However off and on minor changes were always being effected as for example when in 1950 the Governor General Fernando de Quintanilha e Mendonca Dias (1948-1952) extended the dates of admission from the 11\(^{th}\) of June to the 14\(^{th}\) of the same month when a little earlier it had already been changed from the 1\(^{st}\) to the 9\(^{th}\) of June instead of 1\(^{st}\) of May to the 15\(^{th}\) of May. He further ordained that instead of applying to the Director the candidate should apply to the Secretary for admission. The Secretary then would enter the name of the candidate in a special Register after verifying

\(^{192}\) Boletim Oficial, Imprensa Nacional, Nova Goa, Series III, No.31, 2\(^{nd}\) August, 1945, p. 167.

whether the candidate was in good health and whether the candidate had revealed all the relevant personal details without any misrepresentation or fraud.

In 1939 it was announced through an edital issued by the Director, Antonio Alves Prudente that besides all the previous stipulations repeaters applying for the first year had to produce the attendance certificate of the First Year of the “Escola Normal” only. Similar procedure had to be followed also in the case of Second Year.

The joining period was also extended upto the 30th of June for those students only whose results had not been declared during the period of admission although they would be marked absent for not having attended classes. The academic year would begin from the 15th of June and end on the last day of February.

The syllabus:

The Training course was primarily meant for Primary Teachers and since Primary education was divided into two levels, the training course also was designed as a two - year course, the elementary (lower level) and the complementary (upper level). Those who completed the First Year would be eligible to teach at the first level and those who completed also the Second Year that means the complete course would be eligible to teach at the second level. Admissions for the course would be made every two years. There was

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therefore a strong umbilical chord between Primary education and Teacher education.

The first syllabus of the “Escola Normal d’Ensino Mutuo” programme drawn up in 1841 and published in the “Portaria’ dated 17th August, 1841 was as follows:

   Elements of Geography.

   Elements of Chronology.

   • Ancient World History from the founding of the earliest empires up to the destruction of Rome\textsuperscript{195}.

   • Modern History from the origin of the Monarchies to the present times.

   • Calligraphy.

   • Drawing.

   • Portuguese and General Grammar.

   • Methods of teaching and Legislation related to Primary instruction.

   • Catechism and Sacred History.

   • Natural Theology and Moral Philosophy.

   • Arithmetic and Geometry with applications to industry.

   • Bookkeeping\textsuperscript{196}.

\textsuperscript{195} Souza, Felippe Nery Thome Caetano do Rosario. Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa, Typographia da Cruz, Rua de Ourem, 1894, p 121

\textsuperscript{196} Gomes, Jose Benedito. Anuario da Escola Normal, Imprensa Nacional, Nova Goa, 1913, p 11
Certain portion of some of the above subjects had to be learnt by heart as memorization was also considered as one of the desirable methods of learning.

Subsequently in 1856 the syllabus was re-drawn by the Secretary General Heliodoro da Cunha Rivara, as the course was re-introduced. However there was hardly any change in the syllabus only some re-organization was done like grouping the subjects of Geography, Chronology and History under one “Chair”. It included the following subjects:

- Calligraphy.
- Drawing.
- General & Portuguese Grammar.
- Legislation pertaining to Primary education and new teaching methods.
- Geography, Chronology and History.
- Christian Doctrine and Sacred History.
- Natural, Philosophical and Moral Theology.
- Arithmetic and Geometry with application to the industrial field.
- Bookkeeping/Accountancy.

In both the above syllabi it can be noticed that there is no bifurcation between the First year and the Second year. The division of the subjects was left to the discretion of the “Professor” incharge. Taking the elements of the subjects into consideration the “Professor” would make groups called “Chairs” and allot them for either the First year or the Second year students.

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Besides, most of the subjects were repeated in the second year as a matter of revision.

However the potential ambiguity in the above arrangement was sorted out by the reforms of 1882. In these reforms introduced by Governor General Caetano Alexandre d’Almeida e Albuquerque a clear distinction was made between the syllabus for the students of the First Year and the syllabus for the students of the Second Year. The following syllabus was designed for the students reading in the First Year of the two-year course:

- Writing.
- Basics of General Grammar, reading exercises, recitation and analysis of the Portuguese language and composition.
- Catholic doctrine and elements of Sacred History.
- Arithmetic, including ratio and proportion and its application in daily life, metric system and weight.
- Brief notions of General Geography, Geography of Portugal and its Possessions (countries conquered) especially in Portuguese India.
- Elementary Knowledge of Portuguese History, Indian History with stress on Goa.
- Practical Pedagogy, knowledge of Legislation on Primary Education in general with emphasis on Portuguese India\(^\text{198}\).

In the Second Year the syllabus was expanded to include besides the above subjects the following new ones:

- Revision and completion of Grammar exercises, reading of prose and poetry and applied Arithmetic.
- Elementary notions of Geometry and its practical use.
- Notions of Cosmography and Chronology and rudiments of World History.
- Linear Drawing, ornamental/design Drawing and Imitation.
- Agricultural notions/knowledge\(^{199}\).

As far as the theory classes were concerned there would be just one “lecture” every morning of about 2 ½ hours duration. Saturdays were exclusively meant to review all the work studied during the course of the foregoing week and the period beginning from 15\(^{th}\) February to 15\(^{th}\) March was reserved for general revision as an intensive preparation for the final examination.

The programme of practicals was to be drawn up by the Inspecting Council in consultation with the Director. These practicals would then be carried on in the annexed school under the observation of the respective Primary Teachers on a daily basis. The observations were then to be noted down on a Register meant for that purpose and marks/grades were to be allotted for the performance of the students in the following manner:

0 to 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Poor.
6 to 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sufficient.
11 to 15 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Good.
16 to 20 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Distinction\(^{200}\).

\(^{199}\) Gomes, Jose Benedito *Anuário da Escola Normal*, Imprensa Nacional, Nova Goa, 1913, p. 23.
\(^{200}\) Ibid, p. 24.
The reforms of 1882 also made a clear reference to the transaction of the classroom Curriculum in the following manner:

The daily lessons of the course consisted of theory in Escola Normal and practicals in the annexed schools, duly distributed by the “Professors” as per the programmes laid down by the Inspecting Committee, on the advice of the Director. In the annexed schools, the prescribed regulations of Primary schools had to be observed by the trainees, regarding the moral and religious education, teaching instructions, awards and punishments.

When the Central Government issued the Decree in 1892 further changes had to be made in the Curriculum. Though “Escola Normal” had two courses training Teachers for 2 levels – Primary Teachers for the Elementary level and Primary Teachers for the Complementary level, the subjects were simply listed as follows:

2. Arithmetic operations, the Metric system and Indian Weights and Measures.
5. Pedagogy, Methodology and Legislation pertaining to Primary schools.
7. Principles of domestic and Industrial Economy.

\[\text{201 Gomes, Jose Benedito. Anuario da Escola Normal, Imprensa Nacional, Nova Goa, 1913, p. 24.}\]
Students were then required to undertake practical exercises in Methodology in the annexed Primary Schools of Elementary and Complementary (elementar & complementar) levels situated in Panjim.

“Escola Normal” was supposed to stock official publications on Primary education, natural models or aids, apparatus and instruments used in teaching, books on teaching, specimens of natural and industrial products of Portugal and its colonies and details of statistics concerning Primary education.

Two years later the reforms mentioned in the Decree of the Central Government were duly introduced in Goa. In compliance with the relevant Articles of the Decree of 31st October 1892, the Governor Rafael de Andrade laid down the syllabus and the academic work to be carried on in the “Escola Normal”. Since girl students were also formally being admitted to the course there was a further addition to the syllabus. He stated that the following subjects would be a part of the male students’ scheme of study in addition to those were already in force:-

Reading and Recitation of Prose and Poetry.
Elementary Geometry and its usual applications.
Drawing.
Basic Elements of Agriculture.
Pedagogy, Methodology and Legislation pertaining to Primary schools.
Moral and Sacred History.
Elements of Domestic and Industrial Economy.
Elementary notions of Hygiene.
Rights and Duties of a citizen.
Catholic doctrine was replaced by Moral & Sacred History.

The following subjects for the female students were included (prescribed) for the two courses (training courses) besides those prescribed above for the male students:

Duties of a mother.
Needle work and Stitching.
Elements of Physics, Chemistry and Natural History.
Choral Singing.²⁰³

When the Governor General, after consulting the Inspecting Committee of Public Education, felt it convenient to prescribe more academic work as per the relevant Articles of the said Decree he added the following to the above mentioned list of subjects separate for boys and girls:-

Bookkeeping/Accountancy
Principles of Rural and Commercial Economy.
Elements of Physics, Chemistry and Natural History.
Choral Singing.
Gymnastics.

And for girls:
Drawing of Patterns for Embroidery.
Bookkeeping/Accountancy.²⁰⁴

²⁰³ Gomes, Jose Benedito. *Inventario da Escola Normal*, Imprensa Nacional, Nova Goa, 1913, p 13
²⁰⁴ Ibid, p 34.
With regard to the transaction of the syllabus and other classroom activities the Governor-General instituted the following programme:

The lecture of each Teacher of “Escola Normal” (Normal School) during the instructional days had to be of 2 hours duration, which could be split into 2 parts, if so desired by the School Committee – one during the morning period and the other in the evening, and these lectures would be open to all.

One day in a week had to be reserved regularly for revision of the portion done, if so desired by the Teacher concerned.

In his Attendance Register, the Teacher should keep a daily record of the lessons, the revisions, and the other exercises of each student, grading them according to the scale referred to in the Regulations.

The school timetable had to be organized by the School Committee, before the beginning of the academic year and the Secretary had to publish well in advance in the official Gazette (Boletim Oficial) of the State as also a list of the prescribed books and a notice as to how the subjects prescribed for the courses are distributed between the two Teachers.

Neither the Time-table nor the books could be altered or changed in the course of the academic year, unless there was some real advantage to be gained and would contribute to the progress of education without having however any adverse impact on the students.

The textbooks for the teaching of the various subjects had to be proposed by the School Committee but could not be prescribed without the

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204 Gomes, Jose Benedito. *Anuario da Escola Normal*, Imprensa Nacional, Nova Goa, p 34

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prior approval of the Governor General and without the consent or approval of the Inspecting Committee for Public Education\textsuperscript{205}.

These reforms of 1894 brought in many significant changes in the Curriculum of the “Escola Normal” course. Besides the admitting of girl students the class periods were reduced to one hour each and distributed in the morning and evening. Instead of one “Professor” under these reforms two were appointed and the School Committee allotted work to them. Instead of Saturday being reserved for revision any day could be taken for revision. A timetable now had to be prepared both for the benefit of the students and the “Professors”.

Then came the reforms of 1907. Under these reforms as a major significant change the course in “Escola Normal” was converted into a three year course. The following changes were then incorporated in the syllabus with some new subjects introduced and some others being redesignated:

- Portuguese language and literature.
- French language.
- Practical Arithmetic and Elementary Geometry.
- Rudiments of Physics, Chemistry and Natural History and their application to Hygiene and Agriculture.
- Elements of Practical Agriculture.
- Elements of Commercial and Agricultural Accountancy.
- Moral Rights and Duties of citizens and Domestic Economy and Duties of a mother of a family (the last named was for female students only).
- Cosmography, Chronology, Geography and World History.

\textsuperscript{205} Gomes, J.Benedito. \textit{Anuario de Escola Normal}, No. 1, Imprensa Nacional, Nova Goa, 1913, p. 34.
Chorography and History of Portugal and the Colonies.
Calligraphy, Linear Drawing and Designing and Map Drawing.
First Aid.
Pedagogy, Special Methods in Primary education, and Legislation relating to schools.
Gymnastics.
Music and Singing.
Needle work and Handiwork for the female candidates\textsuperscript{206}.

All the above subjects were to be distributed accordingly for the three consecutive years of the course as per the Curriculum and as per the relevant regulations. The Pedagogical exercises were to be carried out in the annexed Primary schools. The “Professors” of the annexed schools would be in charge of the trainees in the Primary schools. They had to observe the Pedagogical exercises of the Teacher trainees, evaluate them, marking them at the end of every month and then send a report to the school office showing therein the attendance, the academic performance, the practical work and the behaviour of those students under each one of them. Each period would be of one-hour duration each day and between two periods there would be an interval of 15 minutes.

\textbf{Time tables.}

The following was the elaborate timetable drawn up in 1911 and approved by the Governor General Francisco Manuel Couceiro da Costa (1910-17) according to his “Portaria” dated 14\textsuperscript{th} August 1911 showing the allotment of periods for the different Years:

\begin{center}
\textsuperscript{206} Gomes, J.Benedito. \textit{Anuario de Escola Normal}, No. 1, Imprensa Nacional, Nova Goa, 1913, p. 87.
\end{center}
The Ministry of Sea Trade and Overseas Affairs in 1907 ordained that the textbooks to be followed in the “Escola Normal” were those that had been prescribed by the Government in Portugal. The list had to be published in

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the Boletim Oficial. The textbooks had to be procured or reprinted by the
Inspecting Councils of Public Instruction.\textsuperscript{208}

By 1933 the timetable underwent further modifications. Since the course
was of three years duration the division was made accordingly. Instead of
calling them Years they were now called classes although the concept of
classes had already been introduced under the 1907 reforms. There was
Class I, Class II and Class III corresponding to the three years of the course.
It is also seen that the number of subjects had increased. Hence the time
table had to be arranged in the following manner in order to cover all the
subjects and the working hours:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Working hours</th>
<th>Total workload</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class I</td>
<td>Class II</td>
</tr>
<tr>
<td>Portuguese</td>
<td>04</td>
<td>03</td>
</tr>
<tr>
<td>French</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Arithmetic &amp; Geometry</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Geography &amp; History</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Duties of Citizens</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Drawing &amp; Calligraphy</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Craftwork</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Music</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Needle work</td>
<td>03</td>
<td>03</td>
</tr>
</tbody>
</table>

Gymnastics

<table>
<thead>
<tr>
<th>Workload in each class</th>
<th>01</th>
<th>01</th>
<th>01</th>
<th>03</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>55</td>
</tr>
</tbody>
</table>

Fig. 3. Time table in 1933.

Around 1935 it appears that there was a dire need for Teachers, which meant that the number of schools had increased to around hundred, and odd. Besides the teaching of the Portuguese language had been made mandatory even in the English medium schools of which by now there were quite a few. Hence the Government felt the need of appointing untrained teachers who were given the designation of “agentes de ensino”. This concept was probably borrowed from Portugal as the Mother country too had resorted to such a measure in order to overcome the acute shortage of teachers. A few years earlier a similar step had taken to remedy the shortage of teachers by conferring on those who were in the teaching profession without any formal qualification the title “titulos de capacidade” and a few years later there would be “regentes”.

Though the regime of 1907 lasted for well over 25 years it was gradually felt that the duration of the course was too long. Besides the pressing need for teachers made the Government do a re-think. Hence the proposal from one Adolfo Sinvval da Costa to change the Curriculum and the duration of the course in “Escola Normal” was taken cognizance of. The Government immediately constituted a Committee comprising of Antonio Alves Prudente, Director of Escola Normal. Propercia Correia Afonso and Ramachandra Xencora Naique, “Professors” of the same “Escola Normal”

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and mandated them to study the issue and present their findings and suggestions for the re-organisation of the said course\textsuperscript{210}.

Based on the report that was quickly submitted the course in “Escola Normal” was restored to two-year duration. However like the previous course there would be no levels and all had to complete both the years of the course to be bestowed the Diploma. In 1935 a “Portaria” was issued by the Governor Joao Craveiro Lopes (1929-36) signaling fresh reforms and restoring the course in “Escola Normal”. The course was re-converted into a two-year course comprising of the following groups of subjects:

**First group:** Portuguese and History of Portugal.

**Second group:** Psychology, Pedology and Pedagogy.

**Third group:** Didactics, Hygiene (General and School), Needlework, Home Economy, Cooking.

**Fourth group:** Modelling and Designing, Educative manual work or Craftwork.

The subjects of Needlework, Cooking and Home economy were meant only for girls\textsuperscript{211}.

The timetable too now had to be re-drawn in the following manner:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Subjects</th>
<th>Hours per week</th>
<th>First</th>
<th>Second</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{210} Boletim Oficial, Imprensa Nacional, No 33, dated 23\textsuperscript{rd} April, 1935 p. 650.

\textsuperscript{211} Boletim Oficial, Imprensa Nacional, Nova Goa, 1935, p. 827.
The classes could be conducted also in the evenings either in all subjects or in some of the subjects as per the convenience of the students. The portion would be so divided that the Teacher would be able to complete it by the end of the academic year. The lessons would be given as per the timetable and each period would be of 50 minutes duration out of which the first 25 minutes would be devoted to the revision of the previous lesson and the next 25 minutes would be utilized to teach the next lesson. Between one period and the other there would be an interval/break of ten minutes.

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The Teacher had to immediately write his log book recording the unit that had been taught, the revision (mentioning also the names of students who were questioned) that had been done or any other work that had been undertaken in the class and at the end of the class it had to be immediately handed over in the School office for recording and remarks.

The practical lessons would be conducted by the regular students of in the attached Primary School, which would function as any normal Primary School in the country. Per week twelve hours were allotted for this activity. The lesson observation was done by two "Professors" from the annexed Primary schools. They would as per the approved directions, be appointed by the School Council and report to the "Professor" of Didactics. The schedule and the list of students would be drawn up in consultation with the School Council and brought into effect by the Director of Escola Normal from the 15th of June of each year. These practicals could be conducted either in the morning or in the evening without however disturbing the lectures.

Each regular Second Year student then had to present every month a report on the conduct of the classes to the "Professor" of Didactics. These reports would then be discussed in the class. After these reports had been perused by the Professor of Didactics they were handed over in the School office to be properly maintained.  

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In 1942 the Semester system was introduced in the Teacher Training course with three semesters but of two years duration. The First Year would start on the 1st of October and the Second Year would start from the first of March the following year and would continue till the 31st of July.

The syllabus and the number of periods per week for every subject were as stated below:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Subject</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pedagogy &amp; Gen. Didactics</td>
<td>05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Applied Psychology &amp; Edu.</td>
<td>03</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Special Didactics (Methods)</td>
<td></td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>4</td>
<td>School Hygiene</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Physical Education</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>6</td>
<td>Drawing</td>
<td>02</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>7</td>
<td>Education for Ladies</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>8</td>
<td>Music &amp; Choral Singing</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>9</td>
<td>School Legislation &amp; Adm</td>
<td></td>
<td></td>
<td>03</td>
</tr>
<tr>
<td>10</td>
<td>Pol. &amp; Adm. Organization of Portugal</td>
<td>02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moral &amp; Civic Education</td>
<td>02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicals &amp; Pedagogy</td>
<td>05</td>
<td>08</td>
<td>08</td>
</tr>
</tbody>
</table>
As before each period normally would be of 50 minutes duration. However subjects like Drawing, Singing etc would be of 80 minutes each. The intake capacity in each class would be 30 and the number of girl students would be 15. Under exceptional circumstances the number would be allowed to be raised to 40 and 20 respectively.

Practice teaching would be conducted by the Teacher trainees as under:

They had to assist in all the school activities.
They had to conduct lessons in special methods in the class.
They had to do actual teaching during the normal periods.
They had to get familiar with the students, Teachers, other staff etc.
They had to check the exercise books, write notes, etc.

The practice lessons to be conducted in the school were assigned by the Teachers of the practice school. This had to be delivered to only a select group of students so as to enable the trainee to apply properly the Pedagogical concepts and teaching strategies.

The programme for practice lessons was designed semester-wise as under:

First semester – familiarization.
Second semester – Delivery of lessons to small groups.
Third semester – Teaching the whole class.

The school Council was authorized to monitor and assess the progress, attendance and even the overall behaviour of the students.
On a scale of twenty the student had to get minimum ten marks in each of the subjects to be promoted to the next class. This would also entitle the student to appear for the final examination at the end of the third semester. Obviously the final examination would consist of theory as well as practicals.\textsuperscript{214}

The above reforms were made applicable to the Districts as well as the overseas States. The introduction of semesterization in 1942 was not the only a significant measure adopted in the Curriculum but also was in the interest of quality improvement. Now more stress was laid on Pedagogy and Teaching skills.

By 1948 the semester system was done away with and a fresh timetable was drawn up showing therein not only the subjects which were distributed year wise and the number of periods per week but on a day to day basis, the type that is followed today in all the educational institutions. This time table was as follows:

\begin{tabular}{|l|l|l|l|l|l|l|l|}
\hline
Year & Period & Mon. & Tues. & Wed. & Thurs. & Fri. & Sat. \\
\hline
$1^{\text{st}}$ & Psycho & Didac. & Hist. & & Draw. & Eco. \\
\hline
First & $2^{\text{nd}}$ & Hygie. & Craft & Hygie. & Draw. & Hygie. & Didac. \\
\hline
$3^{\text{rd}}$ & Peda. & Portu. & Portu. & Psycho. & Portu. & Psycho. \\
\hline
\end{tabular}

\textsuperscript{214} \textit{Diario do Governo}, no. 208 dated 5th September, 1942 Decree no. 32.243.
Finally in 1960 during the tenure of the last Governor, Vassalo de Silva, the following timetable, an improved version of the previous one was drawn up:

<table>
<thead>
<tr>
<th>Year</th>
<th>Time</th>
<th>Mon.</th>
<th>Tue.</th>
<th>Wed.</th>
<th>Thurs.</th>
<th>Fri.</th>
<th>Sat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1</td>
<td>Pedag.</td>
<td>Didac.</td>
<td>Hygie</td>
<td>Pedag.</td>
<td>Hygie.</td>
<td>-</td>
</tr>
<tr>
<td>2nd</td>
<td>1</td>
<td>Portu.</td>
<td>Pedag.</td>
<td>-</td>
<td>History</td>
<td>Pedag.</td>
<td>Portuguese</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Pedol.</td>
<td>Didac.</td>
<td>Craft</td>
<td>Didac.</td>
<td>Drawing</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>-</td>
<td>Craft</td>
<td>Draw.</td>
<td>-</td>
<td>Portu.</td>
<td></td>
</tr>
</tbody>
</table>

Fig. 7. The timetable in 1960

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The School calendar:

According to the 1856 reforms the classes would run for not less than two and half hours. The academic year would begin on the first of October. The rest of the calendar would be as per that of the Lyceum since it was a branch of Lyceum. The admissions for example were to be done in the Lyceum from the 20\textsuperscript{th} to the 27\textsuperscript{th} of September which period was later extended to September 30\textsuperscript{th} every alternate year\textsuperscript{216}.

The 1882 regime brought in many changes. As per these reforms of 1882 the academic year unlike the previous regime would begin on the 1\textsuperscript{st} of July and end on the 15\textsuperscript{th} of March of the next year. The first eight days – first of July to the 8\textsuperscript{th} of July - however were only to carry out the admission process every alternate year. Again as above, classes would be conducted only in the morning and would last for not less than two and half-hours.

The school calendar of 1882 besides showing the academic activities also enumerated the number of holidays. The following were the holidays that the students could enjoy in “Escola Normal” at that point in time:

- Sundays and days of “obligation”.
- All Thursdays of the week when no other “holiday” had been declared.
- Important feast days.
- From “Christmas Eve” to 1\textsuperscript{st} January.
- “Carnival” and the entire “Holy week”.

Besides these days, 25\textsuperscript{th} November and 3\textsuperscript{rd} December would also be declared as “holidays” provided there was no other holiday during that week\textsuperscript{217}.

The reforms of 1894 then made a number of changes in the programme including the dates for the re-opening of the “Escola Normal”. The admission process would start on the 15\textsuperscript{th} of June and run till the 30\textsuperscript{th} of June every year. This could be extended till the 5\textsuperscript{th} of July in case of admissions to the Second Year. Ordinarily the academic year would start on the first of July and end on the 30\textsuperscript{th} of June of the next year. The instructional days would end on the last day of March. The following were taken as holidays besides those mentioned under the 1882 reforms:

1. Days of National rejoicing and National mourning.
2. And all the days designated for Methodology practicals for those trainees who did not have any lessons to give\textsuperscript{218}.

Summer holidays would consist of the months of April, May and June.

A departure from the previous arrangement regarding the running of the classes was introduced in the 1894 reforms. Classes were conducted throughout the day with two hours in the morning and two hours in the evening with the periods divided equally between the two “Professors” with each one of them having to teach one hour in the morning and one hour in the evening. One day in a week was reserved exclusively for revision and one day was allotted for practicals – helping in the teaching as Assistants and Monitors - but only after the theory part had been sufficiently dealt with.

\textsuperscript{217} Gomes, J.Benedito. Anuário de Escola Normal, Imprensa Nacional, Nova Goa, 1913, p. 27.
\textsuperscript{218} Ibid, p. 36.
Further, students were admitted every year and not every alternate year like before.

The 1907 regime had converted the course into a three-year one. Each period now was of one-hour duration in each subject every day and between two periods there was an interval of fifteen minutes. The academic year would start on the first working day of June and end on the last working day of February. Final Examination would be held in the month of March and so also the admissions for the following year. The following days were designated as holidays in addition to those already in vogue:

- Christmas break from 24th December to 6th of January.
- Palm Sunday to Monday after Easter.
- April and May as summer vacations.
- 28th of September to 10th October.

Students of other religions were allowed to remain absent on the day of their respective festivities or customs.\(^{219}\)

The days designated for the lesson presentation in the annexed schools would be working days for only those students who were assigned the above task.\(^{220}\)

The 1935 reforms brought a few more changes into the system. The classes for example were conducted in the evenings as far as it was convenient. Each period would last for 50 minutes out of which 25 minutes had to be devoted to revision of what was taught in the previous period and the rest to

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\(^{219}\) Gomes, J.Benedito. Anuario de Escola Normal, No. 1, Imprensa Nacional, Nova Goa, 1913, p. 89.

\(^{220}\) Ibid, p. 89.
explain the new topic. The interval between any two periods was now reduced to ten minutes only. The admission process now would begin on the 1st of May and extend up to the 15th of the same month. The rest of the stipulations for the academic year were as follows:

The academic year would begin from the first working day of the second fortnight of June and end on the last working day of February. The first fortnight of March was reserved for the conduct of the final Examination.

Besides Sundays, feast days and National days and Municipal days there would be holidays from 24th to 31st of August, from 6th to the 17th of October, from 23rd December to 2nd January and four days for Carnival. On the days of the meetings of the School Council too there would be no classes.

The Secretary right at the beginning of the school term would affix on the wall the rules indicating the maximum number of days a student’s absence could be condoned in each subject or practical.

The students would have to also visit educational institutions, History and Art museums, laboratories, offices, hospitals, etc and go on educational tours. These visits had to be planned in advance with the concurrence of the School Committee and with out any financial liability to the school.

The scale for marking and grading the performance of students in the Examination was as follows:

0 to 4 = Bad.
5 to 9 = Mediocre.
10 to 13 = Sufficient (Average).
14 to 17 = Good.
18 to 20 = Very good.

To be promoted to the next class a student had to score a minimum of 12 marks each in Portuguese, Psychology, Pedagogy, and Didactics and a minimum of 10 each in the remaining subjects.

For the students of Second Year to be eligible to appear for the final Examination they had to score a minimum of ten marks in each of the subjects.

The Secretary had to put up at the designated place, for the information of all, the details of the examination as well as the results\textsuperscript{221}.

It would be pertinent to describe briefly here the school system that was prevalent from time to time. Initially there was no system of classes, as we understand it today. The system of classes was introduced only with the reforms of 1907 in “Escola Normal” when three or four “Professors” had been appointed. As mentioned earlier the school system was based on subjects, which were called “chairs” (cadeiras). These subjects were taken up independently meaning no two subjects were dealt at a time “but one, having been taught for certain duration, was followed by others in succession till the end of the course”\textsuperscript{222}.

Hence all the students of both the classes would sit in one hall separately though and get instructed first in the common subjects which comprised the First Year of the course of “Escola Normal” (Elementary). The students reading at the second level (Complementary) would be then be taught the

\textsuperscript{221} Boletim Oficial, Imprensa Nacional, Nova Goa, 31\textsuperscript{st} May, 1935, p. 828.

\textsuperscript{222} Varde, Dr. P.S. History of Education in Goa from 1510 to the Present Day, Goa Vidya Prathistan, Panaji, Goa, 1977, p. 56.
subjects meant for them in the Second Year. Therefore the admissions to the course of “Escola Normal” were done every alternate year. There used to be only one “Professor” and the Lencastrian method was followed.

The system of “Chairs” later on gave place to the system of “Cycles”. A group of subjects made up a “Cycle”. These “Cycles” were taught one after the other. This same system of ‘Cycles” was also prevalent in the other institutions especially of higher learning like the Lyceum etc. This was because there were now two “Professors”

**Transaction of the syllabus:**

From the time Public instruction made its appearance three methods were being followed to impart knowledge. These were the individual, the simultaneous and the mutual. The last named popularized by Bell and Lencaster in England and other places had a longer reign than the others and went under different names in different places like Madras where it all started, Monitorial, Lencastrian, Mutual, etc.

The individual method – not to be confused and compared to tutoring – was practiced in the following manner:

Assuming there were 60 students in a class and the lessons were conducted for 6 hours then each individual would get 6 minutes for instruction. After teaching one student for six minutes the Teacher would call out to the next. He would continue in this way till he had taught all the 60 students. In this system it was noticed that besides each student getting only 6 minutes out of
360 which is like only 2.5 percent of the time, every time the Teacher was
attending to one student the remaining 59 students were left without any
meaningful activity.

In the second method, the simultaneous, all the students were made to sit in
their respective places. One by one the students from a class of 60 then are
called in front of the class and made to read loudly and the rest are told to
follow on their textbooks. It will be noticed that hardly ten percent of the
students will be attentive since some of them know that their turn is a long
way off. They will be thinking of something else although their eyes may be
downcast but the Teacher is helpless, as he cannot come to know who is
paying attention and who is not. Besides the number being a bit large he is
not able to find out and correct. Hence hardly any learning takes place.

The third method then appeared on the horizon like a panacea for all the ill
of the previous methods. In this system the students are divided into group
of ten each and made to sit in a semicircle in front of the reading board hung
on the wall. A Monitor or a Decurion or one who knows more than the
others is put in charge of each of the groups. He then is entrusted with the
work of guiding and making them read whatever is written on the board. In
this ingenious manner out of 60 students divided into six groups there will
be simultaneously six students engaged in reading and since each Monitor is
in charge of only ten students he can very well invigilate. Moreover the
students also will be alert since their turn will come more frequently. Hence
the Mutual system of teaching had a longer life span than the others.
This was the method that was adopted in the Normal School when it was founded in 1841 by the interim Governor Lopes de Lima as the existing “Escola Simultaneo” was converted to “Escola d’Ensino Mutuo” located in the capital city of Nova Goa. All the above methods were single - teacher based.

Since the syllabus, the methodology and the curriculum were all taken together in 1841 its contents have already been mentioned under the topic of Syllabus. In 1856 the following method was detailed in the “Escola Normal” by Cunha Rivara dividing it for the students of First and Second year. In general for the First Year the “Professor” had to:

Teach the rules of Calligraphy and train the students to read in a proper tone and harmonious voice both prose and poetry, using the right Portuguese pronunciation, pointing out to the students the main rules of universal Grammar and the then the rules of Portuguese Grammar.

Explain sums in Arithmetic including fractions, decimal as well as compound, laying stress on the work of the students and inculcate in them the habit of practicing in solving the sums correctly.

Explain the general principles of Morals, Catechism and Civility, giving suitable examples to demonstrate the main differences between the gentile and the Muslim religions practiced by people in India and the Christian religion and giving some idea of the mythology involved in those religions.

Not to instill in their minds hatred or an aversion towards those who practice a different religion found in India, abstaining from making
any propaganda though there might be any number of opportunities.

Teach topics in General Geography, Chorography and Portuguese History including Indian History especially the Rise and Fall of the Portuguese Empire in Asia and Chorography.

Narrate the History of various teaching methods and explain to the students the merits and demerits of each one of them.

Similarly the Secretary General laid down the following Curriculum for the students reading in Second Year. He stipulated that the “Professor” had to:

Elucidate the general Grammar theory of Portuguese Grammar and Orthography.

Explain the principles of Geography and Chronology, of General and Sacred History, especially Portuguese and Indian.

Deduce the principles of natural Theology and moral Philosophy.

Develop a course in Arithmetic and teach the principles of Geometry and Linear Drawing, with application of all the principles to industry.

Explain the rules of Economic and Mercantile bookkeeping.

Revise and expand if necessary the theory and practice of the teaching methods.

Explain the legislation with respect to Primary Instruction presently in force in the State.

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224 Ibid. pp. 15 & 16.
So the stipulations laid down for the transaction of the Curriculum under the 1856 regime were somewhat of a general nature with the topics not clearly spelt out. Then came the regime of 1882. Under this regime the Governor General Caetano Alexandre d’Almeida e Albuquerque thought it wise not to alter the existing 1856.

But the same did not happen under the regime of 1894 of Governor Rafael d’Andrade. With the appointment of two “Professors” now instead of one, changes were bound to take place in the Curriculum and Methodology. Accordingly first and foremost the subjects were equally divided between the two “Professors” as follows:

Prof. Alberto Feliciano Marques Pereira would take up Prose Reading and Poetry Recitation, Grammar and Exercises on Portuguese Language including Composition, Elements of Agriculture and Notions of Hygiene for both First Year and Second Year students. He also had to take Morals in general, History of Old Testament, Cathecism, Domestic Economy and Public and Civil Rights for the Students reading in the First Year. For the Second Year students he also taught Morals (Special), History of the New Testament, General principles on the History of the Church and Industrial Economy and Administrative Rights.

The other teacher Prof. J.A.Azambuja took up Calligraphy, Arithmetic and the Metric System, Elementary Geometry and its Applications, Elementary Geography, Chronology and National History, Drawing, Pedagogy and
Methodology for the First and the Second Year and Legislation relating to the Primary schools for the students of the Second Year. Then the detailed instructions followed regarding the transaction of the syllabus in the classroom. It would suffice to show here the details pertaining to the development of the skills in the subject of Language only excluding Grammar in order to get an idea of how the procedures were systematically adopted in the teaching all the subjects.

The topics to be transacted were arranged in the following manner:

During the first five months of the course, the students had to learn correct prose Reading, so that the punctuation marks, the tone, the pauses could be corrected, and all the defects pointed out, so as to lead the students to correct and genuine pronunciation.

The passages to be read had to be extracted from well-known modern writers such as Almeida Garret, Herculano, Castilho, Rebelo da Silva, Latino Coelho, etc.

These correct reading exercises had to have an aim. It was to lead them from plain familiar conversation to delivering speeches, from didactic to descriptive and from historical to oratorical skills.

It was good to read correctly but it was more important to read with comprehension any given text; therefore, each reading exercise, should always had to end, not only through translation of each phrase or word, taking specific note of the various differences that existed.

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between the written and spoken language, particularly if any local slang or interference, destroys the purity of the National language.

The correct reading had to be done everyday possibly, based on the texts already studied, taking into consideration the correct punctuation, with a voice, or tone which would blend with words and expressions which everyone should have as per the required sense (understanding).

As soon as the Teacher realized that the text was not correctly read, the Teacher had to ask the student to present to him either a verbal resume in dialogue form of all that he had gone through, to ascertain whether the student had understood what he had read – Just as a rule cannot be over looked so too it should be seen that “no word” was left without an explanation, if it happened that the word had come into the passage for the first time during the reading.

The remaining four months of the First Year had to be entirely reserved for correct Reading of selected poetry also compiled from modern authors, but with the avowed aim of preparing the Trainee-Teachers to be able to appreciate the language used by the Classical authors for which reason they have to learn and understand correctly the ideas expressed by the contemporary authors in their poetry. And so they had to read the selected poetry from Garret, Bocage, Soares de Passos, Castilho, Tomas de Riberio, Joao de Deus, Guerra Junqueiro, etc.

In correct Reading of poetry, the same steps followed in prose reading were also applicable to it; however, the readers were allowed to choose certain light topics for memorization, especially those which contained vivid images, noble sentiments and any principle of moral practice or any heroic or humanitarian act worthy of imitation, which
at the same time would inspire and instill a great love for any type work.

Reading was undoubtedly one of the most important topics in the Curriculum of “Escola Normal” and it was necessary that the Trainee – Teachers, right from the beginning of their professional career be convinced of this obvious truth regarding the importance of Reading and try to transmit all the principles and precepts into the minds of their own students later on\textsuperscript{226}.

Fully fortified in the areas of Reading prose and poetry in the First Year clear-cut directions were then laid down for the conduct of the Language programme for the students of the Second Year. The following stipulations were mentioned:

Well versed with the language of the modern poets as also trained in all the principles of a good and correct method of Reading, the Trainee – Teachers in this Second Year of their course, had to acquire a thorough knowledge of the classics of the by gone era. both of authors and the poets, bringing to mind clearly whatever had been learnt in the First Year, following the same in such a way so as to appreciate the beauty keeping aside the mistakes and the irrelevant matter.

Of the poems which should be considered “worthy of attention and study” by the students of the Normal Schools a prominent place had to be given to “The Lusiadas”, the epic masterpiece from Luis

\textsuperscript{226}Gomes, Jose Benedito. Anuario da Escola Normal, Imprensa Nacional, Nova Goa, 1913, pp. 54-55.
de Camoes after whom in the year 1925 the “Escola Normal” was named\textsuperscript{227}.

Regarding the Principles of correct Reading of poetry the following points had to be taken into consideration:

- What makes it different from correct Reading of Prose?
- Recitation in prose and verse: their differences.
- Rhyme and Rhythm: difference between one and the other.
- Elocution: correct and decent; its conformity with people, place and time.
- Voice and gesture; in conformity with the nature of thoughts expressed, people and circumstances.
- Modulation of voice in accordance with the thoughts – its conformity with the above and the age of the Reader, and the audience and also with the phrases and ideas expressed therein.
- The impact of the voice on the listeners.
- Gesture: - qualities and drawbacks conformity with stanzas, phrases, words or even speeches or parts of it. Importance of the gesture in recitation, Rules to be applied during the exercises in Recitation and written composition in prose and verse.

The right method of migration was followed. After a lot of oral work had been done then writing would be taken up. The following principles were laid down for acquiring the skill of writing in the First Year:

- General Precepts: Posture of the body during writing.
- Position of the paper: Manner of holding the pen, placing the inkpot on the right side and the side where there should be enough light, choice of paper, pens and ink.

\textsuperscript{227}Gomes, Jose Benedito. Anuario da Escola Normal, Imprensa Nacional, Nova Goa, 1913, p. 55.
Of the English Writing: Constituent elements and its affiliation to the matter – Practical demonstration on the black board – Formation of alphabets of non-standard type, running hand and inbetween - Repetition of these in cursive writing both big and small caps.

In the Second Year intensive and extensive work had to be carried out. The following directions were consequently given:

Theory and Practicals of the exercises completed in the 1st year.
Formation of words in four different sizes of the English alphabets.
   Roman alphabets and Aldine letters and French letters.
Fundamental rules to be observed in the construction - distance, obliquity, height of stems and how to join them - of English alphabets.
Methodological exercises on various types of letters (on the black board) especially of specimens for collective teaching in running handwriting or in various other writings.
Theory and practice Gothic and other fancy letters.

All the exercises were meant to help in improving the skill and develop the art of writing.

The teaching of Geography had to be preferably through Practical methods, by intuitive, analogical and tabular processes according to the methods normally used with more emphasis laid on the practical work by the students themselves, as in the drawing of maps either on the black board, on graph paper or on coloured design paper, as well as in excursions and explorations.

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228 Gomes, Jose Benedito. Anuário da Escola Normal, Imprensa Nacional, Nova Goa, 1913, p. 56.
topographical and local, so that education could be truly practical and real. The following topics in Geography were listed to be taught in the Second Year:

Study of the globe and its representation on a map - Points, lines, circles and zones of the sphere - Geographical latitudes and longitudes - Knowledge of the compass and its four cardinal points - Problems and exercises.
A brief summary of the solar system and of the movements of the earth and the moon - Phases and Eclipses of the moon - their explanation - seasons and their explanation.
Main terms used in physical and political Geography.
Definition and reading of a map - Reading of orographic and hydrographic systems.
Division of water into oceans and land into continents.
Old, new and lately discovered continents - Seas that surround them - countries found in each continent, their capitals, their boundaries, type of Government, its importance in relation to the civilization and their seas around – Marking in the map the main cities of the world and their populations.
Geographical position and boundaries of the Portugal, of the adjacent islands and overseas provinces and their major political divisions, civil and Administrative, military, judicial and ecclesiastical - Capitals of continental Administrative Districts, islands and overseas – Enumeration and geographical location of all the Portuguese islands.
Landmasses and water bodies of the Portuguese continent - the Indian State – their summary.
Political and Administrative organization of the Portuguese Monarchy – various powers of the state, predominant religion and population of Portugal and of the Estado da India (Goa) Idea of overseas Portuguese provinces – Administrative and judicial district – military division, the diocese, the Council, the Municipality, the community, the Parish, the judicial district, the mazania, the Indian agricultural community, and its respective officers and Corporations.

Tracing of the map of Portugal and of Goa, Daman and Diu – divisions on the board and on the paper, maps showing the divisions and the subdivisions in all ways\(^{229}\).

One thing has to be granted to the Portuguese. They always took care of the local needs either as a matter of political correctness – it is said that the Portuguese always looked benignly towards the Goans and treated them more respectfully than any of the other colonized peoples - or as a matter of educational principle. As such the following topics pertaining solely to Goa as locale specific content were also included in the History syllabus:

- Origin of the word Goa – Understanding that Goa had since time immemorial Hindus, Greeks and Arabs – The Kadamba dynasty – Conquest by the Yadavas of Devgiri – The Muslim invasion – Conquest by the King of Vijaynagar – the period under the Bahamani Kings – Rule under the Kings of Bijapur – Goa at the start of the 16\(^{th}\) century.

- The Portuguese domination – the arrival of the Portuguese in India – the capture of Goa twice in 1510 – Afonso de Albuquerque – his deeds and his political governance.

• The series of Governors and Viceroy's and their actions from 1516 to 1580 – religious orders and the public institutions during this period.

• Influence of the Castilian domination over the Portuguese Queen in the Orient – Governors and Viceroy's during this period – great deeds – causes and effects of successive and gradual decay of Goa.

• Notable events of the period from 1640 to 1750 – Governors and Viceroy's of this period – Cessation of the island of Bombay to the English and the surrender by the Viceroy, Antonio de Melo e Castro – Consequences of this surrender.

• Influence of the Administration of the Marquise de Pombal in the political, military and economic areas in Goa – Restoration of the name and the prestige of Portugal in the Orient – Suppression of the Company of Jesus in Goa, its religious and social consequences – Cause and the effects of the landing of English troops in Goa.

• Viceroy and Governors of the period from 1750 to 1820 – Remarkable events.

• Proclamation of the liberal Constitution in Goa – Events preceding and succeeding this – Political changes of 1821 to 1822.

• Restoration of the liberal regime in Goa – Political changes in 1835 – Expulsion of the Religious Orders and its effects – Implementation of the new Administrative, fiscal and judicial regime.

• Governors from 1820 to 1850 – noteworthy events during this point in time.

• Series of Governors from 1850 to the present times – important happenings during this period.\(^{230}\)

The next subject whose units and sub-units were detailed in the syllabus was “Desenho” (Drawing). The subject was divided in the following manner:

Geometric Drawing – representation of all the geometric figures learnt in the First Year in the subject of Geometry – their respective definitions.

Drawing by sight – copying of ornamental printed images going from simple to difficult – drawing of geometrical solids with dimensions - Copying of solid geometrical models with different dimensions - Copying of maps of Portugal with its divisions of provinces, Administrative Districts and the maps of the adjacent islands and overseas provinces - Drawing the outline maps of the world and of the five major continents separately\textsuperscript{231}.

It is also seen that the maxim of easy to difficult simple to complex etc were religiously practiced. In the Second Year the topics in the subject of Drawing were a bit tougher as can be seen from the following topics:

- Geometric drawing – revision of the portion of the First Year - Drawing all the figures which come under the subject of Geometry in the Second Year - Principles of sideways projections and of top/main view - Principles on the designing of some useful geometrical solids.
- Drawing by sight – copying some examples of plaster of paris images going from simple to difficult progressively - Tracing of chorographic and geographic maps of different sizes complying with the main directions relating to map drawing learnt in the First Year - Machine

\textsuperscript{231} Gomes, Jose Benedito. Anuario da Escola Normal, Imprensa Nacional, Nova Goa, 1913, p. 69.
drawing of simple and useful ones - Drawing of houses and school furniture - Brief ideas and practicals of water bodies, shadows and topographical designs.

The next subject was Elements of Agriculture. The units seemingly were varied and ranged from theoretical to practical. The following topics were dealt with in the syllabus of Agriculture:

Preliminary notions – Importance of Agriculture and the influence, which it exercises on National prosperity and in the happiness of the people - The cheap types of foods – agricultural colonies/communities.

The land, the environment, the climate and vegetation – Land, its nature and physical properties - Agricultural regions – influence of climate – atmospheric agents/factors - General notions on vegetation – life of vegetables – different ways of reproducing.


The Second Year topics in the subject of Elements of Agriculture were as follows:

- Recapitulation of the portion of the First Year.

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- Crops which are normally grown in Portugal, cereals, especially wheat, maize, rye and rice - Green vegetables and others - Oil-giving plants, cotton and dyes, found especially in Portugal and its colonies - Fodder plants – natural and artificial grasslands – harvesting - Roots – edible and industrial – sugar and alcohol - Parasitic plants and animals harmful to sowing – means of preserving – insect eating animals and other pests - Timber producing plants – general notions - Multiplication – nurseries – Grafts – Education, plantation and treatment to trees - Fruit bearing trees – direction and cleanliness – species and main varieties cultivated in Portugal and India.

- Trees for industrial production – vines and wines, apples, mulberry, coconut and arecanut – its cultivation, production and utility – cotton and coffe plants – its cultivation - the industrial and commercial importance of cotton and coffee – tobacco and opium –its cultivation, and commercial importance - Plantation, care and exploration of the trees meant for timber for construction and for firewood – Brief idea and importance of the forests.

- Domesticated animals useful for Agriculture –Economy of cattle/livestock – general principles - Species – bulls, horses, sheep, pigs, goats, its usefulness - Domesticated birds – main species - Silkworms and bees – brief idea of their breeding and utility - Rural industries.

- Agricultural economy – agricultural capitals – Toddy tapper, manufacturer, proprietor – General idea of buying and of location - Rotation of crops – fallow and uncultivated land – organization of field work - Influence of various factors on the system of agricultural
Pedagogy, Methodology and Legislation relating to the Primary Schools was considered an important part of the course at “Escola Normal”. It would be interesting to note down its various elements. The following topics were included in its syllabus:

- Kindergarten – asylums – Primary schools of first and second level – Normal Schools.
- General methodology – methods, modes, processes and forms of teaching – elements constituting the method – general methods of teaching – study of the different known methods.
- Special methodology – Examination of the special methods used in the teaching of the various branches of instruction, taking for its base the group of subjects, which constitutes the programme/syllabus of the Normal Schools. (After the above portion had been completed the practical exercises would commence).
- Pedagogy – Preliminaries.
- Education – its end, necessity, extent, point of departure – its general characteristics and fundamental principles in which it is based – the educators of the youth – part that pertains to the country and to the

\[^{233}\text{Gomes, Jose Benedito Anuário da Escola Normal, Imprensa Nacional, Nova Goa, 1913, p. 70&71.}\]
“Professor” – Mission, vocation and duties of the educator – qualities he must possess – Suggestions and practical recommendations.

- Physical education – Nature and importance of this education – rules to be followed - Food, air and light - Dress and cleanliness - Development of strength – and physical exercises – gymnastics – rest and sleep – Voice - Education of the organs of sense – Means of developing them.

Besides the expansion and extension of the topics in Pedagogy and Methodology in the second year Primary Education legislation was a major part of the syllabus for the students as can be seen from the following:

Exercises on the portion learnt in the First Year.

Pedagogy – Psychology – general ideas leading to the introduction of the course on intellectual and moral education - Means of developing the faculties of the spirit - General laws that regulate the working of the mind - External perception – attention, memory, imagination, judgment, etc - Education of emotions – aesthetic, intellectual and moral sentiments.


History of Pedagogy in brief– Pedagogy of the ancient people – Pedagogy after the spread of Christianity – Pedagogy in the Middle Ages – Pedagogy from the time of Reformation to the time of Pestalozzi – different phases through which Pedagogy passed from the time of Pestalozzi to the present time – Pedagogy in Germany, in

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234 Gomes, Jose Benedito *Almanario da Escola Normal*, Imprensa Nacional, Nova Goa, 1913, p 72
235 Ibid, p 72
America, in France and in England – critical evaluation of each one of these – Main Pedagogicians of each of the above periods.

Very short History of the National system of instruction – public instruction during the time of the founding of the Monarchy – its characteristic image – whatever popular instruction was representative in its elements, free, associative and beneficial – the University element influenced the constituted principle of National education – D.Afonso V and National instruction – Primary education during the time of the Renaissance – the dawn of the private element – decadence of National instruction – the Jesuits and their system of instruction – its influence and of the Monastic orders in the instruction of the natives in Goa – organization of the public instruction during the time of Marquez de Pombal – the quarrel regarding Primary instruction during the reign of Queen Maria I – the revolution of 1820 and National instruction – decay of the reforms thought of by Marques de Pombal – liberty of education – compulsory and free education.

Legislation concerning Primary education in Portugal and in Goa – brief and fundamental idea of the reforms of Primary teaching in Portugal, in 1835, 1836, 1844 and 1870 – its common features and their differences – Acquaintance with the laws of 2nd of May, 1878 and of 11th June, 1880 and their respective regulations and programmes – Organization of teaching in the Primary and Normal Schools in Goa and the various changes it underwent due to the respective legislations before the Decree of 30th November, 1860 on public instruction in the overseas provinces – from this time to the publication of the regulations approved by the provincial “Portarias” no. 44,45,and 46 of
Such was the syllabus published by the Secretary General, Joao Manuel Correia Taborda in the Boletim Oficial on the 29th of December 1893. But this syllabus did not last long as fresh reforms were introduced in 1907, which brought in some major fundamental changes. The course first and foremost was straight away converted into a three-year course. Unlike before when the completion of the First Year of “Escola Normal” was sufficient to be eligible to teach at the first level, that is the Elementary level and the completion of the Second Year would enable one to teach at the Complementary level, now the three year course was taken as a whole and irrespective of the level of Primary education all candidates had to pass the three year course to be eligible to teach at either the Elementary level or the Complementary level. Needless to say the syllabus too was tailored accordingly.

The following books were introduced and prescribed in the various subjects after 1907 in Escola Normal:

**Portuguese**

- A Nossa Terra (two volumes) by Xavier Rodrigues.
- Elements of Portuguese Grammar by Adriano Gomes.
- History of Portuguese Literature by Mendes dos Remedios.
- Notes on “Lusiadas” by C.Barros.

**French**

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“Deuxieme Recueil de Lecture Francaise a L’Usage de Classes” by Teixeira Botelho.
Grammatica Francesa Teorica e Aplicada, 1st Parte by Jose C. Antunes Coimbra.
Abrege de la Litterature Francaise by Julien Boitel237.

*Practical Arithmetic and Elementary Geometry.*

“Arithmetic Pratica e Geometria Elementar” by Elias Fernandes Pereira.

*Geography, Chronology and History (specially relating to Portugal)*
Compendio de Historia Universal (2 volumes) by Antonio de Oliveira Matos.
Geographia by Raposo Botelho.

*Calligaphy and Drawing*
Desenho Linear e de Ornato by F.P. Miranda Diniz e A.C. Morinho da Silva.

*Elementos das Ciencias Naturais*
Zoologia by Bernard Aires.
Botanica by Pereira Coutinho.
Licoes de Physica by Ribeiro Nobre.

*Pedagogy*
Elementos da Pedagogia by Antonio Leitao.
Psico-Fisiologia by Alberto Pimental.
Historia de Instrucao em Portugal by Silvio Pelico.

*Musica*
Compendio de Musica by Moreira de Sa.

*Rights and Duties of Citizens*
Educacao Civica by Boavida Portugal238.

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Since “Escola Normal” was a Training school for Primary Teachers it was understood that logically the students should first and foremost be familiar with the syllabus followed in the Primary schools. With this view in mind the syllabus of the Primary school itself was almost adopted in the “Escola Normal” and was distributed in all the three years under the 1907 reforms. The following were the topics:

- **Reading.**
- **Writing.**
- Basic operations in Arithmetic, notions of the metric system mainly with application to mensuration and weights, currency, measures and Indian weights.
- **Elements of Linear Drawing.**
- **Precepts of Morals; catechism for those students who practices the State religion.**
- **Elementary Gymnastic exercises and games in the open.**
- **Rudiments of Agriculture of the country.**
- **Slight knowledge of Domestic Economy.**
- **Rudiments of Singing and Music**\(^{239}\).

The above topics were taught to students reading in the First Year of Primary Education that is at the Elementary level. The following topics after doing a thorough revision of what was taught in the First Year however were tackled in the Second Year or Complementary level of Primary education:

- **Elementary Grammar and Practice of Portuguese language.**

\(^{238}\) *Boletim Oficial*, Imprensa Nacional, Nova Goa, 1933, p. 599.

\(^{239}\) *Boletim Oficial*, Imprensa Nacional, Nova Goa, No. 52, 3\(^{rd}\) July, 1907, p. 1.
Rudiments of Natural Sciences applicable to Agriculture, Hygiene and to Industry of the country.

Exercises on the Metric System and Practice on the basic operations in Arithmetic with integers, decimals, fractions and complex numbers and solving of problems related to daily life.

Elements of Chorography of Portugal and its colonies, Elementary notions of Chronology, Cosmography and Geography.

National and Colonial History.

Notions of Civics.

Elementary notions of linear Geometrical Drawing and copying by looking at objects²⁴⁰.

The standard of learning had been raised as can be seen from the syllabus of both the levels of Primary education. Further it was expanded and subdividing into Vocabulary, Pronunciation, Phonetics, etc specified the topics in such subject areas as Reading.

4.6. THE 1935 SYLLABUS:

The syllabus under the 1935 regime was totally overhauled as there was both quantitative and qualitative improvement sought. Not only new topics like Semantics were included in the subject of Portuguese language or the inclusion of new Monarchies and Kingdoms like Spain and Austria under the subject area of History but also new subjects like History of Portuguese

literature or Psychology or Pedology or Didactics were added to the existing syllabus of 1907.

The syllabus constructed in 1935 was a massive thing showing both the extent and the depth of learning and the range of subjects introduced in the "Escola Normal". It would therefore not be out of place to take a close look at the syllabus, as it would give us some insights into the academic excellence that was sought to be achieved and the type of rigorous training that was sought to be imparted to the Teachers-to-be. The Portuguese followed the French system of Teacher Training for obvious reasons rather than the German as can be seen from the syllabus.

A cursory look at the topics included in the 1935 syllabus under various subjects gives us a fair idea of the vastness and the depth of the study that was proposed. For our confirmation a look at the topics in three subjects of the First Year and two subjects of the second year will suffice to bring home the point that the study proposed in the syllabus was really very comprehensive as can be evidenced from the following:

**a. Portuguese language:**

**Grammar:**

Its scope, its divisions; auxiliary Sciences of Grammar.

Phonology: its divisions; Phonetics. Prosody (part of Grammar dealing with pronunciation of words), Ortoiepy (part of Grammar which teaches the rules of good pronunciation) and Orthography (Spellings).

Orthophony or Orthoiepy: Phonetic modulations - phonetic notations - Phonemes - their types.

Orthography: its rules – Accents - Trema (orthographic sign which is put above a vowel to indicate it does not form diphthong with the preceding one). Orthographic reforms - Orthographic bad habits/flaws - Cacography (orthographic errors).

Language in general - Concept of language - Various aspects under which they can be faced as compounds of sounds (Phonetics) - as instruments of thought (Semantics) and as social phenomena - Glottology and Philology.

Morphology: its divisions.

Words: Their groups - Flexive and inflexive words - Classification and inflexion of words - Names of quality and of quantity, substantives, adjectives and numerals – Degrees – Pronouns – Verbs - Nominal forms of verbs - Periphrastic forms - Conjugation of verbs: particular cases – Articles – Adverbs - prepositions and conjunctions - Divisions and sub-divisions of each group of words - Interjections and their types.

Roots: radical, theme - Characteristics of verbs - Desinence.

Formation of words: Importations and their rules.

Composition: Juxtapositions, Agglutination and prefixation - Principle prefixes and their meanings.

Syntax: its division. Clauses: Their types - Fundamental elements and accessories of clauses - Subject – Predicate - Special and general complements; their types - Synthaxic peculiarities of words.

Paragraph - Period. Use of moods and tenses and nominal forms of verbs.

Use of propositions.

Syntax of agreements: Particularity and use of each part of sentence.

Sentences considered in their mutual relations.

Direct order, inverse and transferred.

Punctuation; their rules.

Grammatical and logical analysis of texts.

**Reading exercises**

Declamation - Recitation.

Exercises of orthography: monthly dictations.

Semantics - Analysis of grammatical relations (morphology and syntax).

Weekly exercises of compositions on the subjects of topics read, on given elements or on subjects well known to students.

Reading, interpretation and analysis of some important passages from ‘Lusiadas’, as well as from topics in prose and verses, contained in the adopted book.

The Romance and the forming of Romanic or neo-Latinic languages Elements of Gaelic-Portuguese dictionary – Reading of commentaries on very short texts on public documents of XII and XIII centuries.
Portuguese Literature:

General concept of literature - literature considered as artistic expression
Brief and succinct note on Greco-Latin literature, as an introductory study of
National literature - General Character of Portuguese literature.
The medieval period: the two schools.
The Provencal school: Nature of the oldest literary texts—influence of
current Provencal - Hegemony of Gaelic-Portuguese language on the
peninsular lyrics - Reading and comments on the texts of ‘cancioneiros’
singers of songs) in sufficient numbers to have an idea of various types and
poetic forms - Antiquity and phases of poetry of ‘Trovadores’ (bards), and
its artistic value.
The bards: D. Diniz and D. Pedro Count of Barcelos - Brief and clear notes
about ‘cancioneiros’: their origin and importance.
The primitive prose: its emancipation from barbaric Latin; the action of
D.Diniz, the Monastic archives; Alcobaca (name of monastery) - The
earliest historical essays - Special reference to the nobility of Conde de
Barcelos.
Novels of Crusades - Its origin and social influence - The cycles:
Carolingian (Successors of Carlos Magno), Breton (of Brittany in France),
Greco-Latin and of Amadises (Spanish style such as of Cervantes).

Fables and legends - The book of Aesop.
The Spanish school or Chronicler’s and Court’s poets - Invention of the
printing press and intellectual progress during XV century - Indication of
some books dating from the earliest printing days, in the Portuguese
language – Poetry - Collection of songs of Garcia de Resende - Reading with
comments on dedication by Garcia de Resende, in order to give an idea of
causes for compilation and the current concept about the role of poetic art -
Bilinguals. Prominent literary personalities - Duarte de Brito and Garcia de
Resende.

Short notes on the didactic and moral works of the Princes of House of Aviz.
History: Fernao Lopes and his work. Reading of chronicles of D.Pedro and
D. Fernando - The chronicles of Gomes Eanes de Zurara - Merits and
defects of chroniclers - Rui de Pina.
Classical period: the three schools.
Italian School or ‘Quinhentista.’
The Renaissance, Humanism and Classicism - The Portuguese cultural
movement in the XVI century.
The Portuguese Ladies Academy.
Epic poetry: Camoes. ‘Os Lusiadas.’ Its individual features as against the
major Epics of the mankind, its value as an expression of thought of
Renaissance - Its National significance - Appreciation of the episodes of
more representative value - Jeronimo Corte Real - Luiz Pereira Brandao -
Francisco de Andrade - Their works.

Lyrical poetry:

Camoes: sonnets, elegies, songs - Adequate comments for interpretation and
aesthetic appreciation of lyricism in Camoes poetry - Bernardino Ribeiro:
“A Menina e Moca”. Cristovao de Sousa Falcao (Crisfal): his literary action
- Sa de Miranda: his compositions and his journey to Italy - Artistic
shortcomings of this poet - Antonio Ferreira - Pedro de Andrade Caminha -
Diogo Bernardes - Frei Agostinho da Cruz.

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**Prose**

Novels (fiction) - Francisco de Morais - ‘O Palmeirim de Inglaterra’ - Fernao Alvares do Oriente: ‘Lusitanea transformada’.
Slow progress of prose in XVI century - Deficiencies of syntax and style - The dictionary.

**b. Pedagogy.**

Pedagogy, its necessity, its ambit, and assumptions under which it has been taken - Pedagogic ideal as reflection of scientific-sociological ideal of place
and time restively to the human perfection - Pedagogic criteria - The authors of these criteria and the diverse institutions in which they were put into practice - 

Parts in which the Pedagogy is divided; objective and subjective criteria - Use of historical method - The school or scientific institutions - The writers - Criteria to which their doctrines can be subjected - Interpretation and value of the terms given to the titles of these divisions and sub-divisions.

Auxiliary Sciences of Pedagogy such as Psychology, Sociology, History, etc. - Abridged History of Pedagogy; phases of its evolution and the criteria it has followed - The educational or Science institutions - The writers and their doctrines - The fragmentary period; period of first pedagogic trials of the group; the organic period - The XX century or the century of the child.

Old or traditional Pedagogy - Mechanical or superficial studies - external culture, verbosity - the principle of authority - dogmatism - Predominance of what the child should know as against what it can know.

The school as synonymous with prison - Intimidation and coercion - Reprimand and discipline; compression of natural inclinations - Atrophy of initiative, of spontaneity and of individual qualities of a personality - Proscription of Arts, Music, Hygiene, baths. walks and of games - Work synonymous with pain, effort out of servility or indignation.

The modern Pedagogy; liberal or social - Doubt as the basis of Science - The relative and contingent truth - Pedagogy respecting laws of nature, of natural development of child, having for its ideal the education of work and the
education by work - Pedagogy free of the individualities, creating free and conscientious beings - The school attracting an ambience of art, affection and of ideas dignifying the work as a duty practiced with taste.

The rights of children - The entities responsible for their education: family, school, society, parents, and “Professors” - The informal education and formal education - The monopoly and free concurrence of education - The confessional (as per religious creed), the layman and the neutral education - The teaching and scientific institutions in their historic formation - The corresponding doctrines and their authors - Characteristics of various schools in their historic evolution.

*The Pedagogic problem* - The object and the subject of Pedagogy - The means and instruments used in Pedagogy.

*The object of Pedagogy* - Pure or general Pedagogy, or theory of Pedagogy - Dogmatic Pedagogy - The aim of Pedagogy; its scope - The ideal of education -

The difference in meanings of terms: Pedagogy, Education, and teaching. Instruction - Interpretation and pedagogic value of each of these terms - Use of historical methods; the teaching or scientific institutions - The authors.

Criteria to which the doctrines of education can be reduced: conservative, formal teaching or of simple culture of spirit; practical or professional criteria, technical education; sociological, integral teaching criteria - The problem of education originating from each of these criteria.
The problem of education merely formal or higher learning of the general culture of the individual and of utilitarian, experimental, professional or technical education - The tendency of writers and the practice of one or other strain - The inclusion of educative handicrafts in general education as the predominance of professional or technical education over higher learning.

**Topics in Pedagogy** - Experimental Pedagogy, Pedology, Psychophysiology, infancy, its scope, the child - The study of the child, aspects or division of this study - Use of historical method; the teaching or scientific institutions - The writers - Criteria to which their doctrines can be reduced - The criteria to be adopted.

The means and instruments of Pedagogy - The applied Pedagogy or pedotechnical; its scope - The methods; the didactic material; the “Professors” - The learning of Arts or Science of teaching and educating; the technical learning of teaching and educating - Teacher’s Training School, its aim, its action in National mentality - Use of historical method - The teaching or scientific institutions - The writers - Criteria to which the doctrines can be reduced - The criteria to be adopted - Means and instruments of Pedagogy - The applied Pedagogy, the pedotechnical - Methods; didactic material. “Professors”.

**Administrative Pedagogy** - Teaching systems: pedagogic and Administrative Centralization and decentralization - The intervention of State in education - The organisation of public education by the State - The organisation and functioning of schools - The private instruction and Pedagogy - The use of historical methods - The teaching or scientific institutions - The writers -
Criteria to which their doctrines can be reduced - Criteria to be adopted -
Ideal to which we should orient the educative action – School - School of
life - Individual and collective aspirations at a historical period - Ideal
circumscribed to an individual, ideal subordinating an individual to the
society of which he is a part - Public, private and domestic education -
General, preparatory, technical and special education - Primary, middle,
Secondary and higher education - Division of Primary education into creche,
kindergarten, Elementary, Complementary and higher - Primary education,
its characteristics; Independent of aim or social ideal; it is overall, it is a
social qualification - Subjects, which should be taught; fractional criteria -
Integral education: rules for its completion, criteria for subjects of first and
second level – Co-education and educative handicrafts as means of integral
education - Social aim of coeducation - Schools for boys, schools for girls
and mixed schools - Social aims of educative handicrafts.

Concentric studies developed in successive cycles - List of subjects of
Primary education in their various grades: Infant, Primary and upper Primary
-Limitations of teaching material, regarding quantity, quality and
physiological and mental development of the child.

*Programmes/courses*: Classic rules and modern rules.

Rules that should be followed for the the programmes/courses -Criteria that
has been followed – Arranging the course - Liberty and initiative of
“Professors” - Difference between the programmes of Primary education and
those of other degrees of education; rules that should be followed in the
programmes of Primary education - The students’ achievement -
Examination, their types - Criticism of Examination -Annual exhibitions.
Subjective education - Physiology and psychology of child - Pessimist and optimist theories of qualities of child - Formula for harmonizing the subject with object of education - Laws for general, physiological and mental development as the base and starting point for conduct to be followed in education and teaching - The aim of subjective education: to create an individual and social conscience; criteria for harmonic and proportional development of various activities, or the antagonism between the terms physical and moral, between an animal and human being - Relation of aim and the ideal of education with the necessity of being human - Integration of the individual with various social organs in a harmonic and progressive form - without destroying particular aptitudes, his temperament and his character - Domestic education or home and school education; individualist and collective; boarders and day scholars; advantages and inconveniences - Influence of group over individual - Reciprocal educative action of woman and of man, groups of male and female children, grouped into diverse religions, of diverse ages, etc – Rules for only one type of education for both the sexes, or of separate education for each sex; advantages and disadvantages under pedagogic, individual and social aspect.

Physiological education- its object and aim - The child’s activities, theories that try to explain them; their influence on education - Educational games, their different types, their influence on imagination, discipline, on will.

Gymnastics, their types, its influence, its aim in correction of imagination, of sensory organs, on courage, on exercise of will - Common gymnastics and special for each sex - Hygienic excursions - Use of historical method - The
institutions and doctrines - The writers - Criteria to be adopted and the gymnastics to be applied in the Primary school in their different grades.

Handicrafts, their classification in educative and professional, their influence on sensory organs; ambidextrism - Use of historical method - The institutions and doctrines - The authors - Criteria to which its doctrines can be reduced; systems and method; the fundamental principles - The centres of interest; aims - Transformation of thinking in action, development of creative, inventive and constructive work Psychological theory and sociological theory of education by handicrafts – Rules to be followed in the teaching of handicrafts to make it systematically progressive, even though eminently social, as regards aim and results, is essentially individualistic regarding means and processes - Systems, methods and processes more appropriate to the Primary school in its different grades - Systems, methods and processes more congruent with the psychology of Indian child.

Aesthetic education - its object and aim - Art in the school, as preparation for aesthetic taste and for preparation and perfection of moral qualities - Element of aesthetic education: cleanliness, orderliness, packing and conservation of toys, of school books, the concept of total and of complex, of material order of things - Sensory organs and its education - Sentiments and their causes – Tendencies - Passions; their correction by intellectual means - Education of sentiments by gymnastics, by its imitation - Educative handicrafts, colours, forms; by imitation, stylization and artistic creation - Spoken language, culture or art of saying well - Written language, Calligraphy - Theatre, music, singing, culture of natural Sciences and
Physics; their influence on education - The mental discipline resultant of Arts.

c. Didactics.

The didactics: - what the didactic consists of; its aim - Confrontation with Logic - The method in general; its use and pedagogic action - Methods and processes - General method and special methods; meanings of these terms - rules of unity and identity of method; their modalities: the object, the subject and the method of Science are the same - Criteria of multiplicity.

Distinction between methods and processes: as means and instruments of investigation of laws and scientific phenomena and as pedagogic instruments or modes of teaching and educating. Hierarchic classification of branches of human knowledge in which Science is divided and amd made parallel to the methods or the modalities or processes of first method.

Classification of Science as method - Aristotle, Bacon - Criteria of classification of Sciences as abstract and concrete - Interdependence and reciprocal reaction of all the Sciences - The logical and chronological order of Sciences - Character of being more abstract or the more susceptible of abstractions - The Sciences simpler and general.

Criteria by which the hierarchical, logical, historical or chronological order corresponds or should correspond to the dogmatic order, i.e. relative to the teaching of Sciences - Criteria by which the dogmatic order is not, nor can it be the same as the logical order - Criteria by which a successive, logical and historical order of Sciences should be each time more combined with
dogmatic necessity of simultaneous and interdependence of all the Sciences, in the sense that in each more elevated grade, this study should be more in depth in all and each of its special branches.

Schematic and hierarchic classification of Sciences: Relation of correspondence of Sciences with the methods; from each principal branch of Sciences develop characteristic aspects of processes used by positive method - Progressive complexity, delicateness and difficulty of application of tools of observation to the measure that is found in the scientific scale - The perfection of the tools of methods in the more complex Sciences used by repercussion to the simpler, especially in their extreme parts that serve for transition to the more complex Sciences; in exchange each superior Science uses the processes of previous Sciences - All the Sciences have their method or proper process - All the Sciences use as subsidiary and as correctives the processes of other Sciences - The methods, as Sciences, do not exclude: they help and complement each other.

The diverse methods of Sciences; their classification - Criteria that consider the observation as the only scientific or positive method, and that the different processes of observation are the ones that differ, according to the nature of phenomena and of laws to be investigated and the subjective conditions of Physiology and human Psychology - The different methods of observation - External and internal observation; direct and indirect: quality of observer.

The analysis, the induction, the comparison, the classification according to the similarities; generalizations, synthesis, provisions - The experimentation.
its rules, the relation, the determinism, the law - The comparison - The logic
- Methods of concordance, the difference, of residues, the concomitant variations - The historical method.
The experimental methods or the direct induction, ‘a posteriori’ - The deductive method, ‘a priori’ Induction and deduction; analysis and synthesis
- What it consists of and what are its characteristics.

The methodology of education: The methods of didactic or methodical education - The methodological, technical. or economic problems or experimental didactic; in which it consist - Its aim - Use of hedonistic principle; the technical and economic didactic; determination of method of teaching, of technical processes that apply this method and by which it extracts major use of the natural aptitudes of a child, placing her in favourable and economic conditions of work and of study, i.e. by spending least possible effort and time -
Necessity of methods in education and in teaching; need to avoid weakness. despondency, deficiency in the work and consequently, the laziness, carelessness, the lack of learning and of love of knowledge.

Indispensable necessity of these requisites, to be observed rigourously in the Primary education, in the first studies of the child - The method, condition of life and death of Pedagogy: method: The Pedagogy in action; what is method in the Pedagogy - The necessity of method in education - The influence of positive experimental and social method on pedagogic methods - Use of this method in teaching of Science and arts - Historical sketch of methods of education; the institutions and doctrines - The writers.
The methods of education until XVI century - Influence of Reformation and Renaissance on transformation of methods of education - Martin Luther - The Jesuits, the Jansenists (followers of Jansen, a Dutch theologian) - Apostles of new methodological doctrines until XVIII century - The natural method of J. J. Rousseau - Pestallozi and the intuitive method - The defendants of the Pestallozian method - J. F. Herbart, Froebel, Herbert Spencer; Maria Montessori; the American methods; Ferrer and rational method - Leo Tolstoy and his method - Rules to which the methodological doctrines could be reduced.

The methodological methods: the beginnings, the modes, the forms, the processes, the methods of education: meanings of each of these terms; exegetic (related to scriptures) subtlety.

The complication and confusion instead of simplicity and clarity - The principles: their classification - The induction and deduction; The knowledge of scientific fact independent of definition, rational method, experimental, of observation and analysis and interpretation of facts - The knowledge of scientific fact by means and starting from definition, traditional authoritarian method.

The modes: Their classification - Individualised, collective, simultaneous, mutual and mixed education; Experimental criticism of these criteria - Criterion to be adopted as per the mentality of the child, the subject being taught and the conditions in which it is being taught.

The forms: Their classification: ‘achromatic’ or uninterrupted method of exposition: ‘erotomatic’ or interrupted exposition; ‘catequitic’: Socratic (question and answer method); eurhythmic (Physical training with music):
inventive; interrupted; of truncated exposition, interrogative, etc. Experimental criticism of pedagogic value of these criteria and which of the criteria to be adopted as per the mentality of the child, the subject being taught and the conditions in which it is being taught - Criterion of its reduction to the Socratic and expositive methods - Combination of principles and forms; their classification: the induction and the deduction under the expository form and under interrogative form.

The processes: Their classification - Intuitive and experimental; comparative; etymological; rational; descriptive; of internal observation, etc - Experimental criticism of its value; criterion to be adopted depending upon the mentality of the child, the subject being taught and the conditions in which it is being taught.

The methods: their classification; their sub-division into simple and complex methods - Rational; practical or active; progressive; regressive; concentric; synthetic; analytical; intensive; inventive; intuitive; experimental; Socratic; inductive; demonstrative; expositive; etc - The method of exposition: its use. Requisites that it should obey; Discursive exposition without book or notes, to speak a little, use of language within the reach of intelligence of students: clear, precise, well organised exposition with jest and animation; clear voice, distinct, moderately raised, correct pronunciation and selective language - Experimental criticism of pedagogic value of this criterion depending upon the mentality of child, the subject to be taught and the conditions in which it is being taught.
The Socratic Method: what it consists of; its use; difficulties - Requisites to which the questions should obey; corrections, clarity, precision, conciseness, simplicity, proportionality of questions to the degree of intelligence and the learning of the students; questions that involve yes or no; questions which contain the answer in part or in full; questions that contain an alternative; questions that contain one or more reasoning; the questions should refer to the object and aim of the lesson; presenting of questions with order and cadence; questions directed generally to the class and questions directed to a certain student, the student gets up or raises his hand, comes out or stays in his place. The correct answers, completed, clear, conceived by the student and direct - The behaviour of “Professor” before the answer: good answer, in whole or in part, bad answer - Necessity of having an appropriate but not exclusive pedagogic method, to the intellectual capacity of children and the subject being taught in each grade of learning - The methods and processes of methods in the Primary education and in each of its subjects - General notions of special didactic materials of Primary education.

If such was the depth of the syllabus in the subjects of the First Year similar was the case also with those of the Second Year. A look at a few specimen subjects – there were ten subjects altogether – will convince us of the comprehensiveness of the syllabus:

**a. Drawing and Model making:**

Drawing: free drawing, by sight and by memory (contd) - Stylization and composition of ornamental motifs based on forms taken from flora and fauna, objects of common use, etc - Drawing in black and white, faber.
charcoal, pen and brush - Drawing of Croquis and of human figure (continuation) - Ornamental motifs based on ellipse, hyperboles, parabolas, depressed arc, ovals, ovules spirals, etc. Uniform and subdued water colouring - Water colouring by conventional colours, for representing the material to be used - Copies of natural models of simple tools, of parts and simple machines (joints, rivets, drills, screws, nuts, etc. sleeves, supports, hangers, etc. spade, pickaxe, sickle, etc) Scales, charts and geographic maps, and story illustrating drawings - Notion of architectural orders - Practical exercises of topographic drawings using colours and conventional signs - models of Handicrafts: Repetition and perfection of exercises of previous class - Their practice in the annexed schools.

Free modeling, in form and in relief of subjects taken from nature, or suggested by “Professor” on purpose of some event, whose narration he finishes making, etc - Copy in bas-relief of ornamental subjects and of different characteristic styles – Medallions - Copy of plaster, ornamental and of the figure - Casting in plaster of the lost feature - Execution and decoration of ceramic vases.

b. Handicrafts.

Handicraft with paper: repetition and perfection of exercises of earlier class - Cutting of leaves, sepals and petals and making of artificial flowers - Friezes and sceneries with the use of coloured paper, cut and glued - Cut and prepare articulated toys - Mould and proportions of human body - Cutting of paper and cardboard in open making cartoons - Work with cardboard: to make covers of thick cardboard and cardboard - Making of files, boxes, jars.
moldings etc., covers of simple and coloured paper, couche, of luster, chagrín, etc., and with ornamental applications, by gluing small coloured cut papers, having motifs of flora and fauna (Leaves, butterflies, etc.) - Half binding and binding.

Handicrafts with wood: repetition and perfection of exercises of earlier year - Their practice in the annexed Primary schools - Drawing and quoting the work to be made; measuring and marking the wood; sawing in transverse direction or changing; encircling - planed to round shape - Polishing, drilling broaching, hand drilling - Grading, gleaning, joining at right angle, joining, arming- simple frames - Grading, fusing of corners - Nomenclature of used tools; rounding saw, planer, transversally cut trunk, long hand drills, broaches, screw drivers, etc - Wood and its general properties. Cutting depositing, sawing and preservation - wood borer and rotting - Execution of simple objects, planed and jointed, etc - cloth washing boards, boxes, safes, parrot’s cage etc.; small furniture - Cutting of wood by machine - Chair seats; corner pieces; boxes, safes etc.

**Turning:** Repetition and perfection of exercises of previous class - Making of glasses, cups teacups, vases, candle stands, etc.

**Engraving:** Repetition and perfection of exercises of previous class - Their practice to be done in the annexed Primary schools - Engraving of geometric forms; of leaves and flowers of simple cuttings - Simple ornamental applications; inkwells, trays, frames, etc - Pirogravure in wood or coir - Handicrafts with wire and leaf of Flanders, iron, copper and tin foil: Repetition and perfection of exercises of previous class - Their practice in annexed schools.
Making mats for pots and panels, etc.; tables, baskets, crates, sieves, birdcages, balances, airplanes, press buttons and hooks - Making simple objects with leaves of Flanders; boxes, jars of prismatic and pyramidal forms – Cars - Use of soldering - Ornamental applications of copper and tin foil cuttings for boxes, safes, cupboards, corner shelf, etc - Leaf of hammered copper; dishes, whip, glasses, small box for matchboxes.

The programmes for both the years and the two courses were very tough as can be seen from the wide array of topics included in the syllabus. Since the syllabus was content-based the matter had both vastness and variety. But considering even the content part of it it appears that the students were getting allround knowledge. Take for example the Hygiene syllabus. It not only included personal Hygiene and keeping our surroundings clean but also topics on first aid and childcare.

Similarly in the other subjects really a comprehensive approach seems to have been adopted as one can notice in the subject of History or Language. The latter for example contains all the genres of literature besides the representative authors and their works in each genre at the same time including the History of its development. A lot of stress was laid on performance in practicals and practice as can be shown from the following:

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The Practical exercises.

The exercises to be undertaken by the students in the Practice schools were clearly stated in the “Portaria” No. 191, issued by the then Governor General, Jose M. de S. Horta e Costa on the 29th of May 1908. The stipulations prepared by the Secretary, Francisco M. Peixoto Vieira were as follows:

- The practice would be held in the annexed schools and directed by the respective “Professor” and supervised by the “Professor” of Pedagogy.

- The idea was to make the students fully conscious of the educative value of the Pedagogical principles learnt in class, to cultivate, develop and instil in them a vocation for teaching, accustom them to the knowledge and use of didactic material which would be conveniently provided by the annexed schools, practice the art of educating and teaching and be familiar with the main legal dispositions and rules that would give respect to his future ministry.

- The apprenticeship exercises start in the annexed schools from the 15th of July for the students of the Second Year and in the month of June after the re-opening for the students of the third year.

- The number of students for each day to conduct the practice lessons in the annexed school was fixed by the School Council. The timetable had to be drawn up by the Teachers of the annexed schools.

- The number had to be such as was possible for the Teachers of the annexed schools to supervise or invigilate. The timetable had to be so arranged that no student should miss more than once regular classes on account of the practicals. The students of the Second Year should
be made to take up practice lessons on different days of the week throughout the year.

- No student was to be made to conduct lessons for more than two periods per day. The remaining periods were to be conducted by the Teacher concerned of the annexed schools in the presence of the trainees.

- The practice lessons would be on the topics given by the “Professor” of the respective annexed schools after consulting the “Professor” of Pedagogy keeping in view the school schedule and the timetable and the periods in the annexed schools in such a way that the normal functioning of the school was not affected.

- The lesson units had to be such that they could be dealt with by the trainee in all the classes and in all the subjects. These units were allotted to the students at the beginning of each month so that the students had enough time to prepare.

- The student had to write down the lesson plan as per the method showing the duration, the order and the way in which it was to be observed. This lesson plan had to be corrected and approved by the Pedagogy “Professor” who would then send it to the “Professor” in the annexed schools.

- The “Professors” in the annexed schools would help the trainees in conducting the lessons and make available whatever material was needed for effective teaching. The Pedagogy “Professor” would observe these lessons whenever possible.

- During the conduct of the lesson the trainees would undoubtedly evaluate the students of the annexed schools by asking questions or by
setting exercises. This evaluation had to be done as per the marking scheme followed in the annexed schools and published in the “Boletim Oficial”. Each and every student thus had to be assessed and his performance recorded which would then be informed to the Teachers and the parents.

- At the end of the practice lessons all the trainees had to assemble together to listen to the observer Teacher who would then bring to their notice their shortcomings and show them how to conduct properly the lesson.
- The “Professors” of the annexed schools after they had evaluated the practice lessons would ask the trainees to fill out a questionnaire.
- These questionnaires of all the lessons conducted during the month were then sent on the last working day to the Director of “Escola Normal” along with the marks. These would then be archived in the office so that they could be submitted to the school Council for their knowledge and action if necessary.
- The trainees of the Third Year besides conducting practice lessons also had to undergo internship in the whole school which in coordination with the “Professors” of the annexed schools would be overseen by the Pedagogy “Professor”.
- All the students of both Second and Third year had to also practice Accounting in the annexed schools.
- The students of the Third Year at the end of the academic year had to practice not only for Examination but also get ready for the questionnaire, think of the composition of the jury, minimum for passing, the conduct of the tests and the recording of the sessions. The
jury could have the “Professor” of the annexed school or the Pedagogy “Professor” or even the Director of “Escola Normal” when the Pedagogy “Professor” was not available. The Examination would comprise of written and oral tests and needlework for the girls.

- In the last trimester of the academic year the trainees of the third year accompanied by the Pedagogy “Professor” would visit the main Primary schools of the locality with the prior permission of the Inspector of Primary Instruction who had to communicate to the Director of “Escola Normal” which schools could be visited by the trainees. The number of visits and the days for the visits were determined by the School Council.

- On their visit the students were expected to take note of: the hygienic and pedagogic conditions of the school. The hygienic and the pedagogic condition of the furniture, the didactic material available in the school, the didactic material available with the students, the timetable in use and the system adopted for maintaining accounts.

- Each student subsequently had to write a short report including the above mentioned points and submit to the “Pedagogy “Professor” with the stipulated time period.

- These reports were then discussed together in class with the students of the third year in the presence of the Pedagogy “Professor” and the Director of “Escola Normal” or in his absence anybody else.

- The Director of “Escola Normal” was enjoined upon to see to the implementation of all these instructions.

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_legislacao do Estado da India_, Imprensa Nacional, Nova Goa, Vo. VIII, 1908, pp. 106-107
4.7. SYSTEM OF TESTING AND EVALUATION:

Testing and evaluation of candidates for appointment as Teachers had started from the time Marquis de Pombal came out with his “Plano do Estudos” by promulgating a Decree on the 6th of November, 1772. The Teachers had to “pass a public examination and were paid by the State as per the plan of Pombal”\(^{243}\). As a result of this Decree Goa was allotted two Teachers (mestres) who were to be paid from the literary tax/education cess called ‘subsidio literario’ imposed by the Marques for the purpose of spreading learning.

But the appointment of these Teachers was to be made only after conducting a proper public Examination as can be seen from the following notification: “Those interested to take up the posts of Teachers to read, write and count should be able to write something in Portuguese language, be able to solve a division sum; these should then be signed and sent along with the record of the examination. It should be noted that due attention will be paid to the handwriting and the manner in which the alphabets have been written. Besides, the candidates will be tested in Catechism. The successful candidates shall be given a yearly remuneration of 90,000 “reis” which shall be in conformity with the Teachers of Latin and Latin Grammar”\(^{214}\).

Under Article 11 of the 1836 reforms announced in Portugal by Silva Passos it was decreed that after two years the candidates would have to be tested in the practical method of Mutual Teaching. And under Article 12 he


established the jury system for the Examination of candidates aspiring for teaching posts. The jury would be headed by the General Administrator or his nominee who would also appoint a qualified person to serve as Secretary. The jury would also include two “Professors” of the Primary school in the vicinity or a “Professor” from a Secondary school.

Further in the same Decree the specifics for the conduct of the Examination were spelt out. They included the following:

- It would be a public examination.
- It would have both oral and written forms.
- The duration of the said examination would be two hours.
- In the oral examination each of the members of the jury would question the candidate on Reading, Writing, Counting, Civility, Morals, Catholic doctrine and principles of Portuguese Grammar[^245].

By 1856 the process of establishing a formal Teacher Training School named as “Escola Normal” was complete thanks to the untiring efforts of the interim Governor, Lopes de Lima and later on of the Secretary, Cunha Rivara. No record however can be found of those who were examinationined from 1841-42 to 1855-56. Initially admissions were made after every two years. However the students would be tested every year as those who completed the First Year could either get themselves appointed as Teachers of the Elementary level or continue their studies and having completed their Second Year get themselves appointed as Teachers of the Complementary level.

[^245]: Boletim Official, no.5, 30th June, 1841.
During the regime from 1841 to 1855 as stated earlier no records are available to know how many students were evaluated and appointed as Primary Teachers from "Escola Normal". Examination was usually held in the month of June. The "Professor" of "Escola Normal" had to request the Governor to appoint competent persons on the jury to test the students. The topics or questions had to be prepared at least 24 hours in advance.

At the end of the Examination the performance would be rated by "voting" secretly giving such grades as "A" (approvado = approved) or "R" (reprovado = not approved) to the examinationinees. The results had to be recorded by the Secretary of the jury in the proper book. Those who obtained "A" from all the jury members would get the remark ‘approvado plenamente’ (fully approved) and those who had to get one ‘R’ would get the remark ‘approvado simpliciter’ (just passed). In the calculations of the final results the class performance of the student throughout the year was also taken into consideration. Those students who had performed creditably throughout the academic year would be given the remark ‘approvado plenamente e com louvor’ (fully approved with honours).246

Thereafter the results, at the end of the Examination, showing the names of the candidates and the grades obtained by them were usually pasted on to the main door of the library. There were special Registers for enrolment of students, for maintaining the records of the Examination or for keeping the minutes of the meetings whose pages were duly attested by the "Professor".

During the regime from 1854 to 1881 – a period of 26 years - a total of 131 candidates were approved of and appointed as Teachers out of a total of 147. Of these, 94 had passed in the first grade and 37 with the remark ‘suficiente’ meaning just passed. There were 90 candidates approved in the First Year and 41 in the Second Year during this initial period of “Escola Normal”.

As more and more Primary schools were being established all over Goa there was a felt need for trained Teachers. The method followed in the Primary schools also was a combination of written and oral tests, which was the same that was adopted also for the Teacher trainees. A jury consisting of four members with one of them as the President was appointed by a duly published notification to conduct the Examination. This notification would not only give the names and designations of the members of the jury but also state the venues and the dates of the Examination.

A clear Examination schedule showing the year, the subjects and the maximum marks obtainable against each subject, was usually drawn up. The following was the schedule for the written test that had been prepared for the students of the First Year of “Escola Normal” in 1874:

- Writing a passage – Calligraphy: 10 marks.
- Passage in Orthography: 10 marks.
- Solving a problem in Arithmetic: 10 marks.
- Solving a problem based on the metric-decimal system: 12 marks.
- Answers to two questions on Sacred History: 12 marks.
- Answers to two questions on Catechism & General Principles of Morals: 06 marks.
It is seen that more attention was paid to Orals. The weightage given to Orals was much more than that given to the written tests as can be evidenced from the following schedule:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading of a prose passage – Selections from Cardozo</td>
<td>08</td>
</tr>
<tr>
<td>Reading of poetry – Lusiadas by Camoens</td>
<td>10</td>
</tr>
<tr>
<td>Elementary Principles of General Grammar and rational And practical knowledge of Portuguese Language.</td>
<td>24</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>08</td>
</tr>
<tr>
<td>Metric decimal system</td>
<td>06</td>
</tr>
<tr>
<td>Brief Notions of Geography</td>
<td>06</td>
</tr>
<tr>
<td>Geography of Portugal and its Possessions</td>
<td>08</td>
</tr>
<tr>
<td>National History (relevant to India)</td>
<td>08</td>
</tr>
<tr>
<td>Rules of Calligraphy</td>
<td>06</td>
</tr>
<tr>
<td>Rudiments of Pedagogy</td>
<td>06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

The examination jury in the Normal school was headed for a number of years by the Secretary General Heliodoro da Cunha Rivara from 1867 to 1875. The other members kept on changing. The venue for holding the Examination was normally the premises of Lyceum and depending upon the number of students the number of days of Examination varied from one - if there was only one candidate - to even ten.

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In the year 1856-57 - the first recorded Examination was held then - there were nine students who appeared for the Examination and passed the First Year. They were Emilio Blasio de Sa, Manuel Maria Roberto Joaquim Ferrao, Genesano Antonio Joao da Purificacao, Angelo Caetano do Rosario e Ribeiro, Joao Jose Candido Mascarenhas, Vitor Caetano de Souza, Felizardo Gonsalves Francisco Pereira, Aurelio Vitor Francisco Pereira and Antonio Xavier Braganca. The jury for this first recorded examination consisted of J.Heliodoro da Cunha Rivara as President who was the then Commissioner of Studies; Vicente Esteves, “Professor” in the Medical School; Francisco Gonsalves Ferreira, “Professor” of French in Lyceum and Marcos Augusto Branco, “Professor” of “Escola Normal”. The Examination was held from the 25th to the 29th of April 1857 in the premises of the National Lyceum.

Interestingly out of these nine candidates one became a lawyer, another joined the Administration, a third became a military surgeon and a fourth rose to become a “Professor” in the Lyceum and subsequently in “Escola Normal”.

In 1857-58 there were seven candidates who appeared for the Examination of the Second Year and were approved. Out of these seven candidates five were from the First Year and two were fresh. A candidate was also allowed after fulfilling certain conditions to appear directly for the Second Year of the Normal course. The composition of the jury also underwent a complete

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249 Souza, Filippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1879, p. 117.
makeover though still headed by J. Heliodoro da Cunha. The other members were Major Antonio Sebastiao Borges da Costa, “Professor” in the Military and Mathematics School; Padre Floriano Mateus do Rosario Barreto, “Professor” of Latin in the Lyceum; and Padre Sebastiao Salvador Baptista Cana, “Professor” of Philosophy in Lyceum and also in-charge “Professor” of “Escola Normal”.

In 1858-59 a total number of seven students appeared for the First Year Examination and the following year only two, Joaquim Salvador Fernandes and Joao Baptiste Caetano Pinto appeared and were approved in the Second Year. In 1860-61 the number of candidates increased slightly to eight in the First Year but out of this only three completed the Second Year in 1861-62. In 1862-63 only four candidates admitted themselves for the First Year and out of these three were approved whereas one, Inacio Xavier de Souza Rodrigues was detained the first one not to get through. The year 1863-64 saw no Examination being conducted as no candidate had enrolled for the Second Year.

In the year 1864-65 there were again only two candidates, Joao Alcantara Antao and Joao Antonio Prazeres da Costa. However the year 1865-66 was somewhat tragic as one of these two expired and the other was irregular in his attendance with the result the Examination in 1865-66 could be conducted. The next year in the First Year of the course there was only one candidate, Exequiel Domingos de Santa Ana enrolled for the Examination who after an unsuccessful first attempt could through.

Souza, Felippe Nery Thome Caetano do Rosario. Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa, Typographia da Cruz, Rua de Ourem, 1879, p 118
Till 1870-71 on an average, there were about three to four candidates figuring in these Examinations. However from the following year the number gradually started rising for example in the year 1871-72 the number went up to twelve and the average for all the later years was around six to seven with the number going up with 15 in 1879-80, 22 in 1881-82 and even to twenty four in 1883-1884 which number got repeated in the following year too. In the academic year 1886-87 only one student appeared, a repeater and was promoted.

An example of the programme for the conduct of the Examination for the students reading in the Second Year is available of the year 1879 announced by the then Governor General Caetano Alexandre d'Almeida e Albuquerque by his “Portaria” dated 27th August which is as follows:

1. Writing a paragraph – test of Orthography 20 marks.
2. Writing a paragraph – test of Calligraphy 15 marks.
3. Composition and style 30 marks.
4. One question on Sacred History 10 marks.
5. One question on Catechism and Morals 10 marks.
6. One question on Elements of General History & Chronology 20 marks.
7. One question on Pedagogy 20 marks.
8. Solving of one problem in Arithmetic and metric decimal system 20 marks.


If the written Examination were allotted a total of 160 marks the oral Examination were given much more importance as 240 marks were allotted for the same bringing up a grand total of 400 marks. The marks for the orals were distributed in the following manner:

1. Reading of a prose passage 20 marks.
2. Reading of poetry stanzas 30 marks.
4. Arithmetic 20 marks.
5. Metric decimal system 20 marks.
6. Geography 15 marks.
7. Chorography of Portugal and its possessions (India) 20 marks.
8. History with special reference to India 25 marks.
10. Elementary notions of Agriculture and rural economy 30 marks.

In 1874 it is seen that the total marks for both the written and oral Examination were 150, 60 for written and 90 for orals. In the following years these were raised to 400 as more subjects were added and the allotment of maximum marks too was increased.

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\(^{252}\) Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historic e Legislação da Instrução Pública. Primária Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1879. Appendix, p 15

\(^{253}\) Ibid, Appendix, page 15

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The oral Examinations were held publicly witnessed by the educated class as it was a spectacular event viewed as a tussle between academicians for excellence. They were as Vasco Pinho puts it “were public Examination in every sense of the word”^{254}. The best brains presumably were on show on such occasions and the Examination would be the talk of the town for days together. Hence in Portuguese language the word used to describe such tests was “concurso” which literally means a contest.

Incidentally it must be mentioned here that H.da Cunha Rivara was a great man of letters, having completed his education at the University of Coimbra and later in 1834 took a degree in Medicine. He taught Rational and Moral Philosophy for sometime at the University of Evora. In 1855 he was appointed as the General Secretary of Portuguese India. Not only was he a great promoter of education and learning but also was a staunch supporter of the local language Konknni having authored the book “Ensaio Historico da Lingua Konkani” (An Historical Essay on Konkani Language).

**Rules and Regulations for Examinations.**

In the Regulations that were promulgated in 1856 the following stipulations were laid down for the conduct of Examination:

Examination had to be conducted at the end of the academic year. The jury would consist of one “Professor” of the Lyceum, one “Professor” from the “Escola Normal” and a prominent person nominated by the

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Governor. High-ranking official appointed by the Governor would head the jury.

Those appearing for the Examination of the course of the Elementary level (First Year) had to submit, irrespective of the attendance, Certificate of having completed all the subjects of the first “Chair” and the first part of the second “chair” of Lyceum either in Goa or in Portugal.

Those appearing for the Examination of the course of the Complementary level (Second Year) had to produce the passing Certificate of the subjects taught in the first, second and third “Chairs” of Lyceum.

The fees could be paid either in one instalment for both the years, or one instalment for the First Year and one instalment for the Second Year.

These fees then would be deposited in the school coffers.

Examination would be conducted in two forms: written and oral.

The examination for the students of the First Year in Orals would be conducted in the following manner:

A. One member of the jury would check the Reading of the students paying attention to the pronunciation, syntax and the orthography.

B. The second member would test the students in Arithmetic.

C. The third member would question the students on Morals, Civility, Catechism, and General principles of Religions, Geography, History and Methods of teaching.

The written test would consist of the following:

a. Copywriting of a paragraph from any Portuguese textbook.

b. Solving of two Arithmetical problems – one on the basic operations and the other on decimals, simple and complex fractions.

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255 *Boletim Oficial*, Imprensa Nacional, Nova Goa, No. 70, 5th September, 1856
The oral Examination for the students of the Second Year would be conducted in the following manner:

a. One jury member would question the students on Portuguese Grammar, Geography, Dictation, Chronology and History.

b. The second member would test the students in Arithmetic and Geometry with due applications to industry and economic and mercantile bookkeeping.

The third member would test the students in Natural Theology, Moral Philosophy and Methods of Teaching.

The written examination would then consist of solving of a problem in Linear Drawing, two problems in Arithmetic and one problem in Geometry.

Every member of the jury had to question each of the students at least for twenty minutes in order to assess the students properly.

In the written Examination there was no time limit for the students to complete the paper.

The topics for the written examination would be allotted to each examinee by the draw of lots at the time of Examination.

At the end of the Examination the President and the members of the jury would assemble in the hall and vote by secret ballot for each of the candidates without any discussion by either assigning ‘AA’ or ‘RR’ meaning either passed or detained. Passing would also be two types: passed unanimously (when all four votes were ‘A’) or passed simply (when there were either two ‘As’ or two ‘Rs’). This would then be duly recorded and signed by all Examiners in the Examination Register.

The “Professor” of “Escola Normal” would act as the Secretary.
The passing Certificate would be issued upon request on the payment of 90 "reis" which would go into the School coffers.

If any candidate had remained absent for the Examination on the stipulated date he would not be examinationined subsequently unless he was excused by the Governor on production of convincing proof of absence\textsuperscript{256}.

Interestingly the first Hindu to appear for these Examinations in 1875-76 was Gopal Camotim Ganekar who later on became a ‘Professor’ of Marathi in the Lyceum. He was followed by Gopala Sinai Usgaonkar who appeared for these Examination ten years later. It was in the year 1882-83 that the first lady Ludomila Aramita F. da C.F. Santa Ana Noronha appeared for these Examinations and subsequently was appointed as ‘Professora’ in Pangim. One or two lady candidates kept on making their appearance quite regularly then onwards and in 1902-03 there were four lady candidates out of 8. Curiously three of them had the same surname, Costa Campos, Maria do Carmo Xavier, Maria Ricardinha and Maria Gracinda and the fourth one was Maria Zelia Xaveriana Vas. The floodgates for women’s emancipation seemed to have been opened in Goa quite early at least in the field of Primary education because in the year 1903-04 out of a total of 8 candidates 7 were ladies. This continued for more than a decade reminiscent of the present day scenario where the women Teachers far outnumber men.

During the third regime of reforms from the year 1882 to 1894 a total of 169 – 125 in the First Year and 44 in the Second Year - candidates appeared for the tests and were successful. Out of these 12 obtained distinctions, 78 were

\textsuperscript{256}Boletim Oficial, Imprensa Nacional, Nova Goa, No. 70, 5\textsuperscript{th} September, 1856, p. 12.
given “bom” (good), 82 got “suficiente” (average). Besides, 23 candidates were kept back. During this period the highest number of candidates -26 in all - that was approved was in 1885-86 academic year and the second highest number of candidates was 24 in the year 83-84. Earlier the Examinations were held in the premises of the National Lyceum. From 1881 to 1891 the Examination were held in the building of the “Instituto Profissional”.

The Governor General Caetano Alexandre d’Almeida e Albuquerque instituted through a “Portaria” dated 12th January 1882 the following reforms besides those already in force concerning the conduct of Examination:

The “Examining Committee” for the final Examination of the 1st and 2nd year would consist of a member, the President, the respective class Teacher and another member, the first and the last nominated by the Government on the advice of the jury and the President.

The Examinations were public and consisted of orals and written, during which the students were questioned on different subjects by each member of the Examining Committee.

The written Examination had to be answered by all students, on the same day within a duration of 4 hours and including the following subjects (Elementary Teachers’ course):

- Dictation on a prose passage to evaluate the handwriting and to check the spellings.
- A set of questions on Christian Doctrine.
- A set of questions on Sacred History.
- A set of questions on the 4 basic operations (addition, subtraction, multiplication & division).
A problem based on the legal system of Weights and Measures\textsuperscript{257}.

For those appearing for the test of the Complementary Teachers' course (2\textsuperscript{nd} year) the following stipulations for the conduct of the Examination were laid down:

- A written Composition based on the theme given by the jury.
- A problem on Applied Arithmetic.
- A question on General History
- A problem on Linear Drawing.
- A question on Pedagogy.
- A problem on Elementary Geometry.

The topics on which written Examination had been answered could not be included for the orals. The following directions had to be followed:

- The evaluation had to be by assigning numerical values in each of the papers answered.
- The student who had obtained less than 1/3 of the allotted marks in each subject was considered as detained.
- The student who had obtained more than half of the total of the allotted marks in the written test as well as the orals was declared as "just passed" and obtained at least 1/3 of marks in each of the subjects. The following rules were observed for grading the performance of the students and awarding them:

\textsuperscript{257} Gomes Benedito \textit{Anuário do Escola Normal}, Imprensa Nacional, Nova Goa, 1913, p 28.
The one who obtained the sum total of marks in each of the subjects equal at least to $2/3$ of the total marks would be declared successful in the grade of "Good".

The one who obtained marks above $\frac{3}{4}$ of the sum total of all the subjects would be declared successful in the grade of "Distinction".

Along with their Certificates two prizes in the form of books, were awarded to the students who excelled among the others.

The examining Jury would confer on the successful candidates a Certificate of "Capability" signed by all members and certified by putting the School Stamp. This Certificate was considered as a legally approved document to obtain any teaching post.

This Certificate had to specify the qualification that the student had obtained.

The President of the Jury after the completion of all the work had to submit to the Inspecting Committee, a report giving details and statistics of the entire process of Examination along with the detailed results of each student.

By a special permission of the Government, students who desired were admitted to the Examination of the Normal School (Training School) irrespective of the attendance criterion.

However those who wished to avail of the aforementioned facilities had to pay double the amount of fees which would go into the school coffers to meet the incidental expenses²⁵⁸.

From 1894 to 1910 a total of 164 candidates – 91 in the First Year and 73 in the Second Year - were approved of with 2 distinctions, 24 obtaining the

²⁵⁸ Gomes Benedito Annuario do Escola Normal, Imprensa Nacional, Nova Goa, 1913, p. 28
‘bom’ (good) remark and 134 with “suficiente” (average). The “Portaria” issued by the Governor – General Rafael de Andrade in 1894, introduced the following reforms in the area of Examination:

- At the end of each quarter of the academic year, there would be a “quarterly” test for the students or a public Examination based on the portion completed.
- The Examining jury would consist of two Teachers of the School and chaired by the Commissioner for Higher Studies, - in his absence it would be taken over by the Inspector of Primary Education and in the absence of the latter by any other member of the Superior Inspecting Committee, nominated for this purpose by Governor General.
- The Secretary of the School had to discharge the duties of Secretary of the Jury, but without any “Vote”; he had to help in the voting by the Jury and write down the details of the Examination, and comply with the instructions after the members of the Jury had signed the records.
- The time and the method for conducting the Examination would be determined and regulated by the Jury.
- The “grades” for the Examination answered by the students had to be given by the Jury in consultation with each other or by “a secret scrutiny” if and when, any member of the Jury so demands, and giving the “grade” according to the scale and the marks obtained for both the internal and external students in the Tests and the final Examinations in the following manner: -
  a. “Very Poor”
  b. “Poor”
c. “Medium”  
d. “Sufficient” (Average)  
e. “Good”  
f. “Very Good”  
g. “Excellent”  

The Examining Jury for Final Examination of the regular students of the “Escola Normal” and the external candidates had to consist of 5 members, one of whom was to be the Presiding Officer normally the Commissioner for Higher Studies, and, in his absence the Inspector of Primary Education, and in the absence of the latter, any other member of Committee for Higher Studies appointed by the Governor.

The other four members of the Jury would be two “Professors” of “Escola Normal” and two Teachers from Government Primary Schools, one male and the other female of the Complementary school level and in every batch of candidates that would appear for Examination, on any given day, at least two female students. These would then be tested on Needlework and other subjects pertaining to the girls’ syllabus.

The Secretary of the Jury was usually the Secretary of the School; he had no “vote” but he had to be present at the voting and write down the detailed Report of the Examination, which, after being duly signed by each member of the Jury, had to be initialled and verified by him.

The Primary Teachers proposed by the Inspector of Primary Education as members of the Jury would be nominated by the Governor upon the advice of the Commissioner for Higher Education.

These Primary Teachers acting as jury members would be entitled to a remuneration of Re one and half per day, to be paid by the Public
Revenue Office, as payment for the services rendered in the course of the Examination.

In case any of the four members of the Examining Committee was absent, two other Primary Teachers of the Complementary stage as members already chosen in advance on the advice of the Commissioner for Higher Studies and whose nomination would not cause any disturbance to their own duties would act in their absence or if even these were not available then the Inspector or the Secretary would appoint any other competent person.

The names of the jury members and of the President and the names of the “substitutes” had to be duly published, in advance, on the Official newspaper of the State, the “Boletim Oficial”.

The Final Examination of the regular students of the “Escola Normal” as well as of the “External” students was held during the month of April, in such a way that they would be over by the end of the month, unless some unseen circumstance had to arise.

The students of “Escola Normal” as well as the “Externals”, who due to valid reasons were unable to appear for the Examination the date for which had already been fixed, would be allowed to answer the Examination in the 2nd fortnight of June, provided they asked for it by submitting a written application addressed to the Commissioner for Higher Education, with required Certificates, duly signed by the respective issuing authority proving their inability. They would then have to pay the prescribed fees and other dues.

These Examination would be conducted in the usual way and the days for these Examination would be fixed by the School Committee and
published with due anticipation in the official news paper of the State
signed by the proper authority.
The Final Examination of candidates of both the sexes were held
publicly. They were tested on all the subjects of the respective courses
or Years with the exception of the Practical Exercises on
Methodology. The Examination consisted of two types of tests, one
written and the other oral, besides the practical test for needle work &
other allied topics meant for the female candidates. These
Examinations were conducted in one of the classrooms of the Lyceum
building of Nova Goa. The candidate listed for that particular day for
the Examination of having been informed in advance through a notice
affixed on the door of the Office, would be called one by one by the
President of the Jury at the given time.
If any of the candidates was absent on the appointed day he had to justify
his “absence” within 24 hours, by submitting an application to the
School Office with proof of his inability to attend, failing which he
would be considered as having ”willfully” remained absent.
The President, of the Jury, could if deemed necessary try and verify the
“illness” of the student. if the reason was “illness” - this was to be
conducted by a medical practitioner whose fees would then be paid by
the student.
For the written tests in each Course or Year, all the candidates were
required to appear on the same day and place. They would then
answer their written Examination under the strict vigilance of two or
more members of the Jury, nominated by the President.
If the number of candidates was such that it was not possible to conduct the Examinations at one go then the Examination would be held in different batches or in different halls of the same building. The written tests, for the candidates would be as follows: -

1. Copy writing of a paragraph of 20 to 30 lines, from the prescribed text book, dictated in a loud voice and with due pauses by one of the members of the Jury. At the end of this test, the candidate had to write the alphabets in Capitals, two lines in any manner & three in cursive writing, copied from the approved textbook.

2. Drawing of a simple geometrical figure – copy of any object commonly used - and copies of chorographic maps of Portugal, nearby islands and overseas colonies.

3. Solving of 2 Arithmetical problems, on digits, decimals, fractions, complex fractions and proportions.

4. An answer to a question on Morals, History of the Motherland, Pedagogy and Methodology.

For each of the tests mentioned in the preceding Article, there would be 12 questions, chosen from the portion, which made up the programme of the Elementary Course.
The questions had to be framed in a closed and secret meeting by the Jury, on the eve of the written test, had to be signed by the members of the Jury, and then closed and sealed separately.

At the time of the Examination and in the presence of the candidates, the President of the Jury would open the sealed envelopes containing the Question Papers on different topics, which would be removed by the first three candidates, in the proportion marked for each test.<sup>259</sup>

The following directions were issued for the conduct of the Examination:

All the papers had to be then kept in the School Office, one copy of which would be sent by the President of the Jury, to the Governor General.

The candidates were given half an hour for Dictation and Handwriting and one hour for each of the other written tests.

The candidates were not allowed to communicate with each other, once the written test had started, nor were they allowed to communicate with any other person, other than a member of the Jury under penalty of dismissal from the hall.

The written test for the candidates of the Second Year or of the Complementary course would comprise of, besides the above, the following:

1. Solving 2 problems, one of Arithmetic and one of Geometry.

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<sup>259</sup> Gomes Benedito *Anuário do Escola Normal*, Imprensa Nacional, Nova Goa, 1913, p 42 & 43
2. A drawing of the given picture or design as well as copies of geographical and chorographically maps of Portugal, its nearby islands and overseas colonies.

3. Discussion on any Historical, Moral, Methodological, and Pedagogical item. (Discussion on a topic related to History of the Motherland, Morals, Methodology or Pedagogy).

4. Answer a question on Elementary Agriculture\textsuperscript{260}.

- The candidate would be given an hour and a half, as prescribed in the preceding Article, for each subject i.e. for solving the Arithmetic problems, for Drawing, for discussion, and half an hour for the answer on the Agriculture question, besides half an hour for Dictation and the Handwriting test.
- All the test papers had to be signed by the President and members of the jury, as and when; they were submitted by the candidates.
- The orals for the male candidates, for the Elementary course were then fixed on the following topics:-

- Reading of two paragraphs, one of prose and the other of poetry of about twenty to thirty lines of the prescribed textbook.
- Principles of Elementary Grammar; Portuguese Grammar; grammatical analysis; explanation of one paragraph from the Text book; value, meaning and formation of respective terms.

\textsuperscript{260} Gomes Benedito. \textit{Annuario do Escola Normal}, Imprensa Nacional, Nova Goa, 1913, p. 43.
• In Arithmetic, comprehension of mental solutions, proportions and decimal metric system.
• Brief knowledge of geographical calculations, physical, political, and Portuguese chorography, with especial reference to Portuguese India; demonstration of maps and spheres.
• Sacred and History of Motherland.
• Moral, Pedagogy, methodology and legislative rules of Primary Schools.
• Domestic Economy and knowledge of Hygiene.
• Rights and duties of a citizen.

• Further the tests were organized in the following manner for the students of the First Year:
   1. Three or four students would answer these tests every day.
   2. For the Reading Test, the President of the Jury had to choose the extracts and assign to the students appearing for the test. All the extracts had to be from the same text but different for each candidate answering the test on the same day.
   3. The Jury would distribute the portion to each member in such a way that each of them with the exception of the President to whom this was “optional” would get a chance to question the examinationees.
   4. The “questioning” on each of the prescribed subjects was of 15 minutes duration for each candidate; and therefore, the total time for the oral testing of each of the candidates in all subjects would come to 1 hour and 45 minutes\(^ {261}\).

• However the oral Examination for the male candidates reading in the Second Year or the Complementary course were conducted on the following basis:-

1. Reading of 2 extracts, one of prose and the other of poetry, both chosen from the prescribed Text.

2. General rules of Portuguese Grammar; Grammatical Analysis; explanation of the 2 tests, both Prose and Poetry; formation and meaning of vocabulary and phrases from both the tests; principals of Portuguese literature and the History of Portuguese language.

3. Arithmetic and Metric decimal system, Indian Weights and Measures. Elementary Geometry, and its application and the ones mostly used in agronomy.

4. Knowledge of Geographical calculation, physical and political, the Portuguese Chronology and Chorography with special reference to India.

5. Sacred History and History of Motherland with special knowledge of Goa.

6. Morals, Pedagogy, Methodology and Legislative rules of Primary Schools, with special attention to the Estado da India.

7. Elementary knowledge of Agriculture.

8. Industrial Economy and Knowledge of Hygiene.


• The rules laid down for the students of the other level were also applicable to these students.
• The questioning of each student however could have been between 8 to 15 minutes but never more than 15 minutes in each of the prescribed subjects in such a way that the time involved in the “questioning” should neither be less than 1 hour and 45 minutes nor more than two hours.

• The candidates who did not follow the Catholic religion were exempted from answering Sacred History if they had opted for Marathi and Gujarati Primary Education.

• Female candidates had to answer the same written and oral tests as prescribed for the male candidates of the respective courses, with the exception of the Rights and Duties of the citizens. In lieu of that the female candidates would be questioned on the ‘Duties of a Mother’ in the family. The female candidates had to besides this, under the supervision of a lady jury member answer tests in Needle work and other allied matters applicable to the female students, such as Embroidery, Measurements, Drawing patterns and making flowers or lace as per the demands of the members of the Jury. Each lady candidate had to undergo these tests on the day marked (fixed) for the oral tests for a period of 10 minutes.

• The evaluation of the written as well as oral tests and of the Art and Craft examination pertaining to the female candidates had to be marked in numerical figures as per the prescribed scale. Each member of the Jury shall give in writing and duly signed on the test paper of each candidate the marks allotted for the above tests for which purpose the School Office had to provide each member of the jury, a printed or hand written list as per the prescribed model (prints).
• Each member of the jury was entitled to give marks out of 1/5 of the sum total of the marks allotted to each subject and the result or the numerical average obtained, when fractioned, shall be integrated, to the overall result after adding one unit, or just dropping out the fractional part, if the same is above, equal or less than 0.5.

• At the end of the written tests, the Jury would have a secret and closed meeting, which would be attended also by the Secretary of the School. They would then classify the students according to their performance, thus preparing a list - printed or handwritten - (in accordance with the models) which would be supplied by the School Office and which had to be signed by all the members of the Jury. This list would show therein the performance (i.e. marks or grades) in each subject of each and every candidate of the Elementary course. Those candidates who were classified as “Very Bad” or “Bad” in Writing and Dictation or “Satisfactory” in Writing and Dictation Tests and “V. Poor or Poor” in the Arithmetic Tests; and the candidates of the 2nd year or the “Complementary Course” who would be classified as “V. Poor or Poor” in the “Writing” or “Drawing” tests or “Satisfactory” in the above mentioned Tests of “Writing” or “Drawing” Tests and “Very Poor” or “Poor” in the Arithmetic or Geometry Tests would not be allowed to answer the oral tests. The remaining candidates however would be admitted for the orals duly announced through a notification that had to be affixed on the door of the School Office and signed by the Secretary of the School.

• The results of the written tests of each candidate on each day, would be written by the School Secretary on the Examination Record Book, which had to be signed by all the members of the Jury and counter-
signed by the Secretary, who in his turn had to collect/store in the
Office the marklists as well as the written tests papers of the
candidates who had answered on that particular day.

- At the end of the Orals and the Art and Craft (Female) Examination
  when there were such, on each day, the Jury, meeting in a secret and
closed session, attended also by the School Secretary would verify the
marklists presented by each member and in accordance with the
procedure allot the grades to the candidates, on that particular day on
each list, printed according to the usual format which had to be
supplied by the School Office and signed by all the members of the
Jury.

- Taking all the marks together of all the tests the Jury would then
declare the results of each of the candidates.

- If, after totaling the marks of the various written tests and then after
dividing the sum total of the marks by the total number of tests, the
“quotient” had to be less than “ten” then the candidate would be
detained. In the same way, the candidate of the 2nd course or the
Complementary level would also be detained irrespective of the
average marks in the separate tests, if he was proved to be “Poor” or
“Very Poor” in any of the remaining tests.

- A candidate who had to obtain the average or the “Quotient” equal to
or more than ten marks was declared as “Successful” or “Passed”.

- The candidate of the Elementary Course who had obtained ‘very
good’ or ‘good’ in the separate written tests of (writing & dictation)
Reading, Grammar and Arithmetic and at least “Good” in other
remaining Tests; and the Candidate of the 2nd year or of the
Complementary Course who had obtained the grade “Good” or “Very Good” in the separate tests of Writing, Grammar, Arithmetic and Geography or at least “Good” in the remaining tests would be declared as “Passed with Distinction”.

- The Final Result of the Examination, on each day, given in “Grades” or in “marks” obtained by each candidate had to be transcribed in the Examination Record Book, which after being duly recorded and signed by the Secretary, would also be immediately signed by each member of the Jury. This result was then made known to the candidates, through a “Notice” signed by the Secretary and put on the Notice Board or the door of the Office.

- Every marklist duly filled in and signed by the members of the Examination Jury, had to be kept in the Archives of the School Office along with all other documents pertaining to the Final Examination.

- The candidates who had been declared “successful” in each of the courses of Escola Normal (Training School) had to be issued a Certificate on his/her applying in writing to the Commissioner of the Higher Studies.

- This Certificate issued according to the approved format had to be signed by the Commissioner for Higher Studies, by the Secretary of the School and by the Inspector, then sealed with the School stamp, after the applicant had paid in the Public Treasury, the value of the stamp i.e. the sum of Rs. 10/- for which he would be issued the due receipt for the payment by the Office of the School, duly signed by the Commissioner of Higher Studies.²⁶²

By the Decree of 23\textsuperscript{rd} May, 1907 all the Normal Schools were re-modelled and their teaching programs modified by the Portaria Provincial no. 93 of 2\textsuperscript{nd} February 1911 by which time the Republican regime had been declared. Portaria Provincial no 359 therefore came to be issued in Goa on the 14\textsuperscript{th} of August 1911 announcing various reforms in the Escola Normal of Nova Goa\textsuperscript{263}.

By the Portaria Provincial no. 359 dated 14\textsuperscript{th} of August 1911 the Decree of 1907 regarding the various Examinations to be conducted in Escola Normal was brought into force. There would be three types of Examination: (1) admission/entrance (2) promotion from First Year to Second Year or from Second Year to Third year and (3) the Final ending with graduation.

During the year 1909 - the first year of the new three-year programme of the \textquotedblleft Escola Normal\textquotedblright - in the First Year there were 15 male candidates and 1 female candidate and in the Second Year there were two male candidates and one female. Consequently in the years 1910 and 1911 in the third year only two candidates were examined and were successful. At the end of the year 1912 in the Third year 8 candidates – all male - were examined and passed out. Till this time no candidate had been examined in the First or the Second Year. It was only in the year 1912 to 1913 that three male and four female candidates appeared for the examination in the First Year, 8 male and 8 female candidates were examined in the Second Year and 8 male and one female candidate were examined in the Third year. It was because by this time the Government had decided to allow those completing the First Year

\textsuperscript{263} Boletim Oficial, Supplemento, Imprensa Nacional, Nova Goa, No. 52, 3\textsuperscript{rd} July, 1907, p. 1.
or the Second Year to work in the Primary schools as “Assistants”. Totally 204 candidates were examined and approved from 1907 to 1930.

The meager number of students enrolling themselves for the course gives one the idea that the three-year course was not taken too kindly. Moreover the examination too had become too tough as can be seen from these detailed reforms that were introduced in the area of Examination under the 1907 regime. In fact a total of 15 Articles dealt only with Examination. The elaborate Examination stipulations were as follows:

- To be admitted for the final examination of the First or the Second Year (exame de passagem) so as to be promoted to the next class as the case may be the minimum requirement for the student was to obtain a majority of ‘suficiente’ (average) remarks in all the tests conducted during the academic year. At the end of the Third Year there would be the final passing out Examination. These final Examinations would consist of written, special, practical and oral tests and other exercises in conformity with the Curriculum.

- The jury for these Examinations would comprise of the “Professors” and one lady “Professora” presided over by the Director. In case the Director was not present then his place would be taken by one of the members of the Inspecting Council nominated by the Governor General. In case any of the “Professors” failed to take up the task then a “Professor” male or female of the Primary School with at least six years of distinguished service and teaching experience would be appointed by the Governor General on the recommendation of the Director.
• The President of the jury had the power to call off any test if found unjust or illegal. The various instances where the Examination would be called off would be specified in the special instructions along with the procedure to be followed.

• During the conduct of the written examination besides the students and the Examiners any authority connected with the affairs of the school was allowed to visit the Examination halls. The written Examination would be held on the days fixed by the jury after consultations with the Director and the Secretary of the jury.

By a “Portaria” issued by the then Governor General Jose M. de S. Horta e Costa on the 4th of May, 1910 a few changes were effected in the above stipulations as follows:

• The jury for the internal Examination (examination de passagem) for promoting the students from First to Second and from Second to Third Year would comprise of the “Professors” of “Escola Normal” presided over by the Director. In case any of the “Professors” were unable to attend then the Director could appoint any Teacher from the Secondary schools. In the event of the Director not being present then the seniormost “Professor” had to preside.

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These Examinations would invariably be held from the 5th to the 15th of June which fact would be announced well in advance by a notification fixed on the door of the school office.

However in 1913 by issuing the “Portaria” no 115, dated 28th of February, the then Governor General Francisco Manuel Couceiro da Costa stipulated that the final Examination should be held in the month of March and first week of June should be kept for new admissions. This same Governor General by another Order dated 27th of May, 1913 also allowed the private schools to continue and gave a further lease of life to the “Title of Competence” given earlier to the untrained Teachers.

During this period – in the year 1914 to be precise - in Portugal a discriminatory rule had been promulgated. As per the Decree No. 822 one of the “Professors” of the first group in the “Escola Normal” had to be compulsorily a European (read Portuguese) having the required qualifications though not necessarily the competence. His salary was much higher than that of the others. He would hold the charge of the Director of Escola Normal. This biased attitude continued for a long long time.

A student who had obtained the majority of “good” remarks in his class assessment was eligible to appear in that particular subject. The Examination would be both oral and written. The written Examination was conducted on the topics included in the syllabus. For these Examination there would be ten topics chosen by the jury. The topics for the written Examination were the

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same for all the students. They were chosen by lots by the first candidate. All the written Examinations were completed in one day only with each topic being allotted not more than half an hour.

On the other hand the jury would regulate the orals pertaining to the given syllabus as far as the time to be given for arguments was concerned. The candidate who had obtained a majority of “good” remarks was promoted and the results then duly recorded in the designated Registers.

- The final passing Examination of the Third Year however would be held in two sessions on the following topics:
  1. Tests on Calligraphy.
  2. Construction of a Geometrical figure, Drawing, Embroidery or Map drawing (either Geographical or Chorographical map of Portugal).
  3. Solving two problems; one from Arithmetic and the other from Geometry.
  4. Translation of a passage of about thirty to thirty five lines from Portuguese into French."}\n
- For the Handwriting test the students were allotted half an hour whereas the duration for each of the other written tests was one and half-hour. Each test would have around 15 to 20 questions and the questions had to be from the syllabus only. The work of setting the questions by the jury was highly confidential and the question papers

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267 Gomes, Jose Benedito. *Anuario da Escola Normal*, Imprensa Nacional, Nova Goa, 1913, p. 91
then had to be securely packed and sealed and handed over to the President of the jury who would then make arrangements for their distribution to the students in the Examination halls on the day of the respective subject Examination. All the papers had to be signed by the President and the members of the jury.

- After the Examination were over the jury would then sit together and do the assessment of the papers of the candidates and then decide whether the student should or should not be given the special Examination. Those who managed to obtain a majority of “bom” (good) remarks in the tests on Composition and Solving of problems and a majority of “Suficiente” (average) remarks from all the members of the jury in the remaining tests would be admitted to the special examination.

- The special examination would consist of tests in Craft, Gymnastics and Music. Those candidates who got a majority of “suficiente” remarks in each of the special tests would not be admitted for the practicals test for which only those who got a majority of “bom” remarks were admitted.

- The practicals test comprised of conducting exercises in a class for students on any topic relating to Primary education. For these tests the jury had to set as many questions as the number of examinationinees.

- The topics were allotted by following the system of lots. At least two hours before the commencement of this test the students would in the presence of the Director and the Secretary remove lots to determine the topics. They would then prepare themselves under the supervision of one or more of the jury members in the premises itself and were
allowed to refer to books and maps and any other materials as required. Those students who managed to get a majority of "suficiente" remarks in this test were then allowed to take the oral test which would be conducted on the topics contained in the syllabus of the Third Year in particular and on the syllabus of the First and Second Year in general.

- No question from outside the syllabus could be asked by the members of the jury and the candidate could not be questioned for more than 15 minutes on any one subject. However the candidate would be tested in the orals for not less than one and half-hour.

- After the tests were over the members of the jury had to assemble in one place and assess, discuss and prepare the final results. After this exercise was carried out then those students who had obtained at least a majority of "bom" remarks in the major subjects like Portuguese language and literature, Arithemtic, Pedagogy etc and at least a majority of "suficiente" remarks in the other subjects would be declared as passed.

- After this the members of the jury would prepare the merit list of the successful candidates taking into consideration the academic achievement and the regularity of attendance. The average of the marks given by each member of the jury would be added and the average taken to prepare the scale and the order of merit.

- If any candidate had remained absent on the designated day of the examination then he had to justify satisfactorily within 48 hours his absence to the Secretary of the school by either producing an attested

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Gomes, Jose Benedito. *Anuario da Escola Normal*, Imprensa Nacional, Nova Goa, 1913, p. 91
medical certificate in case of sickness or some document in case the student was forced to remain absent due to death in the family or some natural calamity. Otherwise the student would not be able to appear further for the examination but would lose the whole year.

- The final results of the Examination were to be then recorded on a special book meant for the purpose. A copy of the results had also to be given in the Government secretariat within a period of 8 days from the end of the Examination so that they could be published in the “Boletim Oficial” (Official Gazette).

- Those students who were declared successful would then be conferred the Diploma of Teacher Training. However the recipient students had to pay an amount of 2.500 “reis” as fees, which would go into the school fund. The Diploma would be handed over to the student or his/her representative upon signing the special book.

- All the records of the whole Examination process had to be maintained in the office of the school Secretary.

- The candidates who had been detained could be readmitted to the third year for two consecutive years only.

Regulations were also put in place for the members of the jury. They had to assist not only in the conduct of the test but also in the “voting”. They had to sign the attendance Register in time, which would be checked daily by the President of the jury. A grace period of 15 minutes was allowed for signing. If any member was absent with he would lose the remuneration and the one

\footnote{Gomes, Jose Benedito. Anuario da Escola Normal, Imprensa Nacional, Nova Goa, 1913, p. 92.}
without permission would lose also his salary. The President of the jury had the right to invite any other “Professor” of Secondary level as substitute.

An interesting fact is that the Examination could be conducted even during the night (from six onwards) so that the normal functioning of the school during daytime was not affected. Similarly the members of the jury would assemble on Sundays and holidays either to discuss or lay out the procedures or to draw up the list of topics for the Examination. They could also call any candidate to remove the lots so that the topics were allotted before hand and kept ready as per rule, 24 hours in advance. Every day one candidate appearing for the Examination would be called along with two substitutes. The absence of any of the candidates for the Examination could be justified as usual under certain circumstances like sickness, death in the family, etc.

In the written tests the candidates were forbidden to write any sign or signal or mark including their own names on the paper under the pain of exclusion from the test. They had to write on a separate paper the first line and the last two lines of whatever test they had answered and then write their name in full.

So much confidentiality was maintained that after the tests were over the papers were handed over to the jury members who would tie them together, sign them and deposit them in a safe whose key would be held only by the President of the jury. The following day the jury members would open the safe, list down the candidates and check the answer papers and then do the marking secretly. Thereafter they would come together and vote by putting in an urn each one’s remark for each of the candidates. The Secretary of the
jury then would combine the results of the orals, which included the general, special, and practicals marks and those of the written examination and prepare the final classification. He would then record it on the results book, which would also have the minutes of the meetings and of the voting sessions. The results had to be then confirmed by the jury by affixing their signatures on the book.

The Governor General Jaime de Morais through his interim Secretary General Jose Agostinho Xavier issued similar instructions when he promulgated the “Portaria” no. 1097 on the 14th of November 1922.270

In this case the written papers had to be attested by the members of the jury and had to be then packed into an envelope and again signed on the outside. Besides while voting the jury members had to attach to the answer papers the number, which corresponded to the grade. The average would be taken to draw up the final classification. Prior to that each member of the jury had to draw up the consolidated list of the marks obtained by the candidates in all the tests, written as well as oral on a special report, which would then be archived by the school office. Further the Secretary of the Jury had not only to record the performance of every student in the books but also had to declare the marks obtained in each of the tests by each candidate. The duration to test each candidate in the orals, general as well as special was fixed for two days with each session not exceeding three hours and not less than two hours.

The payment of fees too were reviewed by the same Governor General, Jaime de Morais in 1923 and the fees for appearing for the second ‘epoch’ or second part of the Examination of the Normal course were 14 ‘escudos” to be paid into the Public Treasury. The Examinations were scheduled from the 5th to the 20th of June.271

Thereafter the Governor General Joao Carlos Craveiro Lopes introduced a series of reforms pertaining to “Escola Normal” by issuing a “Portaria” on 31st of May 1935. Following were the reforms besides those in existence in the area of Examination:

- Upon the recommendation of the Council of Public Instruction the Governor General would appoint the members of the jury.
- Those teaching in “Escola Normal” or in the attached Primary schools could not be appointed on the jury.
- The Examination in “Escola Normal” would consist of two types of tests: one on content and the second on the Pedagogical aspects (the latter was further subdivided into Pedagogical theory and Pedagogical practices)
- The tests regarding content were written and oral. In the case of theory of Pedagogy they were written and practical but in the case of Pedagogical practices they were written, oral and practical.
- The tests on the textual portion/content had to be completed within two days in the following manner:

On the first day,
1. Writing of a composition on any given theme – one and half-hour duration.
2. Answering questions on any one topic on the History of Portugal, the questions divided into five groups of two questions each, lasting for one hour.

On the second day,
3. Interpreting the meaning of a given text, answering questions on the vocabulary, style, Grammar analysis, logic, literature and the History of literature on a given Portuguese passage.
4. Only those who score 11 marks in the tests at No.1 and No.3 and 10 marks in the tests at No.2 would be admitted for the oral Examination.

- Every day eight students would be examinationined, each student being tested for 15 to 20 minutes regarding the orals in the subject of Portuguese language.
- Those who obtained not less than 11 marks in the above oral test would then be admitted for the written Pedagogical theory test which would last for four days conducted in the following manner:
  1. On the first day a test of one hour’s duration on Psychology and one hour test on Pedology.
  2. On the second day there would a two-hour paper on Pedagogy.
  3. On the third day there would again be a two-hour paper on Didactics.
4. On the fourth day there would be a one-hour test on General and School Hygiene and another one-hour test on Legislation on Primary Education.²⁷²

Those candidates obtaining not less than 12 marks in all the above tests, except the test on 'Legislation' where the minimum marks could be 10, were then admitted for the next stage of tests.

The practical tests on Pedagogy for all the examinationinees would be held on two consecutive days in the manner specified as follows:

On the first day there would be Modelling and Designing (two hours paper).

On the second day there would be craft work (one hour).

- The Pedagogical practicals tests would comprise of the following:

  a. Preparing the timetable for one day of the Primary Elementary stage and the detailed report justifying the inclusion of the various subjects.
  b. Conducting the classroom teaching sessions for one day.
  c. Discussion on the report mentioned above.
  d. The Primary class would consist of 40 students from one, two or even four classes from the Elementary stage (multigrade teaching).

e. The timetable had to be prepared within three hours after the task was allotted by the jury.

f. Each task allotted was always with reference to a certain class.

Thus the Pedagogical practicals would be held for a period of three days in batches of 4 students with the first day being devoted to the drawing up of the timetable and preparing the report, the second day the conducting of the classes, and the third for discussion. The classes had to be conducted immediately on the next day.

These pedagogical practicals had to be conducted in such a manner that during all the six days of the week including Thursday sixteen candidates would be examined.

The discussion was held publicly with each student getting 20 minutes, which could have been extended if required to half an hour. Each member of the jury was usually allotted five minutes for questioning. At the end of the Pedagogical tests the jury together would draw up the final list of marks/grades obtained. The grade remarks could be “Very good”, “good”. “sufficient” (Average) and “bad”. The President had the deciding vote.

Those students who had obtained less than average were then left out and the list of successful candidates declared as per practice.

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After all the tests were over those candidates who had scored between 10 and 20 in the previously conducted tests would then qualify for the next stage i.e. the last part of the Examination.

At the end of the final session the classification of the candidates who had passed was announced publicly which must be then informed to the Directorate of Civil Administration so that the results would be published on the official Gazette.

When drawing up the final merit list the jury would give weightage to not only the marks obtained during the subject and Pedagogical tests but also to the the marks obtained for the internal tests during the year.

If they managed to clear the above Examination then they would have to present themselves for the Pedagogical practicals Examination justifying the absence as usual.

If any student failed to present himself/herself the second time then in any of the incomplete Examination then he would forfeit all his previous marks/grades.

Upon enquiry if it was discovered that the candidate had not really taken ill then the student would lose the right to appear for that Examination.

The said candidate would then be stopped from answering any examination for which he had been admitted whether he had started answering or not.

To be assessed for each test meant that whatever number of supplements the student had submitted they had to be checked and marked.
• The President of the jury had the following functions to perform vis-à-vis the conduct of the Examination:

1. To promote and watch the strict application of the rules and natural Justice the conduct of the tests.
2. To fix in consultation with the other members of the jury the days and the time for holding the tests and the other tasks.
3. To take appropriate measures to get the service and the assistance of the members of the jury.
4. To get any stranger in the vicinity of the Examination hall evicted as per the law whenever the examination was not open to public.
5. To communicate to the Directorate of Civil Administration any untoward incident at the time of the Examination.
6. To write the final report of the results and send it to the Directorate of Civil Administration.
7. Get the whole programme of the conduct of Examination well organized regarding the written tests, the schedules, and the reports, the records of the jury sessions and any other documents in connection with the Examination and after that to close and to seal the records for storing in the offices of the “Escola Normal”.

• One week before the commencement preparations had to be made for the conduct of the written Examination in the theory subjects and the Pedagogical tests - both theory and practicals - and the schedule for the conduct of the first test of Pedagogical theory, draw up a list of the topics sufficient for the examinationees and as different as possible. All the topics in a particular subject had to be selected and listed by just one of the jury members chosen for the purpose who would then
distribute them to each of the members of the jury at the time of the orals as per one’s specialization.

- In the scoring and in the totaling of the marks obtained in the subject’s theory examination and the Pedagogical theory examination either written or practical strict confidentiality was to be maintained.

- The answers to all the questions in all the tests both written as well as oral would be answered in just one line similar to the way the examinationinee writes and speaks the Portuguese language.

- Any candidate found cheating would be immediately dismissed.

- The tests had to be conducted in a large hall so that the required invigilation could be done making the students sit at different desks in such a way that they are not able to copy from one another.

- Every jury would have a Secretary nominated by the Governor General from among its members. The Secretary had to seal the marklists submitted by the members of the jury and the records of the Examination and assist the President in doing whatever was required by the jury.

- The Examination records had to be written on the officially designated book.

- The Director of “Escola Normal” upon applying by those interested would issue Diplomas to those who had passed the final Examination of the “Escola Normal” on payment of the prescribed fees in the form of revenue stamps.

- Besides the above Diploma no other Certificate or Certificates could be given of any of the other Examination\textsuperscript{274}.

\textsuperscript{274}Boletim Oficial, Supplemento, Imprensa Nacional, Nova Goa, No. 44, 31\textsuperscript{st} May, 1935, p. 830.
In 1958 the then Governor General Paulo Bernard de Guedes issued the “Portaria” no. 7.165 on the 30th of January, changing the date of Examination – in fact the whole process - in the “Escola Normal” from the month of July to the first working day after the 20th of March275.

By now the system had sufficiently evolved with only minor changes effected now and then. These reforms continued for a long time till 1961 with minor changes effected here and there as per the needs and the changing times. But what is certainly evident is the the evolution of the Examination system from testing a few subjects to testing core and elective subjects in a sustained and progressive manner following very stringent rules and practices. No doubt the quality of the product was therefore quite enviable with pass-outs from “Escola Normal” doing very well not only in Goa but also in India (especially Bombay) and some other parts of the world.

**The Entrance test**

The admission Examination were regulated by the Articles 204 of Decree no. 1 issued on the 19th of September, 1902 which was made applicable to the Estado da India through Article no. 261 of the Decree of “Escola Normal”. Those having passed the first stage of Lyceum (three classes) could be admitted. The general Lyceum course in 1906 was divided into two parts or sections with the first section comprising of three years and the

275 **Legislacao do Estado da India, Imprensa Nacional, Nova Goa, 1958, page 107.**
second of two. The Diploma of the first section was required to get either admission to the course of “Escola Normal” without having to undergo the interview or to get the post of a Primary Teacher\textsuperscript{276}.

In 1910 the Ministry of Sea and Colonies announced that the entrance age (minimum) for girls to join “Escola Normal” was 16 so as to encourage young ladies to take up the teaching profession\textsuperscript{277}.

The School Council in 1920 resolved that only those candidates who would bring in quality into education were to be admitted. As such one of the criteria could be to admit those who had passed out from the first stage of liceal education. However by the Portaria Provincial dated 13\textsuperscript{th} October 1925 it was decided to dispense with the Entrance test for these students and admit them automatically.

The Portaria Provincial of 28\textsuperscript{th} Feb, 1913 no. 115 had already notified that Final Examination would be held in the month of March and the entrance test for the next academic year would be conducted in the first fortnight of June. Further those candidates who had missed the Examination due to reasons well justified would be tested at the end of the scheduled Examination\textsuperscript{278}.

In 1935 the age limit was clearly stated as not less than 16 and not more than 32. The educational qualifications included passing of the general course of Lyceum with not less than 12 marks or any other Complementary course of

Lyceum. They also had to produce a medical Certificate and a Certificate of vaccination from the Institute of Analysis and Vaccinations. An affidavit swearing allegiance to the Republic had also to be submitted along with the application. The bar was further raised when instead of three years of Lyceum now the passing certificate of the five-year course was essential and that too with a minimum of 12 marks on an average.

Submission of documents was not sufficient to get a place in the Escola Normal. The candidates had to appear for a written and oral test. The written test would consist of the following:

- Dictation of a passage of about 10 to 15 lines.
- Translation of a passage.
- Solving one problem in Arithmetic and one problem in Geometry.
- Copying one Drawing.
- Calligraphy in Cursive handwriting.

The orals would be based on the portion covered in the Primary school keeping in mind also what was taught in “Escola Normal”. The female candidates however would be tested in Needlework or Craftwork before the orals as laid down in the rules.

The list of selected candidates would then be displayed on the entrance door of the school.

In 1942 the Government in Portugal announced the following reforms with regard to the Normal Schools found in Lisbon, Porto, Coimbra and Braga: The conditions for admission were:
An entrance examination – oral as well as written - had to be answered in the subjects of Portuguese language, Mathematics, Geography and History. Only those who scored 10 marks and above out of 20 were then admitted.

Though the tests would be held in the respective schools the results would be prepared in Lisbon by a duly appointed jury. The juries at the centres as well as at Lisbon would be appointed by the Ministry of Education from among the “Professors”, Inspectors and Directors of the district schools.

Applications had to be submitted in the office of the schools by the 10th of August and Examination would start by the 1st of September.

The application had to be accompanied by a birth Certificate, showing not less than 16 and not more than 28 years, should be a Portuguese National, should have passed the 2nd year of Lyceum or equivalent, should produce a Certificate from the Registrar of Crimes to prove that there is no criminal offence registered against, and a declaration of fealty to the Republic.

The Ministry of Education would fix the number of students to be admitted by the 31st of July, which would be not more than 60. Some seats were reserved for women279.

In 1950 through a Diploma Legislativo the Governor General Fernando de Quintanilha e Mendonca Dias decreed that the minimum qualification needed for admission to the course of “Escola Normal” was the general course of Lyceum (three years) with at least 12 marks or any of the

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Complementary courses or groups of certain subjects mentioned in the earlier Decrees no 36.507\textsuperscript{280}.

By another Decree the same Governor made some further changes. The period of admission was changed from 1\textsuperscript{st} to 11\textsuperscript{th} of June with the school year starting from the 15\textsuperscript{th} of June.

However in 1957 the Governor Paulo Bernard Guedes announced that applications for the admission test would be accepted in the “Escola Normal” from the 10\textsuperscript{th} of April to the 20\textsuperscript{th}. The Examination would be held from the 5\textsuperscript{th} of May. The applications for admission would be submitted from the 21\textsuperscript{st} to the 30\textsuperscript{th} of May every year which dates would be duly announced on the “Boletim Oficial”. The admission procedures would then start from the 31\textsuperscript{st} of May and end on the 4\textsuperscript{th} of June\textsuperscript{281}.

**The Diploma and the State Examination.**

Then came the final Examination. Again certain formalities had to be observed to be allowed to appear for the school leaving Examination.

When Antonio Alves Prudente (1932-42) was the Director of “Escola Normal” he came out with the following clear instructions to the candidates regarding the Examination for all the years:

- Completed applications should reach the office between the 16\textsuperscript{th} and the 30\textsuperscript{th} of May from 9 a.m. to 12 noon mentioning therein the name, the

\textsuperscript{280} Legislacao do Estado da India. Imprensa Nacional, Nova Goa, 1950, p 448
\textsuperscript{281} Legislacao do Estado da India. Imprensa Nacional, Nova Goa, 1957, p 199
address, stream, country and age. A stamp of the value of 1:840 "reis" had to be affixed.

The candidates appearing for the final examination of the First Year should produce the birth Certificate showing that he/she has completed 16 years or would complete in the current academic year and was not more than 32 years old.

Certificate of admission/entrance.

Attested medical Certificate from the local Government doctor declaring the candidate free from any contagious disease or physical deformity that could hinder his teaching duties.

Those who were reading in the 4th class of Lyceum had to produce some document or the passing Certificate showing that he had passed the 3rd class of Lyceum.

A Certificate from the Institute of Analysis and Vaccinations for having been vaccinated against.

For the Examination of the 2nd and 3rd year the application should be accompanied by the passing Certificate of the previous year. Repeaters should produce the passing Certificate of the year they had cleared.

The list of candidates admitted for Examination would then be fixed on the entrance door of the school for the information of all.²⁸²

In this year i.e. 1933 in the "Escola Normal" it is seen that in the Examination conducted in the hall of "Escola Normal" on the 11th of March by the jury consisting of Antonio Alves Prudente, the Rector of "Escola Normal" as President and Propercia Correia Afonso de Figueiredo, Jose

²⁸² Boletim Oficial, 28th April, 1933, No. 34, p. 598.
Benedito Gomes and Ramachandra Xencora Naique as members out of 8 candidates that had appeared and had passed, 7 of them were females and only one Quexova Narana Boto Barve was a Hindu male.

In 1935 as per the Article 6th of the Diploma Legislativo no.784, of 23rd April candidates who had not cleared the final Examination of “Escola Normal” were allowed to re-appear. They had to apply in the month of November.

In 1950 the Governor General Fernando de Quintanilha e Mendonca Dias made a few changes in the rules and regulations pertaining to the Examination. The Examination would now consist of written, orals in Portuguese, practicals and Pedagogical practicals. Some of the other changes he made to the reforms of 1935 were as follows as far as the conduct of Examination was concerned:

- On the first day, a passage in Portuguese divided into parts, had to be read and interpreted. The examinationinee then would be questioned regarding the vocabulary and style, the History of literature, and a composition on any given topic. This test would last for two hours.
- On the second day the paper on Psychology would be taken for one and half hour, and the paper on Pedology for another one and half hour.
- On the third day a paper on Pedagogy would be taken for one and half hour and a paper on Didactics for another one and half hour.

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- And lastly on the fourth day a topic on Hygiene for one and half hour would be dealt with and a topic on legislation for one hour.
- It was further ordained that the oral Examination would be conducted in groups of eight students each and each candidate would be examinationined for 15 to 20 minutes.
- The practicals for all the students would be held then for two days in the following manner:
- On the first day Modelling and Drawing paper would be held with duration of two hours and a test on Craftwork would be conducted for one and half hour. On the second day the test on Domestic Economy, Needlework and Cooking would be conducted for one and half hour only for the female students.
- Further it was stipulated that students obtaining ten and more in all the foregoing tests would be admitted for the Pedagogical tests.
- The plan of the Pedagogical practicals test had to be prepared immediately by the jury besides the collection of the respective individual extracts allotting each of the candidates, time of two hours. These tests would be held for batches of four candidates and would be completed within two days the first day being allotted for the preparation of the lesson plan and the report and the second day the demonstration and the discussion.
- The discussion part of the test would be open to the public and each candidate would be given 25 minutes with a grace period of another five minutes.
- At the end of the tests on Pedagogical practice the members of the jury would then classify the students in that test by taking the average of the marks given by each member of the jury.
Those students who would then score less than nine and half would be eliminated.

At the end of all tests finally those candidates who were not eliminated would then be classified by taking the average of all the marks scored by them in all the tests. If a student had to score half a mark and above, it was to be rounded to one mark.

Those who had remained absent for any of the tests could appear for the tests at the end provided they were able to justify their absence within twenty four hours to the jury by producing a medical Certificate.

One week before the day marked for the commencement of the Examination the extracts/passages for the Examination had to be selected enough for the jury to assign to the students. All the extracts/passages had to be selected by each member of the jury in different subjects as per his speciality and distributed to the others.

For the written and practical Examination the extracts could be common but for the Pedagogical tests they had to be individual.

The work of Examination including marking was confidential in nature.  

The students from “Escola Normal” had to now answer two types of examination: the School Leaving Examination and the State Examination. For this separate stipulations were laid down in detail by the Governor General, Paulo Bernard Guedes on the 1st of March 1958 regarding the Final Passing Examination and the State Examination. The stipulations in respect of the Final Passing Examination were as follows:

284 Portaria no. 5.151, Boletim Oficial, I serie, No. 47, 23rd November, 1950, Impresna Nacional, p. 4.
All the students who fulfilled the attendance requirement were directly admitted for these Examinations.

The jury for these Examinations consisted of the Director of Escola Normal as the President and all the other “Professors” of the school. The Secretary of the School would also be the Secretary of the jury. The members of the jury need not be appointed by any special Order. The Governor General had the right to appoint also a “Professor” of Secondary level as a member of the jury.

This examination would consist of practicals and written tests. The practical tests would he held in the subjects of Modelling and Designing/Drawing, Craftwork, and for the female candidates, Needlework. In all the other subjects there would be written tests.

These Examinations would have to begin on the first working day after the 20th of March. The timetable had to be put up at least two days in advance by the Director of “Escola Normal” after it had been approved by the Director of Instruction and Health. Each written test would be of one and held hour duration with another half an hour to be added in case it is needed at the discretion of the President of the jury. The maximum time for any test had to be three hours. On any given day there should not be more than two tests whether written or oral. No supplementary Examination would be held.

The topic/passages would be selected as per the directions of the Director of Instruction and Health, which would be of the same level for all. These should not be out of prescribed text or that which had not been taught.
If there is no sufficient space to conduct the Examination in the “Escola Normal” then they may be conducted in any other place in the City which would be determined by the Director of Instruction and Health. The President of the Jury would determine which “Professors” would be on the jury to test a particular subject as per their area of expertise. In case the President is unable to attend then he would nominate a representative.

No student would be allowed into the hall with books, notebooks, notes or Articles whose use was prohibited or which is not needed during the Examination. The President would get a list prepared of the materials that the student must bring for each of the tests, written or oral.

Outsiders were not allowed in the Examination hall or near the place or in the corridors.

The tests would be distributed among the different “Professors” as per their subject speciality. The evaluation and the marking would be done overall without assigning any individual marks to any question but by considering the correctness of the answer, the expression and the proficiency in the use of the Portuguese language. The scale of marking would be from 0 to 20.

The final list of marks would be drawn up by taking the combined marks of all the members of the jury which would be drawn up on a day fixed by the President. A student would be detained if after the marks of all the tests had been added up he had obtained less than ten at least on three occasions, or the student has obtained less than nine on at least two occasions or the

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student has obtained eight on at least one occasion. Further if the student had obtained less than ten in any of the subjects like Portuguese, Psychology, Pedagogy, Pedology and Didactics then he would be detained. Those who did not come under any of the above conditions would be declared as passed.

The final result would be drawn up by taking the average of the marks obtained in the various subjects. Then the total in the subjects of Portuguese, Pedology and Didactics had to be divided by three, the total in the subjects of History and Psychology by two and the total of the remaining subjects by one. All fractions at the time of the final result were rounded off.

The members of the jury concerned would draw up the marklists after discussing among themselves. The results were to be declared immediately after the meeting of the members of the jury and would indicate the final average only of those candidates who have passed.

The office of the Escola Normal was responsible for drawing up the respective terms, maintain the record of the tests and carry out all the relevant formalities for the conduct of the Examination.

The following detailed stipulations were then laid down and explanations issued for the conduct of the State Examination:

Those candidates who had passed the Escola Normal for the last two years were admitted for the State Examination to be appointed as a Primary Teacher upon applying for the same. The application had to be addressed to the Governor General and given in the
Secretariat/office of the “Escola Normal”. Each application had to be accompanied by a revenue stamp of Rs.15. These applications had to be submitted from the 5th to the 9th of April. The Governor General could extend the period of admission but only till the previous evening of the date of holding the Examination and that too upon payment of another revenue stamp of Rs.10. The jury for the State Examination would consist of the Director of Instruction and Health as the President, the Director of “Escola Normal” as the Secretary, the “Professor” of Didactics, one School Inspector, one Primary School “Professor” having not less than ten years of service and classified as a good Teacher. The last two would be nominated by the Governor General upon the recommendation of the Director of Instruction and Health. If necessary the Director of Instruction and Health would be replaced by the Head of the Department of Instruction or by a qualified “Professor” of the Secondary level. Each member of the jury would be paid a remuneration of Rs.5 per student. The State Examination would consist of the following tests: written, practicals, and orals. The written paper would be of two hours duration and consist of preparing a lesson plan simultaneously for two classes during the academic term. This lesson plan had to be accompanied by a report, which would explain the Pedagogical and didactic

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286 *Boletim Oficial*, Serie I, No.9, 1st March, 1958
objectives of the lesson, and would discuss the means, processes and the methods to be used for the presentation of the lesson.

The written tests would be held for a group of 10 to 12 candidates at a time and with a different paper given for each of the candidates. The matter included for the written tests would be as per the topics coming under Primary education and referred to as per the classes. The jury would get together again beforehand to organize the topics and to fix the orientation to be given to the Examination.

The practicals would consist of a lesson to be given in front of the jury for a group of students of 40 with reference to the lesson plan of the written test and during the teaching period. The practicals could be conducted for two candidates simultaneously in two different halls/classrooms with a time difference of 25 minutes between the two. However at a time at least two of the jury members had to be present in each of the halls.

No outsider was allowed to enter the Examination hall, or be in the vicinity or in the corridors either for the written or the practical examination.

The oral examination would be made up of questions on the matter of the previous tests and a discussion with the jury. In his exposition the candidate had to point out the flaws, correct the mistakes, justifying the procedure, spending about 20 minutes for the task. The discussion lasting about ten minutes for each candidate would be done by two members of the jury as indicated by the President. The President of the jury however could extend it by another ten minutes if need be. These orals were held publicly and in the presence of all the members of the jury.
At the end of all the orals the jury would sit together to prepare the results but it could be declared only after all the tests were over.

The State Examination had to begin on the first working day after the 12th of April. Those candidates who were absent for any of the tests would be called again at the end if they had justified their absence by producing a medical Certificate in the office of the School within 24 hours and by putting a revenue stamp of Rs.20 on the application.

In the final sitting of the jury the comparative merit list of the candidates would be prepared and finalized.

The scale for awarding of marks was from 0 to 20 with 10 as minimum for passing. The classification would be done by the members of the jury with the President having the casting vote without any reference to any of the previous classification however they had to take into consideration the following:

The performance of the student in class especially the marks obtained in the School and in the Final 'Passing Examination.

The remarks regarding the professional aptitude of the candidate.

His proficiency regarding the Portuguese language both written and oral. The scale of grading should be the same as used in the State Examination in the Training Schools of Primary Teachers in Lisbon.

As soon as the final report was ready the results had to be declared publicly, fair copies made and signed as per the terms of the Examination. The written test papers had to be
stored and the reports presented. The minutes had to be written showing the number of candidates passed and detained and any other event worthy of recording. It would be the duty of the Secretary to see to the storing of all the Examination material safely with the exception of the book of Certificates, which would be held by the Department of Instruction.

The Department of Instruction would be issuing the Passing Certificates/Diplomas in the State Examination to those who had applied so that he would be eligible to work as an official Primary Teacher. The applications for the issuing of the Diplomas had to be addressed to the Director of Instruction and Health Services who would sign the Diploma. However the Head of the Department of Instruction would put a revenue stamp of Rs.50. They could have the Passing Certificate of the State Examination after the applicants had asked for it and paid the prescribed dues287.

Prior to that in the same year however he had issued the “Portaria” no. 7.176 to explain the difference between the School Leaving Examination and the State Examination. The School Leaving Examination served to show the marks obtained by the candidates in each of the subjects comprising the course. The State Examination on the other hand would test the candidate’s competence and the professional aptitude in the exercise of his function as a Teacher. Both were independent of each other and had to be conducted very

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confidentially. The results, the deliberations and other discussions constituted the minutes of the Examination sessions. No malpractice was allowed inside or outside the Examination hall and if discovered during or even after the Examination the student was barred from appearing further or his result would be annulled as the case may be.

In spite of the stringent measures and umpteen numbers of stipulations making the course a tough nut to crack there were in the later years many candidates (females would far outnumber males) who would apply for the same as can be ascertained from the following chart:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>1952-53</td>
<td>28</td>
<td>04</td>
</tr>
<tr>
<td>1954-55</td>
<td>36</td>
<td>03</td>
</tr>
<tr>
<td>1956-57</td>
<td>29</td>
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<tr>
<td>1958-59</td>
<td>76</td>
<td>14</td>
</tr>
</tbody>
</table>

*Fig. 7. Enrolment and pass-outs in the 50's.*

**“Concursos”**

At every stage there was a “concurso” (Tests/interviews). For getting admitted for the course in “Escola Normal”, there was an entrance test. At the end of the First Year there was the end-of-the-year Examination for promotion and if the student continued for the Second Year then he had to
appear for the Final Examination. There was still a third test at the end of it for drawing up the merit list. Even with the passing of the final test the job was not fully guaranteed. After the posts of Primary Teachers were announced in the Official Gazette (Boletim Oficial) the aspiring candidates had to apply and would be called for a “concurso”. Only if the candidate passed this “concurso” then the candidate would be appointed as a temporary Teacher. There were three types of Teachers; part time, temporary and permanent. Besides “concursos” would be held to regularize a “Professor”, to promote him/her or even to transfer.

In keeping with the nature of the “concurso” the jury members naturally had to be men of proven academic merit and acknowledged as authorities in their sphere of studies as is seen in the Portaria No. 51 published on Boletim No. 25 of the year of 1857. The President of the jury was Heliodoro da Cunha Rivara, the Commissioner of Studies with the other members being, Vicente Esteves, ‘Professor’ of the Medical College, Francisco Gonsalves Ferreira, ‘Professor’ of French in Lyceum and Marcos Augusto Branco, ‘Professor’ of Escola Normal.388

Among the jury members hierarchy was scrupulously maintained with the jury being headed by persons of high rank like the Commissioner of Studies or the Rector of Lyceum or the Head of the Mathematics and Military school. To be appointed on the jury was a matter of great prestige and honour and hence the choice was selectively made. The jury members had the power to make or mar the future of the students as the Examination were a tough proposition. Each member of the jury was entitled to ask two to

three questions out of which the students had to answer at least one satisfactorily. At the time of the oral Examination the student could also be asked to write certain things on the board for the sake of clarity. The student would be given sufficient time to ready himself and if not prepared could withdraw, recoup, and if ready could present himself again at the end.

4.8. ADMINISTRATION AND SUPERVISION:

In the beginning after the Religious Orders/Societies were driven out of Goa in 1836 the Government was suddenly faced with the daunting task of promoting Education, a field hitherto unventured into. Nor could they ignore it and then rue the fact that the citizens of this part of Portugal would remain village bumpkins - not Portuguese citizens - incapable of rendering any useful service to the King and the mother country in either the military or Administrative capacity.

Early attempts.

It was therefore left to Governor Dom Manuel de Portugal to play the envious role of the pioneer of public education in Goa. If earlier the Governor was the sole authority in all matters educational he now delegated some of the powers to others. He nominated the Magistrates of the Communidades and the “Tanador Mor” (Village Judicial Authority) to supervise the Teachers who were paid for by the Communidades and those who were not paid by, the Communidades were to be inspected and supervised by the Magistrates and Judges of the towns and the provinces.
The religious institutions were left to the Archbishop to handle as was the usual practice.

Here was the first step taken to introduce a system of supervision and monitoring as he had been informed of earlier failures. He declared openly that as the Viceroy it was his prerogative to conduct the highest inspection of all the Public schools in keeping with the Royal Orders namely the "Carta Regia" of 19th August 1799 and the "Aviso Regio" of 3rd September 1799 because he considered the promotion of instruction of the youth as one of his most important duties. Earlier in 1774 the Marquis de Pombal had assigned the role of supervision and monitoring to the "Real Mesa Censoria" (the Royal Censor Board).

When the Governor Dom Manuel de Portugal e Castro established the five Regimental schools – the first Government Primary schools - by his Order dated 5th September, 1831, in Pangim, Margao, Bicholim, Colvale, Ponda and in Ribandar, he took precautions to see that they did not suffer the same fate of irregular attendance by Teachers and students or of meager student strength, that had fallen some others earlier and accordingly appointed the Commandants of the respective military quarters for the purpose of supervision and inspection.

To keep further control over the attendance of the students, the coverage of the syllabus and the performance of the duties by the respective "Mestres" the Governor devised the method of reporting by submitting every six

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389 Souza, Felippe Nery Thome Caetano do Rosario e, Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa Typographia da Cruz, Rua de Ourem, 1879, p 97
388 Ibid, page 100
months copies of the record maintained by the “Mestre” to the School Inspector/ the Commandant and through him to the Governor. Through this system established by the instructions issued on the 5th of September, 1831 the Governor could monitor the functioning of the schools, know the number of students attending school in any particular school, be aware of the achievement level of each and every child, and get the feedback regarding the performance of the “Mestre” through the school Inspector.

The same method of maintaining a book to keep the record of each and every child and then report to the school Inspector and the Governor was also made applicable to the “Professors” in the schools of Portuguese and Latin Grammar. In this case the Inspectors of the schools were the Judges or the “Ouvidores” (Magistrates) of the provinces of Ilhas, Bardez and Salcette.

The Governor Dom Manuel de Portugal e Castro however realized that the system did not work well as the “Ouvidores” could not do justice to their assignment and so the type of control that was expected by the Governor was not really being exercised. Obviously he must have studied the issue and arrived at the conclusion that appointing full time Inspectors would be a better idea. Accordingly a “concurso” (test/examination/interview) was duly announced and held on the 10th of October, 1831 in which he heavily favoured the Europeans and appointed Frederico Leao Cabreira (for the schools in Panjim and Ribandar), Luis Manuel Correa de Mello (for Margao), Francisco Vicente da Cunha (for Colvale), Joaquim Jose Xavier
Henriques (for Ponda), Agostinho Jose Lopes Pereira (for Bicholim)\textsuperscript{291} as school inspectors with jurisdiction over the schools located in the places mentioned in the parentheses.

Being aware of the problem of absenteeism among the “Professors” the Governor issued strict orders that every time any “Professor” remained absent for more than eight days he would be penalized by deducting one fifth of his salary so as to pay the substitute “Professor” and by stopping the house rent that was being paid to the “Professor” to enable him to reside close to the place of work.

Seeing the salutary effect these measures were having on education the Governor was emboldened to put forth some more conditions as he wanted to bring under his total control not only the official or Government schools but also the schools which were run by the Church and funded by the Associations like the “Communidades” or the “Confrarias” (Brotherhood Associations). One of the controls was that every “Mestre” or “Professor” needed to have a valid licence for which he had to apply to the Governor. This had to be resorted to because there were many unauthorized and unscrupulous persons who were conducting classes. More than that what the Governor was concerned about was the quality or lack of it of their work. Some of them were in his opinion teaching a ‘bastard’ form of the Portuguese language.

\textsuperscript{291} Souza, Felippe Nery Thome Caetano do Rosario. \textit{Noticia Historica e Legislacao da Instrucao Publica, Primaria Secundaria e Superior na India Portuguesa}, Typographia da Cruz, Rua de Ourem, 1879, page 107
Besides this Council there had to be in each Municipal area an “Inspectora do Ensino Publico”, or “Junta de Direccao” comprising of the Administrator of the Municipal Council as the President, the Treasurer of the Municipal Council, two elected Deputies from the Communidades and one in-service “Professor” as the members. Similar type of arrangement was also made in respect of Secondary Education, which obviously included “Escola Normal”.

A “Portaria” issued on the 13th of February, 1841 by the interim Governor Lopes de Lima makes mention of the “Direccao d’Academia” (Directorate of Academics) which was supposed to look after Education as the nomenclature suggests. However the “Conselho do Governo” (Governor’s Council) was the highest decision-making body which in all circumstances was consulted by the Governor and hence the above Directorate was subordinate to it.

Such Committees were set up in all the three Municipalities in the provinces of Ilhas, Salcette and Bardez. The next Governor Conde de Antas, recognized the existence of these Committees and further empowered these Committees by his “Portaria” issued on the 14th of November, 1842. After the re-organization of Primary and Secondary Instruction which he carried out he retained the services of only a few outstanding “Professors” and the Assistants since the Communidades and the Public Treasury would not be in a position to defray the salaries of the rest of the “Professors” as there was a financial crunch.
However in this "Portaria" the hierarchy to look after the schools and education was made clearer. The highest authority was the Governor, followed by the so-called "Conselho do Governo" (Governor’s Council) and then the "Comissões de Ensino Publico" (Municipality - based Committees). A year or so later he re-constituted the Committees, with the Administrator as the President, one of the Councillors and a senior "Professor" as members.

By this time the interim Governor Jose Joaquim Lopes de Lima established the “Escola Normal” and appointed “Professor” Joao Paulo Pereira de Souza e Vasconcelhos to initially prepare the rules and regulations and then to conduct the classes. But during the tenure of the next Governor, Francisco Xavier de Silva Pereira, Conde de Antas (1842-43) the “Escola Normal” fell on bad days and faced an uncertain future. Trying to arrest the downward slide the Governor issued an Order dated 2nd December, 1842 directing the Director of the Government Printing Press, Joao Antonio de Avelar, to carry out weekly inspections in “Escola Normal”292 so as to try and put the institution back on rails.

The “Escola Normal” was initially put under the charge of the Librarian. However he was also given an Assistant and a peon, as he had to look after both the institutions. Most of the steps taken by the interim Governor, J.J. Lopes de Lima were mostly provisional pending the approval from Lisbon. But it was to his credit that by converging the classes of Academia

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Militar, English and French classes, Philosophy and Rhetoric and Escola Normal he not only gave shape to the future “Escola Normal” but also to the future Lyceum. It was however left to the efforts of another dynamic Governor, Vicount of Vila Nova d’Ourem to give stability and solidity to these great institutions after the promulgation of the directions for such institutions by Portugal.

**Administrative measures.**

When the Decree was issued on 20th of September, 1844 spelling out the complete plan of Primary, Secondary and Superior Education by the Secretaries in Portugal the same was sought to be implemented in Goa especially with regard to “Escola Normal” which was a part of Lyceum. First of all there were three “cadeiras” (courses) that were introduced under Lyceum and then later on the three subjects of English, French and Marathi were added. Each of these was supposed to have one Professor and one substitute. This entire faculty would make up the ‘Council of Lyceum’ the local managing body headed by a “Reitor” (Rector).

On August 29th, 1846 instructions were issued by the Portuguese Minister for Sea Trade and Overseas Provinces, Joaquim Jose Falcao, that each of the Municipalities should have a “Conselho Inspector de Instruccao Primaria” consisting of three members, besides the Governor who would be ex-officio President. In the Municipality of Ilhas such a Council had already been established, called “Conselho d’Instrucao Primaria”. The Governor on the Committee would nominate all the three members, well known for their
learning and other qualities. This three member Committee had to be constituted by the Governor by nominating three well-qualified and meritorious individuals.

In the Lyceum however the Commissioner of Studies who was yet to be appointed could also officiate as the Rector. Till such time one of the “Professors” himself would function as the Rector and one of the “Professors” would be nominated as the Secretary of the Lyceum. Any decision taken in the ‘Council of Lyceum’ had to be a majority decision and in case of tie the Rector would exercise the casting vote. All the records of the meetings and the decisions had to be recorded on a book called “Assento” or “Actas” (Minutes).

The Rector as head of the institution and the Council had to perform the following functions:

Call the meeting of the Council at least twice a month and discuss the functioning of the School.
Implement the Laws and Regulations and the internal decisions of the Council.
Correspond with the Governor, the Council of Instruction and the other authorities.
Inspect the whole establishment as per the wishes of the Council of Instruction.
Inform the Governor or any other relevant authority about the decisions taken by the ‘Council of Lyceum’.

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293 Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem. 1879. p. 201

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Besides the Rector and the “Professors”, Lyceum was also allotted a “Porteiro” (office boy). Since “Escola Normal” was considered as an institution of higher learning, from 1854 it came under the Lyceum (an educational complex) and the Rector (head) exercised immediate authority over it.

Lyceum was an institution of Secondary level, which admitted two types of students: regular and external. Hence there were two sets of rules, one applicable to the former called internal regulations and the other for the latter called external regulations. This also entailed two types of duties and functions for the Academic and Administrative staff. During the tenure of the Governor, Antonio Cesar de Vasconcelhos Correia, Visconde de Torres Novas (1855-1864), the new Regulations were approved in which the structure, the Academic and Administrative set up and the functioning of Lyceum were detailed as follows (Chapter 2 to 6):

All the “Professors” either fulltime or substitute would form the “Conselho do Lyceo” (the Lyceum Council).

The functions of the Council were as follows:

To attend to the special and immediate Administration of Lyceum and to see that they are as per the Law and not to introduce any abuses or relaxations as this may adversely affect the institution.

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294 Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica, Primaria, Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1879, p. 201.
To draw up the timetable, the syllabus and the Examination schedule; the record of absentees and the posting of the students for Examination.

To help in the selection of the textbooks, to be proposed to the Governor for approval.

To enact such rules and regulations necessary for the smooth functioning of Lyceum both academically and administratively.

At the end of the year to present to the Governor a report of the Institution citing the reasons for the progress or decadence of the institution along with the statistics.

Whatever decisions were taken had to be by majority and in case of tie then the Rector would give his casting vote.

All the minutes of the meetings including the voting should be recorded in a book called the “Assento” (Register) or “Actas” and will have the force of law.

With reference to the internal functioning, the Council could meet only if four or more members were present. The seniority of the “Professors” would be regulated simply by the number of years the “Professor” had been holding the post.

The Council would nominate before the re-opening of school a Committee of three of its members which would be headed by the seniormost among them to examinationine the applicants in the various subjects of Primary Instruction who wish to be admitted to any of these classes without producing the required Certificate.

Also another Committee of three members had to be appointed in similar fashion to examine all the students of Lyceum and of
other public schools of Secondary Education who for some reason or the other could not appear for the Examination on the scheduled date or time or as external students who wished to appear for any of the subjects mentioned above.

After the closure of the classes the Council should also nominate the Examiners for the students of each of the Classes of Lyceum as well as for those who had applied in the month of March.

The guidelines for those who wished to be examined had to be drawn up by the Secretary and approved by the Council.

The appointment and the various functions of the Rector were then outlined as follows:

The Commissioner of Studies if appointed would be the Rector of Lyceum. If no Commissioner were appointed then the Governor would nominate one of the “Professors” of Lyceum as the Rector. In the absence of the Rector the seniormost professor would officiate as the Rector.

The Rector was called upon to exercise the following:

Call the meeting of the Council at least twice a month and discuss the functioning of the school.

Implement the Laws and Regulations and the internal decisions of the Council.

Correspond with the Governor, the Council of Instruction and the other authorities.
Inspect the whole establishment as per the wishes of the Council of Instruction.

Inform the Governor or any other authority about the decisions taken regarding Instructions as recorded in the Register of the Council of Lyceum.

Maintain discipline and order inside and outside the school.

Inspect the Classes and observe the performance of the students as regards the fulfillment of their duties.

Award the appropriate punishment for wrongdoing or report to the Governor after consulting the Council if the matter was too serious.

Sign the books maintained by the Secretariat, mark the correspondence to the various authorities and Government departments, and regulate the office hours as per the regulations of the establishment.

Submit to the Governor a list of all the students every three months as per the regulations mentioned in the Order of the Secretariat General of 8th March 1849.

Regarding the workload of the “Professors” each “Cadeira” (Class) had one fulltime/regular “Professor”. Only the Class of Latin, Philosophy and History would also have substitute “Professors”. In case of long absence of any of the “Professors” of French, English or Marathi any of the other “Professors” would be asked to substitute them.

Souza, Felippe Nery Thome Caetano do Rosario. "Notícia Histórica e Legislação da Instrução Pública Primária e Secundária e Superior na Índia Portuguesa." Typographia da Cruz, Rua de Ourem, 1879, pp 218/19.
The other staff members of the Lyceum consisted of the Secretary, the Treasurer, a Porter and a Watchman.

The Secretary and the Treasurer were assigned among themselves the following duties:

The maintain the Book of the Minutes of the Meetings, the Admissions of all the students, the record of the results of the Examination of the internal/regular students, the results of the external students, the book of accounts showing the annual income and expenditure, any other Administrative record, the book of rules and regulations for both the regular and the external students, the record of the official correspondence of the Governor with the Council or with the Rector, and from the Governor to the “Professors”, officials of the establishment and any other authority and vice versa. the Register of the Diplomas awarded, the record of the furniture and other items, the salary Register of the “Professors” and other officials and of those of the Public Library, the record of the fines imposed on students and the attendance record of the students.

The first five books had to be compulsorily written by the Secretary the remaining could be allotted to some other functionary however under the complete responsibility and supervision of the Secretary.

No student ordinarily of any class would be Registered or any Certificate or Diploma issued without the consent from the Rector and the no dues Certificate from the Treasurer of the Lyceum.

To maintain the Register of enrolment according to the date on which each of the candidates was enrolled in alphabetical order in which
their besides their name there will be their parents name, age and address and obtaining their signature at the end of every term.

To make two copies of the lists of students enrolled in a particular class at the end of the designated period and hand over one to the respective “Professor” and the other to the Porter.

To enter in the Register the report of the number of absentees every month given by the Porter and then signed by the “Professor”.

Maintain a record of the leaves of absence of the “Professors”.

Prepare the detailed chart showing the record of all the students to be forwarded to the Governor through the Rector.

To close the registration at the end of the academic year: this closure consists of taking the second signature of the candidate below the first one as confirmation that the fees have been paid and the receipt produced.

Finalize the agenda for the examinationees, enter it in the book after obtaining the approval of the Council, sign it and then get a copy of it fixed on the door of the Examination hall\textsuperscript{296}.

Two sets of rules were framed for the proper functioning of the Lyceum. As mentioned earlier one set of regulations was called “Regulamento interno do Lyceo Nacional de Nova Goa” (Internal regulations of the Lyceum) and the other was called “Regulamento externo do Lyceo Nacional de Nova Goa” (External regulations of the Lyceum). The organization of the Lyceum was made up of the “Concelho do Lyceo” (Council of the Lyceum), the Rector.

\textsuperscript{296} Souza, Felippe Nery Thome Caetano do Rosario. Noticia Historica e Legislacao da Instrucao Publica Primaria Secundaria e Superior na India Portugueia, Typograafia da Cruz, Rua de Ourem, 1879, p. 220
the “Professors”, the substitute “Professors”, the Secretary, the Office boy (Porteiro) and the Watchmen.

The Porter’s duties were spelt out likewise and he was charged with the following:

- To hold all the keys of the institution, to be responsible for all the furniture and other items and to be available all the time during class hours.
- Check upon the watchmen and report to the Rector if anyone was absent.
- Ring the bell for the “Professors” to enter and then to start the class.
- To open the doors of the classrooms and to mark the attendance in the designated book after 15 minutes of the start of the class.
- In classes which had two lessons per day it would be counted as one absent only.
- However if any student remained absent on a Saturday it would be equivalent to three days absence.
- At the end of every month the Porter had to draw up the absentee report and after getting it endorsed by the respective “Professor” would be submitted to the Secretary of Lyceum to be entered in the proper book.
- He should not allow the students to gather in groups and create a racket either in the corridors or in the proximity of the building of Lyceum using whatever means possible and if he did not succeed in controlling the situation then he had to report the matter to the Rector or any other authority.
• He would declare/put up the results of all the Examination at a place given to him in the Lyceum²⁹⁷.

The watchmen were assigned the below stated duties:

• They had to look after the cleanliness and sanitation of the whole place and along with the Porter would be responsible for the disappearance of any of the things from the classes.
• One of the watchmen would be in charge of the classrooms on the first floor and the other on the ground floor. However both would be responsible for all other materials in the school²⁹⁸.

And finally the functions that the “Junta Administrativa do Lyceo” or simply the “Concelho do Lyceo” (Committee of Lyceum) had to perform. Since that was the decision-making body all the staff members were ex-officio members of this Committee. The consultative process was followed in all matters so that the functioning of the institution was as smooth as possible. The following procedures were followed and tasks undertaken by the Committee:

• The Rector would call for the meeting of the Junta.
• The Minutes would be maintained by the Secretary on the book of Income and Expenditure.
• The account would be submitted to the Treasurer of the expenditure made by the Secretary and other miscellaneous expenses.

²⁹⁷ Souza, Felippe Nery Thome Caetano do Rosario. Notícia Historica e Legislacao da Instrução Publica. Primaria, Secundaria e Superior na India Portuguesa, Tipografia da Cruz, Rua de Ourem, 1879, p. 221
²⁹⁸ Ibid, pp. 221/222
Take account from the Treasurer once a year before the nomination of new members probably in the second fortnight of July and approve all the works, which had been undertaken during their tenure.  

Above the “Conselho do Lyceo” was the “Conselho d’Instrucaoo Publica” which had to approve the books prescribed for the students and other measures taken by the Lyceum. Obviously this body had now taken the place of the erstwhile “Real Mesa Censoria” which was there during the time of Marquis de Pombal. It was constituted in order to keep a strict vigil on the use of only those textbooks approved under the ‘New Method’ and banish those of the old system.

Whatever measures were undertaken in any field in Goa had to be naturally approved by the Home Government in Portugal. Besides whatever laws were enacted in Portugal were invariably made applicable to Goa as Goa was considered as an overseas Province of Portugal. All the decisions taken in Goa had to be forwarded to the “Ministro d’Estado dos Negocios da Marinha e Ultramar” (Ministry of Sea Trade and Overseas Affairs). The matter would then be placed before the “Consultiva de Ultramar” (Council for Overseas Affairs) and if approved by this body then the matter was sent to the “Conselho de Ministros” (Council of Ministers).

In 1869 the Head of State in Portugal issued a Decree in order to reform further and administer education in Portugal and its overseas possessions. The reforms under that Decree dealing with Administration were as follows:

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Souza, Felipe Nery Thome Caetano do Rosario, *Noticia Historica e Legislacao da Instrucao Publica, Primaria Secundaria e Superior na India Portuguesa*, Typographia da Cruz, Rua de Ourem, 1879, p 222
• All public instruction either under the financial control of the State or conducted privately was subject to the inspection and supervision of the respective authorities. This would be the Council of Inspectors of Public Instruction or its nominee.

• In Goa this Council would be made up of seven members unlike other places like Angola, Mozambique etc.

• The Governor General and the Prelates of the Diocese or their substitutes would naturally head this Council. Besides these there would be two “Professors” of Superior Instruction, one “Professor” from the Secondary Instruction and two citizens well qualified and of recognized merit.

• The names of the two “Professors” of Superior Instruction had to be proposed by the respective Associations and approved by the Governor-General.

• The headquarters of this Council would be located in the Capital city.

• They had to carry out the following functions:
  
  To intervene in all matters pertaining to teaching which they had to then report to the Governor.

  To adopt those startegies which they considered to be of interest and would help in the progress of education in the province.

  To be consulted in the framing of the rules of public instruction in their locality.
To inform the higher authorities regarding the conflicts of jurisdiction and of the competence among the officials of public instruction.

To refer the mistakes and the absence of the “Professors” and to propose the suspension or the dismissal of those who were then found liable for punishment.

To decide about issues related to the subject content or the courses.

To exercise the functions of inspection over all the Elementary schools.

To prepare the annual statistics of the classes and the establishments in the province, public or private showing the number of students, the “Professors”, classifying the students according to the age and race, sex, class level, giving the names of the textbooks used, recording the attendance of the students, evaluating the proficiency of the “Professors”, and promoting/passing of the students by them in the various subjects or courses.

To write the Annual Report which must be accompanied by the compilation of all the statistics of all the schools in the province, describing the state of education, the causes for its lagging behind, its progress, and suggesting measures to be adopted for its improvement.

a. The Councils would meet at least once a month and the session would be presided over by the Governor.
b. In the absence of the Governor the ecclesiastical authority would preside and in his absence the Vice-President elected by the Committee had to preside.

c. Besides the monthly regular sessions the President could also convene special sessions whenever necessary.

d. The general Statistics and the report on the state of the education in the province had to be ready by the 30th of September every year, and this had to be submitted along with proper advice to the local Government by the 30th of October without fail.

e. The Governor could constitute upon the advice of the Council of the Inspectors of Public Instruction, a local body/Committee comprising of not less than two members to carry out the inspection of schools located outside the capital of the province, as they would be more familiar with the needs and problems of the institution and the local population.

f. If there were some schools located far away and were difficult to access then these local Committees themselves were authorized to appoint some delegate/s to look after these schools.

The following functions had to be carried out by the local Committees:

- To check upon the observance of laws, and rules and the punctuality during school, in each of the circles/areas.
- Visit the schools or ask the delegate to visit them regularly.
- Maintain the same textbooks and follow the same rules of discipline and programmes of the school.
- Collect the necessary information of the student community, the competence and the aptitude of the “Professors” and the progress of the students sending it from the 30th of November to
the 30th of June of each year to the Council of Inspectors of Public Instruction of the province300.

The members of the Council of Inspection of Primary Education held the honorary posts and would last for a period of three years, however they could be reappointed for a second term. The services rendered by them and the efforts invested by them in this most important branch of service, considered as relevant to all the areas would be rewarded with a honoray title. Similarly the services rendered by the local Committees would also be recognized. The post of the Secretary to the Council would be filled up by a Government employee/s in service appointed by the Governor and no special employee could be nominated.

As a consequence of these regulations by the Central Government the Governor General, Jose Ferreira Pestana (1864-70) through his “Portaria” dated 14th March, 1870 appointed the following as Inspectors in the three Provinces of Ilhas, Bardez and Salcette besides the Administrator of the Municipality who would be the ex-officio President:

Ilhas – Thomas de Aquino Mourao, Pe. Caetano Xavier de Abreu, Jose Joaquim Fernandes Arez and Luis Manuel Jilie Frederick Gonsalves. 

Salcette – Jeronimo Salvador Constantino Socrates da Costa, Jose Ignacio de Loyola, Antonio Joao de Quadros and Jacinto Caetano Barreto de Miranda

300 Souza, Felippe Nery Thome Caetano do Rosario Noticia Historica e Legislação da Instrucao Publica Primaria Secundaria e Superior na India Portuguesa, Typographia da Cruz, Rua de Ourem, 1879,p 254
and in Bardez – Pe. David Andre Francisco do Rozario e Souza, Antonio Bernardo de Souza, Martinho Fortunato Pinto and Manuel Jose de Abreu\(^{301}\).

**Further administrative measures.**

In 1874 on the 28\(^{th}\) of October to be precise the new Governor-General, Joaquim Jose de Macedo e Couto (1871–75) issued the following legislation:

- All public instruction Primary, Secondary and Superior carried on at the expense of the State or in private was subject to the supervision and inspection of the Council of Inspection of Public Instruction or its delegate and of the local Committees in keeping with the Articles 1 and 2 of the Decree of 30\(^{th}\) November, 1869.

- The same Council was also responsible to exercise its consultative functions and of inspection, carrying out its function of inspection in all the schools within its jurisdiction.

- The inspection and direction of Secondary education pertains to the respective Academic Council of “Lyceu Nacional” (National Lyceum).

- The “Professors” of the public as well as private schools of Secondary education established outside of Lyceum are obliged to satisfy and give all the information that the respective local Committees and its delegates might ask them for its own purpose or for consultation with higher-ups.

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\(^{301}\) Souza, Felippe Nery Thome Caetano do Rosario. *Noticia Historica e Legislacao da Instrucao Publica. Primaria, Secundaria e Superior na India Portuguesa.* Typographia da Cruz, Rua de Ourem, 1879, p. 255
The Commissioner of Studies or in his absence the Rector of Lyceum had to:

- Go on inspection to all the schools of Primary and Secondary instruction in order to get first hand information about their functioning.
- Address as soon as possible the problems of indiscipline and the pressing needs of the schools, requesting the Council of Inspection to take the necessary measures.\(^{302}\)

Thereafter when Joaquim Heliodoro da Cunha Rivara assumed the role of Commissioner of Studies besides being the Secretary General of the State, he issued on the 4th of August 1875, the following instructions for the proper functioning of the local Committees:

- The local Committees themselves or a person authorized by them would visit the schools of Primary instruction both official as well as private and to carry out this function they would be helped by the Administrative and Church authorities.
- The "Professors" of the schools should be prepared with the detailed information about the school for the benefit of the delegate.
- The delegate would visit in order to find out particularly their condition, the furniture, the state of the house and the hygienic conditions, the number of students enrolled, general means of transportation to school, punctuality, regimen, the method of instruction adopted by the "Professor", books that were being followed, and the approval obtained to run the classes.

The delegate would issue warnings and make the necessary corrections, writing them down on a notebook, which would remain in the school, and a copy of it would be handed over to the “Professor”.

The delegate could if he thought it necessary or convenient take time to instruct the “Professor” regarding the Pedagogical principles which was one of the principal aims of inspection, thus developing their knowledge and their practical strategies of teaching.

He had to inform the “Professor” of his behaviour and the opinion that people around had of him and his teaching.

After the delegate had visited the schools under his jurisdiction the Administrator at the request of the delegate would hold a meeting of the local Committee. In this meeting the delegate would present the report of his visit describing the state of instruction and would indicate the particular areas, which were satisfactory, and those that needed attention so as to improve the overall state of Primary instruction.

The delegates/Inspectors had to as per the instructions make the necessary enquiries by contacting some respected persons in the locality who were ready to help.

The local Committees could appoint in areas not yet represented, competent persons in order to promote by all means – moral as well as material - enrolment and competence of the students so that the school situation was improved.

At the end of the inspection and the enquiry the local Committees would present on their part a complete report to the Inspecting Council of Public Instruction along with explanations and reflections which would be useful for the betterment of public instruction in keeping with the rules.
They had to show courtesy to the “Professors” even while issuing warnings as they were doing a very useful service to the people.

The local Committees had to prepare always a schedule of the inspections as per the convenience of the delegates and send a copy of it to the Inspecting Council of Public Instruction at the end of each term as per the resolution of the Council taken on the 31st of March 1870.

The Commissioner of Studies had to be ready and willing whenever it was convenient to conduct a fresh inspection if needed in any of the schools, which had already been inspected as per the provisions of the “Portaria” no. 138 of the 28th of October 1874.

In the conduct of the inspections the Administrators of the Councils, the tax Inspectors and the “Regedorcs” (village administrators) had to assist the Inspectors/delegates so that the exercise was completed as determined in these instructions, and the inspection could be made without any interruption during any of the school terms.

More reforms followed as it was realized that supervision was a necessary and important aspect of education since it helped tremendously in the improvement of any institution in particular and education itself in general. With that view in mind the Governor General Caetano Alexandre d’Almeida e Albuquerque therefore introduced in 1882 besides the inspection of schools inspection also in the “Escola Normal” for which he laid down the following:

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• The Government under the advice of the Inspecting Committee would appoint whenever needed, an Inspector, to proceed with the inspection of the Escola Normal.

• The duties of the Inspector were:
  
  o To visit the school ordinarily every three months and if necessary under extraordinary circumstances.
  o To supervise the execution of the regulations in force.
  o To check written work and accounts of the Institution.
  o To be aware and accept the complaints of the Teachers and students and to keep the Government informed about the various developments and decisions.
  o To submit to the Government, at the end of the year a report on the moral, literary and economic condition of the school, suggesting provisions and reforms to be adopted\textsuperscript{304}.

In the same set of reforms the Governor General allotted certain duties to the Secretary for the efficient functioning of the Administration. The duties allotted to the Secretary and the other personnel of “Escola Normal” were as follow:

1. To convene the meetings of the School Committee and write down the minutes of the sessions.
2. To keep a record of income and expenses incurred.
3. To keep in an orderly manner the Office and Library of the School.
4. To keep in his possession the following books:-
   a. Admission Book.

\textsuperscript{304} Gomes, Jose Benedito. Anuario da Escola Normal, Imprensa Nacional, Nova Goa, 1913, p. 29.
b. Account of income and expenses.
d. Minutes Book.

c. Register Book.

The peon/office boy/porter had to carry out the following duties:

- Look after the cleanliness and maintenance of the building.
- Act as a policeman/security when classes were on.
- Mark the daily attendance as soon as students entered their classes, to take note of late comers, and hand over to the “Professor” the attendance record at the end of each month.
- Mark “absent” those students who had left the classroom without the “Professor’s” permission, before the end of the class hour.
- Ring the bell at the beginning and end of the classes.
- Take the inventory of all the materials (i.e. movable and immovable) of the school, taking care to see to the cleanliness, to the best of his abilities.
- Follow strictly all the orders given by the Director, The Secretary and by the School Committee, for the welfare and progress of the School\(^{305}\).

These Administrative measures pertaining to “Escola Normal” were further improved upon by the new Governor General, Rafael de Andrade in his “Portaria” issued in 1893 which reforms were implemented in 1894 laying down specific duties for the personnel of the School. The School Committee comprised of the Commissioner for Higher Studies and two “Professors”.

The Commissioner for Higher Studies had to hold charge as the Director of the “Escola Normal” also. His duties then included seeing to the observance and implementation of the laws and regulations and orders of the Governor General; supervising the teaching, Administration and the policy of the school; corresponding directly with all the Authorities of the State, in such matters that concern the school; calling for the meetings of the School Committee and presiding over them. Besides the above he also had:

- To implement the resolutions of the Committee, when they did not require approval of higher authorities or when they were contrary to the rules and orders of the Government.
- To keep the Governor General, informed of the resolutions of the School Committee and in case of non-execution of the law, to give convincing reasons for doing so.
- To take decisions, as and when required during the period when the Committee was not in session or the intervening period from one meeting to the other, according to the need of the work.
- To supervise the duties of the Teachers, to admonish and guide them, as and when circumstances required, and at the same, to demand from the Secretary of the School, to Register in the School Records, and in the Service Book of the Teacher the warnings given to the respective Teacher.
- To order the admission for the Examination of those candidates, who desired the same, provided they fulfilled the prescribed conditions.
To dutifully and faithfully observe the Syllabus laid down and to follow the programmes strictly, in such a way that education would be within the limits and purposes of “Escola Normal”.

To duly sign the Pay Sheets of the Salary of the Teachers of the Training School, and the Pay Sheets of the Members of the Jury.

To sign or authorize any other person to sign, all the Books and Inventory Records of the School.

To submit to the Governor General, during the 3rd quarter of each year, a report on the “Escola Normal”, showing therein the progress and shortcomings in the organization and in the services of the Training School of this State, along with the detailed Statistical Map of Admissions, Attendance and Examination of the Students of the School and of External Students, specifying the Courses and the Sex, which then had to be published in the Official Newspaper of the Province, by order of the Governor General.

The peon, the clerk, the office Secretary, the watchmen and the manual labourers all came under the Lyceum of Nova Goa and their duties in the School were under the Secretary of the School, in coordination with the Rector of the Lyceum and the “Escola Normal”. In case of any differences arising in the matter of jurisdiction and subordination, the same had to be resolved by the Commissioner for Higher Studies.\footnote{Gomes, Jose Benedito. \textit{Anuario da Escola Normal}, Imprensa Nacional, Nova Goa, 1913, p. 48.}
Furthermore the Governor General Rafael de Andrade in his “Portaria” of 1893 detailed the various duties and functions of the School Committee as follows:

- To call for an Extraordinary Meeting on any of the days of 2\textsuperscript{nd} and 9\textsuperscript{th} months of the academic year, in order to evaluate the attendance of the students, in the preceding months, and to deal with any other matters so as to improve the “educational system”, as and when circumstances arise;
- In the 1\textsuperscript{st} week of the month of April, to deal with matters relating to the final Examination;
- Soon after the final Examination to propose and prepare a list of text books, to be adopted in the following academic year, which after due approval of the higher authorities, would be immediately published in the official newspaper of the Province to enable the students to equip themselves in time with the same;
- In the first fortnight of June, in order to deal with matters pertaining to 2\textsuperscript{nd} Term Examination;
- In the beginning of the 2\textsuperscript{nd} fortnight of June, to organize and propose to the Governor General, the Class Time-Tables: for the next Academic Year, and to allot the subjects of the two courses, to the two Teachers of the school.
- To convene an Extra-Ordinary Meeting, every time the need arises.
- To take note of all the needs, of all other regulatory and literary matters of the School, and to take necessary steps within the limits attributed to the Committee.
• To propose to the Governor General any modalities, necessary for
the better implementation of the programmes proposed by the
Inspecting Committee of Public Instruction.
• To formulate rules and regulations for the internal order and
discipline of the organization, and to approve the regulations with
regards to the Clerk and other members of the Staff.
• To give advice on matters, though pertaining to the Commissioner
of Higher Studies, that had raised doubts in the mind of an
employee.
• To approve and sign the minutes of such sessions.
To exercise and practice all the rights and duties laid down in these
regulations.¹⁰⁷

He then in the same “Portaria” of 1893 allotted various duties to the
Librarian and the Curator of the museum as well as to the Secretary putting
the functioning of the “Escola Normal” on a firm footing. The following
duties were thus assigned to the Librarian and Curator as follows:

Had to organize and take an “inventory” of the specimens in the
School Museum and of the publications in the School Library.
Make a list of the specimens of the museum and re-arrange the
Register of Books and other literary work pertaining to the
School Library.
Propose to the School Committee the acquisition of books, maps
Specimens and other objects necessary for updating the Library
and the Museum for use by the students and to issue to the

¹⁰⁷ Gomes, Jose Benedito. Anuario da Escola Normal. Imprensa Nacional, Nova Goa, 1913, p 52
Teachers and the Students any book required by them for reference but to be used in the Library. The books could be allowed for use outside the Library on prior, written “permission” by any of the members of the School Committee and those using the books were to be entirely responsible for their maintenance and return within a period of eight days.

The Secretary had to carry out the following functions:

Write down the Admissions made for the year as well as for the Examination, on books specially meant for the same.

Draft, verify and keep in due order, the Minutes of the Meetings held at each Session, which meetings he also had to compulsorily attend, as well as to attend the Meeting & Voting of the Examination Jury.

Enter into the respective Register, the in-coming and out-going correspondence.

Complete the Teacher’s Pay sheets and the stipends of the members of the Examination Jury, which payments had to be made by the Public Treasury.

Verify, close, and duly sign, every day the Attendance Register of the Teachers.

Sign the Diplomas and other allied papers, issued by the School.

Issue Examination Certificates as and when required by the interested party, after obtaining a prior application.

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Gomes, Jose Benedito  *Anuario da Escola Normal*, Imprensa Nacional, Nova Goa, 1913, p. 52

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Issue Certificates or other documents of records existing in the School Office after due authorization by the Commissioner for Studies and on receipt of written application.

Register on separate books, the service of the Teachers and faults, if any.

Dutifully discharge all the duties assigned to him, as per this Regulation.

The Secretary was fully responsible, besides the above duties, for all the documents and books in the School Office and kept in his possession, mentioned in this Regulation, and had to keep the following books duly signed and authenticated:

1. Register of the “Opening” and “Closing” of Admissions, pertaining to candidates of each course.
2. Books of the Examination, conducted for each course.
3. Register of Passing Certificates.
4. Register of Out-going correspondence.
5. Details of In-coming correspondence.
6. Appointment of Teachers.
7. Register of “Diplomas”, “Oaths” and “Acceptance” of jobs by Teachers.
8. Attendance Register of Teachers.
9. Register of “Absence” of Teachers.
10. An Inventory Register of the material belonging to the Training School.

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In order to issue Certificates, referred to in nos 7 & 8 of this Regulation, The Office of Revenue shall supply to the Office of the Training School, the necessary “booklets”, duly printed with respective sheets, duly numbered and appropriately signed by the Secretary of the Revenue Office or by a “person” deputed by him.

The School Secretary, after filling in the blank spaces on the form with the required details of the respective document, had to affix a revenue stamp of 80 “reals”, given by the interested party, as per Article 30° of the Stamp Act dated 26th November 1885.

He had to also collect from the interested party, the prescribed fees and another three “reals” towards the cost of each form; and after having stamped it with the School insignia, had to handover the Certificate to the party, after filling in the details on the corresponding chalan which would be kept in his Office.

For each “Attendance Certificate” or “Examination Certificate” and for any other “Certificate”, The Secretary had to collect from the party, 1/4th of a Rupee, of which 2/3rd would go to the Public Treasury and 1/3rd to the Secretary310.

Further reforms:

The whole education system was once again overhauled in 1907 with functions and duties of all the personnel either modified or expanded under the new regulations. It must be noted here that the course in “Escola Normal” which was rather called now as “Escola Mixta de Habilitacao para

o Magisterio Primario” (co-ed school for training of Primary Teachers) had been converted into a three-year course.

The seniormost “Professor” was to be appointed as the Director of the school. He would be the head of office and would be directly under the Governor. The Director by a Decree passed by the Ministry of Sea and Colonies stated that the Director of the “Escola Normal” was ex-officio member of the Inspecting team\textsuperscript{311}.

His duties would include observing and implementing the laws, rules and orders of the Government, being present in the school everyday, supervising the lessons, Administration of the school and maintaining the policies of the school. He was also called upon to convene the meetings of the School Council both ordinary as well as extraordinary, and preside over them. He had to then implement whatever decisions had been taken only if they did not require approval of the higher authorities or did not go against the laws and orders of the Government.

Further the Director had to give to the Governor through the Secretariat within eight days of the holding of the meeting an account of the measures that were not adopted and the reasons thereof for their rejection and then informs the Council of the decision of the higher authorities.

In consultation with the School Council at the start of the academic year the timetable and the allotment of the work had to be chalked out by the

\textsuperscript{311} Legislacao do Estado da India, Imprensa nacional, Nova Goa, Vol. xi, 1914, p. 240.
Director and copy of each had to be submitted to the Secretariat for both approval and publication in the Official Gazette.

The Director was also empowered to take whatever steps were needed in case of emergency, without prejudice. The admission of students could be done only after the sanction of the Director who would also give charge of various duties and functions to all the staff members. It was his duty to see that the scheme of studies/Curriculum and the syllabus was followed strictly as per his instructions and as laid down for which purpose he was expected to inspect every now and then the classes and give his advice every now and then whenever necessary. He was also responsible for keeping a daily check on the muster roll, which would be maintained by the school office so that at the end of the month deductions in the salaries of the staff members could be made for unjustified leave of absence. He had to make the substitution timetable in case of absence of one or more of the “Professors”.

The allotment of subjects and other work to the different “Professors” would be done by the Director taking into consideration their aptitude and competence after consulting the School Council. At times whenever the need arose he himself had to conduct classes. He could grant leave to the subordinate staff upto five days.

313 Ibid, p. 93
Significantly for the first time a major change was introduced under these reforms of 1907 when the system of “Cadeiras” (chairs) was discarded and replaced by the system of classes which system is in vogue till date. Each ‘year’ corresponded to one class.

Along with this, another noteworthy development that emanated from this new system was the appointment of Class Teachers called rather pompously as Class Directors. These Class Directors were nominated from among the staff members itself by the Governor General upon the recommendation of the school Director. The school Director himself would be the Class Director of the class where he was taking his lectures. None of the “Professors” however could be the Class Directors of two classes at one time. In view of the fact that there were only two classes in “Escola Normal” the need for appointing one teacher for two classes did not arise.

The class Teachers had to meet regularly at least once a month in order to regulate/coordinate the class work, to exchange views regarding the coverage of portion, take note of the instances of absence and the improvement of the students, declare publicly the monthly report of the students in each subject and evaluate the students at the end of each academic year.

They too had to observe the regulations laid down under these reforms, submit proposals to the school Council, to requisition the Director for the necessary requirements of teaching and subjects, calculate every month the attendance (absence, academic work and behaviour) of the students and record it in the class diary, sign the monthly report cards of the students and
send them to their parents/guardians for them to know the progress of their wards.

Meetings of the class Teachers were to be held after class hours so that the regular teaching work was not affected. It was to be presided over by the school Director who would compulsorily attend and the youngest staff member would write the minutes in the designated book. All decisions would be based on the principle of majority.

The Director of the school also had to preside over the school Council where all the “Professors” of the “Escola Mixta de Habilitacao” were the ex-officio members. The class Teachers from the annexed Primary schools could attend but could take part in the deliberations only when a topic concerning the Primary schools arose.\(^{114}\)

The school Council was called upon to shoulder the following functions:

- To take stock of the needs, both literary and educative, of the school and make arrangements to provide whatever was required.
- To propose to the provincial Governor through the good offices of the Director, certain modifications felt necessary by experience in order to improve further the Curriculum.
- To arrange the distribution of the theory and practical work in the annexed schools, which then would be, entrusted to the class Monitors. The programme had to be drawn up within the first five

days of the month of June sending it to the Governor for approval through the general Secretariat.

- To decide upon the purchase of books for the library and other school instruments and tools.
- To frame the necessary rules for the smooth running of the institution.
- To help the Director in deciding certain ticklish matters.
- To exercise certain other functions as demanded by the said regulations\textsuperscript{315}.

The school Council could have both ordinary and extraordinary sessions. The ordinary sessions would be held on the first working day of the month of June in preparation for the solemn opening of the new academic year, on the first working day of every month thereafter in order to take stock of the frequency of attendance of the students, the teaching situation, and any other school business, on the first working day of March to check upon the final frequency of attendance and allow or disallow from appearing for Examination and also to put in place the Juries for the Examination.

The extraordinary sessions would be convened by the Director who would also have in case of a tie the casting vote in any decision. The absence without justification of any of the members of the school Council for any meeting would be viewed seriously and even result in a monetary penalty.

The "Escola Mixta de Habilitacao" would also have a Secretary and a Librarian, both appointed by the Governor from among the staff members of

the school on the recommendation of the Director who would only hold charge of these posts. A helper/office boy would assist the Secretary. The amount at the disposal of the Secretary was 70.000 “reis” for Administrative expenses. \[316\]

The Secretary besides fulfilling the duties of a Teacher also had to write down the terms of admission and the records of the Examination in the designated Registers, maintain the inward and outward Registers, record the minutes of the meetings of the school Council, write and keep the salary record of the employees and the other expenses of the school, issue the Certificates as applied for by the candidates to the Director, carry out whatever is required by the school Council and the school, send the report of the previous month of the students showing their attendance, their progress and their behaviour to the parents or guardians at the end of every month, to prepare the report on the breach of discipline by any of the students and to carry out any other obligation imposed by these regulations.

Similarly the functions of the Librarian were also spelt out. The Librarian had to organize the library and have a policy as per the internal regulations framed by the school Council. He had to catalogue all the books and periodicals found in the library, propose to the Council to purchase books, stamps, models and other necessary Articles for the library.

He had to issue books to the “Professors” and the students upon request for reference in the library, give in writing to the Director of the school books missing, defaced or damaged which then could not be borrowed/lent hence

needing to be replaced by another copy, take the necessary steps to preserve
the books in good state, prepare a systematic inventory of all the books and
periodicals found in the library, have the books numbered and serialized so
that they could be easily placed and traced and stock could be taken on the
last day of February, not to lend the books except to the staff members, draw
the attention of the Director and the other staff members to return by the end
of February all the books in their possession borrowed from the library so as
to help the Librarian in taking the stock and lastly to report in writing to the
Director the breach of any of the above.317

The “Professors” were allowed to keep with them till the end of February
any books they wanted for reference. However no “Professor” was allowed
to keep any book other than a textbook for more than 15 days and not more
than three books at a time were issued. Nobody could take any book outside
or bring inside the library without the knowledge and permission of the
Librarian. Besides the library books could be taken out or returned only after
doing the formalities like signing on the receiver’s page or else the book
would continue to be shown against that person’s name and he would be
held responsible for its disappearance, defacement or damage. In case the
Librarian was unable to attend to his duties then the Director would
substitute him by another “Professor”.

The “Escola Mixta de Habilitacao” had two more categories of employees.
They were the “continuo” (attendant) and “serventes” (menial workers)
whose work would be as per their designations.

In 1918 the Secretary General Francisco M. Peixoto Vieira issued the regulations governing the Constitution of the Council of Public Instruction after it was decreed by the Governor General, Jose de Freitas Ribeiro (1917-19) in 1917. It underwent some changes understandably with a view to giving it a wider representation. The composition, functions, duties etc were as follows:

This Council would comprise of three experts as nominated members (by the Governor General representing Arts and Science) and six elected members (one from Medical School, one from Commercial Institute, one from Escola Normal, one from the Primary Teachers and two from Lyceum) for a period of three years. All had to be permanent “Professors” from Nova Goa (Panaji) except the Primary Teacher who could be from any part of Goa and hence was paid a traveling allowance of Rs.3. All others were treated as honorary members. However they were entitled for leave on the day of the sessions. Those from Nova Goa, capital city were entitled for one day and from outside the city were entitled for two days.

The election procedure to elect the members of this Council too was laid down. They were to be conducted by the respective Directors in the institutions. In the case of Primary Teachers they were to be held at the Municipal centres. All Primary Teachers, ordinary, extraordinary, regular, substitutes, part time and Assistants could vote by secret ballot. The votes were sealed, stamped and sent to the Council’s office, which would open them, count them and communicate the results to the respective heads. If
there was a need for re-elections, that too would be communicated. In case of a tie the senior candidate would be declared elected\textsuperscript{318}.

The Council once constituted had the intrinsic magisterial powers. There were two types of sessions, ordinary and extraordinary. Ordinary sessions were held before the 5\textsuperscript{th} of every month. Extraordinary sessions would be called for only if some special circumstances warranted them. No session could take place without the President or Vice-President and without a majority of the members being present. The officials of the Inspecting Council or the Directorate had to attend the meetings if thought necessary for the sake of providing information whenever required.

The Council’s members would be divided into three Committees, one for Primary and Normal which would have as members the elected Primary Teacher, the elected “Professor” from “Escola Normal” and one of the elected “Professors” from the Lyceum who would also head the Committee. The second Committee would look after the affairs of the Secondary and Special instruction. This would comprise of the remaining elected “Professor” from Lyceum, the “Professor” from Medical school, and the elected “Professor” from the Commercial Institute and one of the nominated members who would preside over the Committee. Lastly the Committee to look after the Superior instruction would comprise of the “Professor” from Medical school, and the remaining two nominated members one of them acting as the President.

\textsuperscript{318} Legislação do Estado da India, Imprensa Nacional, Nova Goa, 1918, Vol. XVIII, pp. 560 & 561.
Thereafter the rules for the conduct of business during the meetings were laid down. The decisions had to be carried by majority. If any presentation had to be made then the President would fix the date, time and venue for its discussion. The documents would be sent to all the members before the day of the discussion. No member could keep the resolution for more than 48 hours. No member could speak during the meeting without the permission of the chair and no member could be allowed to speak more than three times on the same topic unless it was the reporter or the proposer. The issues submitted to the Council had to be accompanied by all the relevant information from the departments and the required documents for proper deliberation. The minutes of the meetings had to be recorded and then signed by the President and all the members present for the meeting.

All sessions would commence with the reading of the minutes of the previous meeting, which would then be approved and signed. This would be followed by the reading and distribution of the correspondence and other urgent matters. Then the discussion would start on the items listed on the agenda. In case of extraordinary sessions the issue would be immediately dealt with.

The following duties were assigned to the President:

To assist in conducting the sessions.
To propose the items for discussion and control the proceedings, conduct the voting and announce the results.
To maintain the order of discussion.
To implement or order to be implemented the rules and regulations related to public instruction.
To give charge to the new members and announce the induction of new members and the Secretary into the Council.

To convene the extraordinary sessions.

To distribute the documents and the agenda to the members concerned.

In the absence of the President the Vice President nominated by the Governor General from among the members would take the place of the President. The duties of the members were listed as follows:

- To attend and participate in the sessions both ordinary and extraordinary.
- To propose, indicate, and contribute to the progress of education and carry out the functions of the Council.
- To ask in the meetings for clarifications and informations needed in the discharge of his duties.
- To write projects and reports and replies to issues assigned to him.

One of the members was appointed as the rapporteur. This reporter had the following duties entrusted to him:

- To prepare the agenda/items and to carry out the duties assigned to him.
- Provide to the Secretary of the Council all the necessary documents, informations and documents or any other work and clarifications required for the understanding or explaining the issues.
- To propose to the Council any action required to be taken pertaining to his section.

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• To request for an extraordinary meeting when certain urgent issue demands.

• To give his opinion in writing on any issue after thorough Examination referred to him.

• To participate in the discussions\textsuperscript{320}.

The Secretary of the Council held the pivotal position in the organization with the following functions and duties coming under his purview:

The Secretary was nominated by the Governor General from the officials of the General Secretariat on an annual remuneration of 60 "reis".

He had to assist in all the sessions, read the correspondence, attend to the other paper work and present information and clarifications which he should obtain from the Government or from the any of the members of the Council.

Write the minutes of the meetings and also any other work assigned by the Council.

To present in the correct format the issues to be debated in the meetings.

To sign in the name of the Council or the President any correspondence of urgent nature.

Get any information or clarification from any public office required by the reporters.

To take down point wise the deliberations and decisions of the members of the Council and of the instructions of the President.

To maintain the books of Minutes, inward outward Register and record of the distribution of the items\textsuperscript{321}.

\textsuperscript{320} \textit{Legislacao do Estado da India}, Imprensa Nacional, Nova Goa, 1918, Vol. XVIII, pp. 562 & 563.
The Council was obviously constituted for certain specific purposes namely as an apex advisory and supervisory authority. Definitely it had a very important role to perform in the overall educational set up. Hence some very important functions were assigned to it some of which were as follows:

- To recommend titles to be consulted in the literary, artistic and scientific fields.
- Propose steps needed to be taken for the progress of education.
- To carry out extraordinary inspections of institutions under their purview.
- To decide upon the proposals of the Governor presented to the Governor’s Council either on the general organization or any of the branches of education, examinationine the projects for the framing of rules, general or special, to examinationine the proposals for setting up of institutions, to decide upon the admission, Examination, Diplomas and Certificates fees, recommend the list of textbooks to be followed or prohibited in the institutions, to direct the institutions to adopt the teaching methodology as well as the teaching programmes, and the subjects to be taught, draw up the conditions for the appointment of Primary Teachers and setting up of private schools, frame rules for the appointment, promotion, transfer and interviews of Primary Teachers, conditions and penalties for the suspension, transfer or dismissal of “Professors”, to review the decisions of the School Councils regarding penalties and expulsion, to settle conflicts regarding jurisdiction, to give permission to strangers to teach or open

schools and to decide on all matters on which it was consulted or empowered by law.

- To prescribe after proper Examination the books approved by the Governor General for use in the Primary schools and Escola Normal for a period of six years. The books were at first kept open for public scrutiny for a period of not less than six months.

- To allow any of the members to develop any teaching learning material.

- To take up matters only after the School Councils have been consulted.

Every now and then educational Administration was being altered so as to strengthen it. By a “Diploma Legislativo” dated 29th June 1923 the Directorate of Instruction (Direccao dos Services de Instruccao) was created. Subsequently a couple of years later in 1925 the Governor General, Jaime Alberto de Castro Morais (1919-1925) changed that into the Department of Primary Education (Reparticao de Instruccao Prim:aria) and integrated it with the General Secretariat.

By now Antonio de Oliveira Salazar had assumed full control of Portugal and so in 1933 he completely revamped and re-established the whole administrative set-up in the colonies detailing the positions, the hierarchy, the duties, the areas of jurisdiction, the disciplinary actions and the division of labour between the central administration and the provinces. The massive tome ran into five parts with the first part having eight chapters, the second

part three, the third part with six chapters, the fourth part with only three and the fifth with four chapters. The Governor General was of course the highest authority in the colony. In 1935 by a “Portaria issued on the 31st of May, the Governor General, Joao Carlos Craveiro Lopes (1929-1936) strengthened further the previous reforms and also introduced some of his own reforms especially in the Administration of the “Escola Normal”. Once again the duties and functions of all the staff members were clearly cut out. The following were the stipulated functions of the Director of “Escola Normal”:

- To observe and execute the laws, regulations and orders of the Government.
- To attend office daily.
- To supervise the teaching, Administration and policies of “Escola Normal” and to exercise control over the teaching in the attached Primary schools.
- To convene the sessions of the School Council both ordinary as well as extraordinary and to preside over them.
- To execute the resolutions of the School Council that does not require the approval of the superiors or are not contrary to the laws and orders of the Government.
- To submit the account of the minutes of the meetings to the Governor General through the Director of Civil Administration within eight days along with the resolutions that were adopted by the School Council and those that were rejected along with the reasons for their

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rejection and then in turn informing the School Council of the deliberations and decisions of the superiors.

- To organize before the start of the new academic year and after consulting the School Council the timetable, sending a copy of it to the Director of Civil Administration for his approval and to get it published on the Official Gazette after consulting the Council for Public Instruction.

- To take the necessary steps due to the urgency of the situation so that the school did not suffer any change that could hinder its functioning.

- To order the admission/enrolment of the students.

- To hand over charge to the “Professors” and the other employees of their respective duties.

- To see that the time table and the teaching schedule and the use of prescribed texts was adhered to strictly so that high teaching standards are maintained and for this reason to visit frequently the classes and guide always those needing advice.

- To take note of the daily the attendance of the “Professors” marked by the peon, which the Secretary had to take into account while preparing the monthly salary bills if the absence has not been satisfactorily justified\textsuperscript{124}.

In case the Director was barred or was absent his place would be taken by the seniormost regular “Professor” of the “Escola Normal”. Thereafter the Governor General stipulated the composition of the School Council or Committee and allotted them certain functions. The School Council would

\textsuperscript{124} Boletim Oficial, Imprensa Nacional, Nova Goa, 31\textsuperscript{st} May 1935, No. 44, p. 831.
comprise of all the “Professors” of the “Escola Normal” and would be
presided over by the Director. The “Professors” from the attached Primary
schools could attend and take part in the deliberations in the School Council
whenever any issue relating to these schools came up. The various functions
of the School Council were then outlined as follows:

- To take note of all the school and educational needs of the institution
  and to make provision for the same.
- To propose to the Governor General through the Director the changes
  felt by his own experience for perfecting the organization and
  teaching programmes of the school.
- Organize the distribution of the theory and practical subjects as well
  as the didactics in the Training Schools scheduled at the beginning of
  each academic year.
- Think of the books to be obtained for the library, the various Articles
  for the school, etc.
- To make rules for the internal well-being of the institution to
  maintain order and discipline in the institution.
- To offer advice to the Director on matters that appeared controversial.
- To carry out any other functions as denoted in these regulations.²

The School Council would meet ordinarily at the beginning and at the end of
each academic year as well as at the end of each term for the purposes
mentioned above. There would be three terms with the first one ending on
the 15th of September, the second on the 15th of December and the third at
the end of the academic year. The extraordinary sessions would be held only

²Boletim Oficial, Imprensa Nacional, Nova Goa, 31st May 1935, No 44, p 831
if convened by the Director of the “Escola Normal”. Only in case of an impasse the President of the School Council could and would cast his vote.

The School also needed to have a Secretary who was appointed by the Governor General from among the staff members who would be entitled to an allowance to be paid from the State funds. The following duties were allotted to him:

- To write the details of enrolment and other details on the proper book.
- To record the handing over of the charge to the officials of the school.
- To maintain the inward/outward Register.
- To write and insert in the respective book the minutes of the meetings of the School Council.
- To prepare the salary bills of the employees and maintain the accounts of the other expenses of the school.
- To forward the Certificates as required, to the Director.
- To take care of the remaining correspondence of the School Council.
- To take action on the students for breach of discipline committed by them.
- To take up any other duty mentioned in these regulations.\(^{326}\)

Similarly duties were clearly spelt out for the other officials including the Librarian chosen from among the staff members of the “Escola Normal” proposed by the Director to the Committee. He had to carry out the following functions:

- Organize and keep a check on the library as per the rules made internally by the School Council.

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\(^{326}\) Boletim Oficial, Imprensa Nacional, Nova Goa. 31\(^{st}\) May. 1935, No. 44, p. 831.
• To catalogue the various books and other publications found in the library.

• To propose to the School Council the purchase of required books and other materials in order to upgrade the library.

• To issue books to the “Professors” and the students when asked for to refer to in the library hall.

• To report to the Director in writing about the missing, damage disappeared books that resulted in a loss so that provision may be made to restore to the library another copy of that book.

• To take all the necessary measures to preserve the books and other publications by stopping their disappearance and deterioration.

• To maintain an inventory of all the books and other publications that are entered and issued in the library.

• To have the books numbered on the back so that they can be easily located and to help in stock verification at the end of the year.

• Not to lend books without recommendation.

• To request the Director and the “Professors” to return all the books in their possession by the 15th of February for stock taking.

• To inform in writing the Director of any mishap in the library.\footnote{Boletim Oficial, Imprensa Nacional, Nova Goa, 31st May, 1935, No. 44, p. 832.}

The “Professors” were allowed to keep the library books that were needed to conduct the classes or for reference with them till the 15th of February provided a) No book that has not been prescribed for the students would remain in their possession for more than 15 days. The “Professors” would be issued not more than three books at a time.b) No book could be taken out or
brought in the library without the knowledge of the Librarian. c) No book could be passed on to another without returning and signing the Register, which would be maintained by the Librarian. If so then the book would continue to figure in the name of the borrower and he would be fully responsible for its disappearance or damage for which he would have to pay.

In the absence of the Librarian a “Professor” appointed by the Director would look after the library temporarily. The subordinate staff in the Escola Normal consisted of one peon/office boy and one hamal paid as per the provisions made in the budget.

Later on in 1945 by a Decree dated 8th of December the Governor General constituted also the Council of Public Instruction (Conselho de Instruccion Publica) and then created a separate Secretariat bringing the services of instruction under the Directorate of Civil Administration. He further not only expanded the Council but also gave it more teeth further tightening the administration.

The Council of Public Instruction was an Advisory body as the Administration was already being looked after by the “Reparticao de Instruccion Primaria” (Department of Primary Instruction). The members of the Council consisted of the Governor-General who was the ex-officio President with the Chief Secretary as the Vice-President. The other members of this Council were the Director of Agriculture, the Head of the Medical College, the Rector of the Central Lyceum, the Head of the department of Primary instruction, the Director of Escola Normal and the Director of Commercial Institute. Besides there were two nominated members and
twelve elected members from the educational institutions and from the professional field. The department of Instruction had a head and four subordinates and one class IV employee\(^{328}\).

In 1947 by a "Portaria" an Inspectorate of Instruction was established which was manned by two Education Inspectors. But immediately after that in December itself he created the Department of Instruction and integrated it with the Directorate of Health Services and hence it came to be known as Directorate of Instruction and Health Services (Direccao dos Servicos de Instruccao e Saude) under which were placed all educational institutions including Central Library, Sports, Archives and Museums and Mocidade (Youth organization).

In the final analysis the hierarchical arrangement of education was as follows: The Governor was the highest authority. Below him was the "Conselho de Govemo do Estado da India" (Council of the Governor of the State of India) of which the Governor was also a part. Then came the "Direccao dos Servicos de Administracao Civil" (Directorate of Civil Administration). The next lower authority was the "Conselho de Instruccao Publica" (Council of Public Instruction) under which was placed the "Reparticao de Instruccao Primaria" (Department of Primary Instruction). The “Escola Normal” had its own School Committee and a Director who had to be subservient to the Department.