

CHAPTER - IIEDUCATION IN GOA - AN OVERVIEW

- 2.1 Geographical Features
 - 2.2 Political and Administrative Divisions
 - 2.3 Demographic Factors
 - 2.4 Economic trends and Occupations
 - 2.5 Background of Educational Development
 - 2.6 Rate of Literacy
 - 2.7 Review of the Present System of Education
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CHAPTER - II

EDUCATION IN GOA - AN OVERVIEW

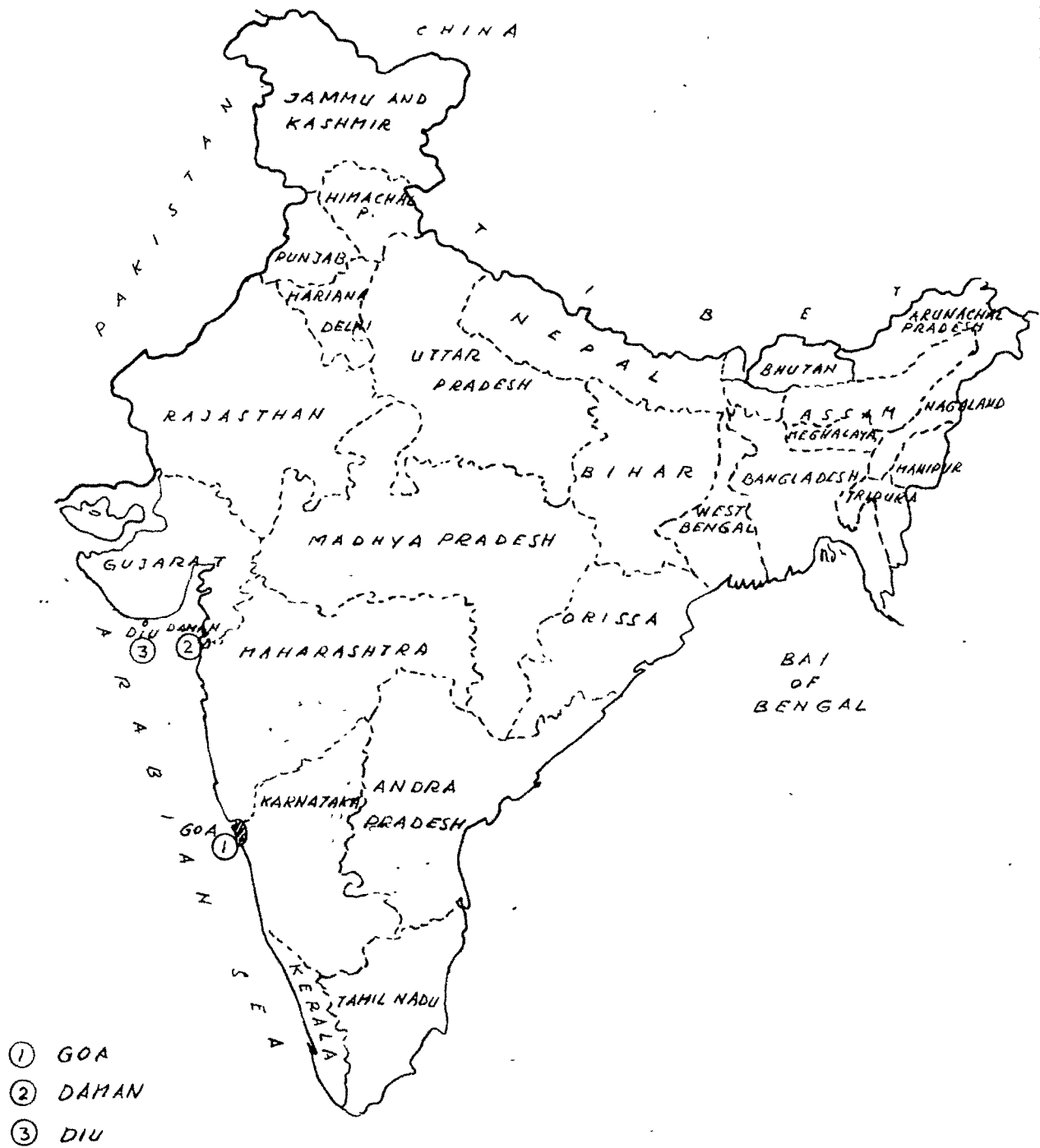
2.1 Geographical Features

The Union Territory of Goa, Daman and Diu with an area of 3,813 kms. square, consisting of three distinct land blocks, separated from each other by a distance of over 500 kms, lies on the Western Coast of India, as can be observed in Figure 1.

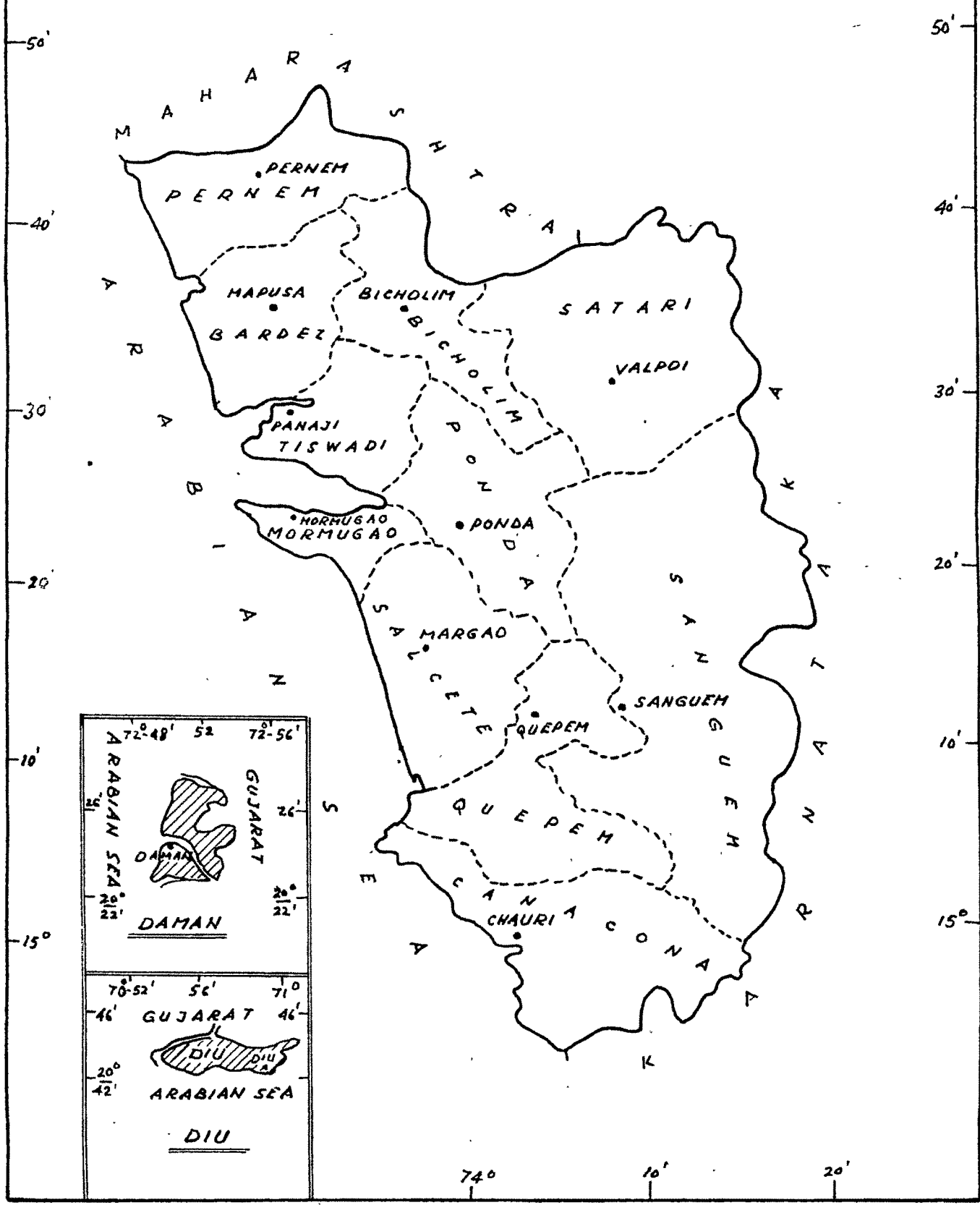
The district of Goa, with an area of 3701 kms square, is the largest of the three districts. It lies between the latitudes $15^{\circ}-47'-59''$ N and $14^{\circ}-53'-57''$ N and the longitudes $73^{\circ}-40'-54''$ E and $74^{\circ}-20'-11''$ E. It is situated on the Konkan coast of India, bounded to the north by the state of Maharashtra, to the south and the east by the State of Karnataka, and to the west by the Arabian sea. It extends to 105 kms, from north to south and 60 kms, from east to west as can be observed in Figure 2.

The district of Daman, with an area of 72 kms square, lies between the latitudes $20^{\circ}-22'-00''$ N and $20^{\circ}-27'-58''$ N and

LOCATION OF THE UNION TERRITORY OF
GOA, DAMAN AND DIU IN INDIA



UNION TERRITORY OF GOA, DAMAN AND DIU
ITS POSITION AND BOUNDARIES



the longitudes $72^{\circ}-49'-43''$ E and $72^{\circ}-54'-43''$ E. It is also situated on the western coast of India bounded to the north, south and the east by the State of Gujarat and to the west by the Gulf of Cambay, in the Arabian sea. It extends to 11.4 kms from north to south and 7.7 kms, from east to west, as can be seen in Figure 2.

The district of Diu, with an area of 40 kms square, lies between the latitudes $20^{\circ}-42'-00''$ N and $20^{\circ}-44'-24''$ N and the longitudes $70^{\circ}-52'-26''$ E and $71^{\circ}-00'-24''$ E. Like the two other districts, Diu is also situated on the western coast of India bounded to the north by the State of Gujarat and to the south, east and west by the Arabian sea. It extends to 4.6 kms, from north to south and 13.8 kms, from east to west, as can be seen in Figure 2.

All the three districts, being separated from one another, have their own separate characteristics, in spite of the fact that they are located on the same coast of India. Goa, for example, being situated on the Konkan coast, receives heavy rainfall of about 1766.9 m.m. from the south-west monsoon and has a typical tropical climate. Its major agricultural products are rice, beans, nachini, pulses, ragi, sweet potatoes, chillies, onions, coconuts, cashew-nut, mango, pine-apples, jack-fruit and areca-nut.

The district of Daman being situated on the Gujarat coast receives only moderate rainfall and produces rice, bajri and khajuri, whereas district of Diu lying on the Saurashtra coast receives scanty rainfall and produces only rice, bajri and macamba trees.

2.2 Political and Administrative Divisions

The total area of land comprising of 3813 kms square, which was formerly under the foreign yoke of Portuguese rule for over four centuries, was liberated on December 19, 1961, and subsequently amalgamated with the "Union of India as the Union Territory of Goa, Daman and Diu." It now enjoys a democratic system of Government headed by a Lt. Governor, as the Administrator, who is assisted by a Chief Secretary, a Development Commissioner and four other secretaries helped by deputy under secretaries. It has two representatives in the Union Parliament of India and a thirty-member Legislative Assembly with a Council of Ministers headed by a Chief Minister, all of whom are popularly elected on the basis of adult franchise. Panjim, located in Goa, is the capital city and lies 748 kms, away from Daman and 1542 kms, away from Diu.

For the administrative purpose each district is divided into talukas with Daman and Diu having one each and Goa, being the largest of the three districts, having eleven talukas as indicated in Figure 3. Each taluka is further divided into villages and towns. According to 1971 Census, there are 439 revenue villages out of which eight are uninhabited and 22 are amalgamated within the township area of the 13 towns of the Union Territory of Goa, Daman and Diu. The district of Goa by itself has 391 revenue villages and eleven towns with a total area of 3701 kms square, as indicated in Table I.

2.3 Demographic Factors

The population of the Union Territory of Goa, Daman and Diu, as per 1971 Census of India, is 857,771 inhabitants out of which 431,214 or 50.3% are males and 426,557 or 49.7% are females. It is equivalent to 0.16% of the total population of India. Districtwise, Goa accounts for 795,120 persons or 93 percent of the total population, Daman 4 percent with 38,739 persons and Diu 3 percent with 23,912 persons as indicated in Figure 4.

The population of the Union Territory of Goa, Daman and Diu increased almost suddenly in the decade 1960-1971,

POLITICAL AND ADMINISTRATIVE DIVISIONS OF GOA, 1977

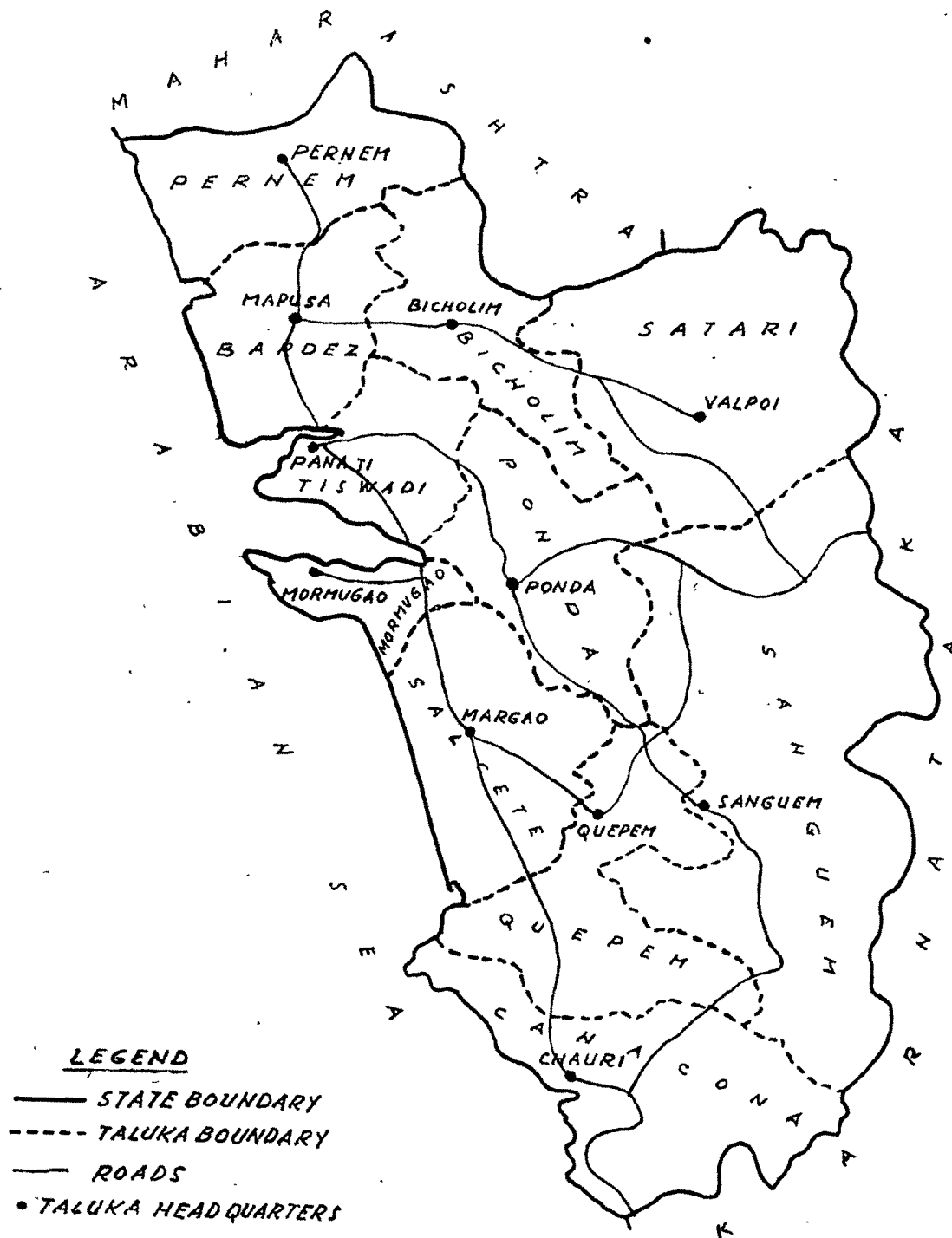


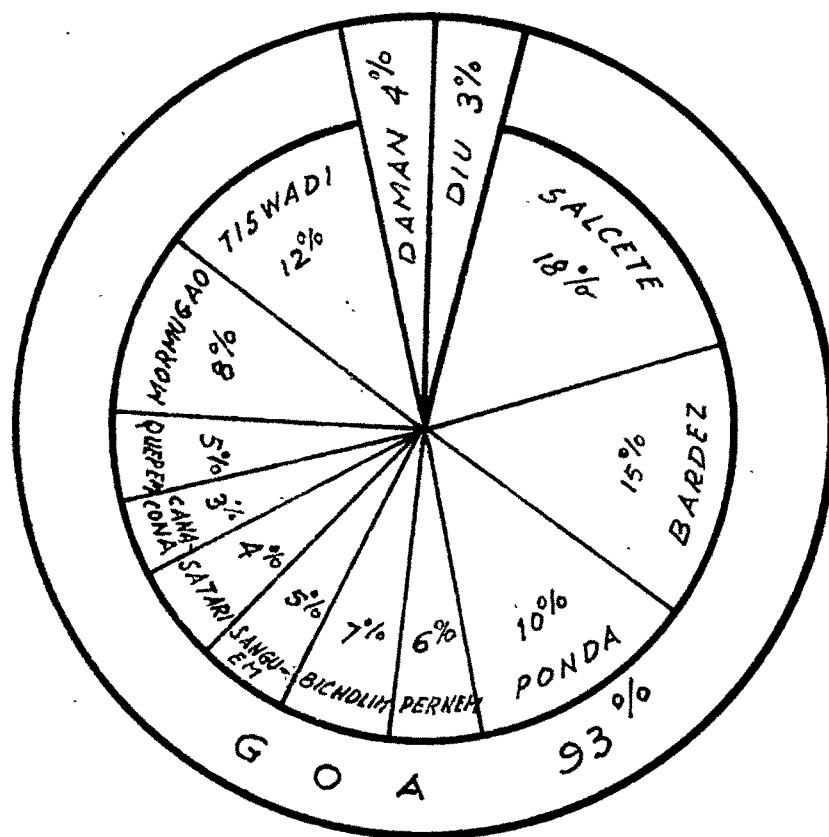
Table I

Talukawise Distribution of Area, Revenue Villages
and Towns - Goa, 1971

Sr. No.	Taluka Name	Area in sq.km.	No. of Revenue Villages		No. of Towns	Township name
			Inhabi- ted	Unin- habi- ted		
1	Tiswadi	166.1	30	-	1	Panjim (Capital)
2	Bardez	265.6	39	-	1	Mapusa
3	Pernem	242.0	27	-	1	Pernem
4	Bicholim	227.1	28	-	1	Bicholim
5	Satari	490.3	77	3	1	Valpoi
6	Ponda	283.2	30	-	1	Ponda
7	Sanguem	886.6	47	5	1	Sanguem
8	Canacona	347.4	9	-	1	Chauri
9	Quepem	347.3	39	-	1	Quepem
10	Salcete	277.2	45	-	1	Margao
11	Mormugao	78.3	12	-	1	Vasco
	Total	3701.0	383	8	11	-

(Source: Census of India - 1971)

PERCENTAGE DISTRIBUTION OF POPULATION
BY DISTRICTS AND TALUKAS OF THE UNION
TERRITORY OF GOA, DAMAN AND DIU, 1971



when the decennial growth rate was recorded to be 36.88 percent which is almost one and a half times that of India which is 24.80 percent. During the first 60 years of the current century the population increased at an average decadal rate of a little less than 4 percent or average annual rate of less than half percent but during the last decade the increase was 231,104 persons which is almost double the increase in the first 60 years, as can be seen in Table II. However the Census Authority attributes the rapid increase mainly to migration from other parts of the country.

Table II

Growth of Population of Goa, Daman and Diu, 1900-1971

Y e a r	Total Population	Percentage Decadal Variation
1900	507,518	-
1910	519,222	+ 2.31
1921	500,904	- 3.53
1931	541,710	+ 8.15
1940	583,736	+ 7.76
1950	596,059	+ 2.11
1960	626,667	+ 5.14
1971	857,771	+36.88
(SOURCE: CENSUS OF INDIA - 1971)		

According to 1971 - Census of India, the urban area of Goa district covering 121.6 kms square, has a population of 203,243 and the rural area covering 3579.4 kms square, has a population of 591,877, giving a density of population for Goa as 215 per km. square. Talukawise population of Goa as recorded in Table III, indicates that Mormugao taluka has the highest density of 837 per km², and Sanguem taluka has the lowest of 50 per km². The density of population for Goa, Daman and Diu is 225 per km², while that of India as a whole is 178 per km².

Agewise distribution of population of Goa, Daman and Diu is 13.1 percent in the age group 0-4 years, 25 percent in the age-group 5-14 years, 33.6 percent in the age-group 15-34 years, 18.9 percent in the age group 35-54 years and 9.4 percent in 55 and over age group. The distribution of population of Goa, Daman and Diu according to religion, 64 percent are hindus as compared to 83 percent in India, 32 percent christians as compared to 3 percent in India and 4 percent muslims as compared to 11.21 percent in India.

The percentage of urban population to total population of Goa is 25.56 and the sex ratio is 981 females to every 1000 males as compared to 930 in India and 989 for the whole territory of Goa, Daman and Diu.

Table III

Talukawise Urban/Rural Area, Population and
Density - Goa, 1971

Sr. No.	Taluka	Area in km ²		Population		Density of Population per km ²
		Total	Rural	Urban	Total	
1	Tiswadi	166.1	129.1	37.0	105,809	637
2	Bardez	265.6	254.2	11.4	124,103	467
3	Pernem	242.0	239.5	2.5	52,906	219
4	Bicholim	227.1	214.9	12.2	58,389	257
5	Satari	490.3	480.9	9.4	32,515	66
6	Ponda	283.2	277.9	5.3	84,590	299
7	Sanguem	886.6	881.2	5.4	44,588	50
8	Canacona	347.4	345.6	1.8	29,486	85
9	Quepem	347.3	346.1	1.2	41,547	120
10	Salcete	277.2	253.5	23.7	155,676	562
11	Mormugao	78.3	66.6	11.7	65,511	837
	Total	3,701.0	3,579.4	121.6	795,120	215

(SOURCE : CENSUS OF INDIA - 1971)

The percentage of scheduled caste population to total population of Goa is recorded in 1971 Census as 1.79 percent with the highest number clustered in Bardez Taluka and that of the scheduled tribe as 0.05 percent, the highest being clustered in Mormugao Taluka as indicated in Table IV below.

Table IV

Talukawise Distribution of scheduled castes and tribes - Goa, 1971

Sr.No.	Taluka	Total scheduled	
		Castes	Tribes
1	Tiswadi	1,222	114
2	Bardez	3,065	40
3	Pernem	2,216	-
4	Bicholim	1,461	14
5	Satari	799	-
6	Ponda	841	5
7	Sanguem	780	60
8	Canacona	179	-
9	Quepem	360	4
10	Salcete	1,917	64
11	Mormugao	1,353	138
T o t a l ...		14,193	439

(SOURCE: CENSUS OF INDIA - 1971)

2.4 Economic Trends and Occupations

The economy of Goa is largely dependent on mining and export of mineral ore such as iron ore, manganese ore and ferro-manganese. The mining and export of iron ore is the biggest single industry in Goa providing employment to over 50,000 people.

Goa being ideally situated on the west coast of India with a 100 km, long coastline, 250 km, long inland water-ways and a number of small tanks covering an area of about 100 hectares provides good scope for fisheries and many people are therefore engaged in the fishing industry. The coastal and inshore waters are known to be rich in fishery resources specially because of the huge shoals of mackerel and sardine which regularly visit the shores during the fishing season and yield abundant catches. About 90 percent of the population of Goa eat fish with rice as their staple food.

According to Census of India, 1971, 31.7 percent of the total population of Goa, Daman and Diu, was considered economically active as compared to 32.9 percent in India. The percentage of male workers in Goa, Daman and Diu was 47.8 percent and that of female workers was 15.4 percent

whereas in India it was 52.5 percent for males and 11.9 percent for females. In case of Goa, Daman and Diu the percentage of workers depending on agriculture is only 39 percent whereas of those in India is as high as 70 percent. With reference to mining the proportion of workers engaged in this industry in Goa is recorded as 6 percent whereas that in India averages to about 0.5 percent.

The working population of Goa taken by itself may be classified into three major categories:

- (i) The cultivators amount to about 23.78 percent
- (ii) The agricultural labourers amount to about 15.05 percent, and
- (iii) All the others amount to 61.17 percent.

Talukawise distribution of all the workers in Goa under various categories is shown in Table V.

2.5 Background of Educational Development

It is said that soon after the Portuguese conquest of Goa, public education came to be under the aegis of the Catholic Church and this is borne by the fact that Parish Schools, which taught singing, reading and writing that appeared in the beginning of the Portuguese era are still

Table V

TALUKAWISE DISTRIBUTION OF WORKING POPULATION - GOA, 1971

Sr. No.	Taluka	Total	Culti- vation	Agri. Labo- urers	Working Population						Non- workers		
					Live stock Fish- ing Forestry	Mining & Quarry ing	Mfg. etc. House- holds	Others	Cons- truct- ion	Trade & Commerce		Trans- port, storage & commu- nication	Other servi- ces
1	Tiswadi	34368	5319	4523	1003	389	1183	2670	1961	4212	2051	11057	71411
2	Bardez	33570	8050	4378	1531	1264	2672	2567	1175	4122	2454	5357	90533
3	Pernem	16768	8619	2273	386	161	1406	323	1579	559	319	1143	36138
4	Bicholim	18928	5289	2570	669	4386	1047	1344	215	1357	720	1331	39461
5	Satari	10755	4855	2845	540	712	302	134	89	339	196	743	21760
6	Ponda	26899	6887	5499	1959	758	1491	1263	792	2067	2214	3969	57691
7	Sanguem	17514	4448	2129	856	6357	593	340	157	740	912	982	27074
8	Canacona	9112	4152	892	1248	65	902	93	253	473	326	708	20347
9	Quepem	13613	5249	2369	269	1092	732	838	141	914	878	1131	27934
10	Salcete	46995	7108	9547	1338	643	3749	3939	1582	6439	3700	8950	108681
11	Mormugao	25953	543	1271	697	410	647	2477	3394	3454	9194	3866	39558
	Total	254475	60519	38296	10496	16237	14724	15988	11338	24676	22964	39237	540645

(SOURCE : CENSUS OF INDIA - 1971)

functioning in Goa. These schools were established and conducted by the church mostly with its own resources but sometimes also with the help of ecclesiastical associations or the village committees. The system of primary and secondary education in Goa has thus had a long tradition to which different church groups such as Diocesan Clergy and Christian people, as well as different religious Orders and Congregations of the Catholic Church have all made their contributions. Their efforts starting with primary education were eventually extended to the higher stages. This tradition, the Goans claim, was built up in seminaries and the colleges on the pattern set by St. Paul's College, which was founded by the Jesuits under the guidance of St. Francis Xavier, and at that time enjoyed the status of a university in Goa.

Besides the seminaries and the colleges the teaching of Western Medicine in an informal way, began in Goa in 1691 and the 'Escola Medica' was founded in 1842. It is said that Goan medical teaching functioning as the nursery of the Portuguese medical service in the colonies produced renowned Goans like Francisco Luis Gomes, the Economist and Historian, and Augustinho Lourenco, the Chemist. The noteworthy feature of the earlier education was that the seminary education was not calculated to prepare the student

merely for the priesthood but also to produce a sound general culture based on humanities and so also the medical school was not intended to prepare one for medical career only but represented the new orientation towards the scientific spirit and this can be verified by the fact that many of the graduates from the 'Escola Medica' held high administrative positions in the civil services as well. The inclusion of a "secular component along with religious instruction was in no sense a special feature of the Christian or Portuguese influence"⁵ for it did prevail on earlier days of medieval India before the advent of the Portuguese rule in Goa. The Parish Schools, had in fact replaced the Patha Shalas where Sanskrit was mainly taught in the 15th century when Kadambas ruled Goa from 110 A.D. to 1314 A.D. These Patha Shalas quickly disappeared and the beginning of western education was first made when Alphonso de Albuquerque established the first school in 1512 to prepare the 'natives' for public posts. The first attempt at introducing official primary education was made in the year 1772 by appointing primary teachers known as 'Professors Regios!' and an education levy was imposed for payment of salaries, etc. The schools continued to function

5 Government of Goa, Daman and Diu. Report of the Goa University Committee, (Panjim, Government Printing Press, 1969), p.4.

in rudimentary form till the government started opening its own schools from the year 1829. The number of schools since then increased steadily. This tradition of a religious-cum-secular curriculum, which evidently, was common to the Portuguese as well as to pre-Portuguese times, changed significantly during the last century as a result of the growth of secondary education on a secular basis, imparted through high schools in addition to the seminaries.

Another important development was the medium of instruction which during the Portuguese regime, was compulsorily Portuguese, even at the primary stage, in all the parish or parochial schools in Goa. However, as the masters were ill at ease either with Portuguese or Latin, the local language namely Konkani was often resorted to, with the result that the use of Konkani which was earlier debarred from being made use of by the rulers, gradually bore acceptance of the teaching of Catechism although the masters had no orderly and systematic knowledge of the same. The compulsion of Portuguese language again suffered a set back at the secondary level for many Goans, because of limited opportunities for employment in Goa, prepared themselves to migrate to the surrounding areas and especially to the

city of Bombay. As a result there was a rapid increase in the number of secondary schools which were using English and not Portuguese, as the language of instruction and the goan schools naturally began to seek recognition of the University of Bombay for sending candidates to the Matriculation Examination, so that they might continue their higher education in the colleges of the Bombay University in Bombay, as none were then available in Goa. Thus many Goans turned to the study of English in a significant way even under the Portuguese rule, although the Portuguese language was compulsorily the medium of education from primary stage onwards. In fact very few people took to Portuguese especially in the newly conquered areas where the insistence of compulsory portuguese learning could not be carried out in practice. As a result, by an order dated July 10, 1871, the existing primary schools in those areas were converted into mixed ones to allow Portuguese-Marathi teaching in order to adjust to the challenging situation. This, however, did not help Konkani, the language of the land, to establish itself as the medium of instruction, for want of necessary literature and text books, a situation which prevails in Goa even today. The local language has not had any scope for its development, in the past, because of the Portuguese effort to stamp it out and later because it had no material

in the form of text books, etc. available, in comparison with Marathi which was well developed in the neighbouring Maharashtra State. Konkani is now recognised as a full fledged language and efforts are presently made to increase the number of students who wish to offer it as the medium of instruction in Goa. The production of the necessary literature is also being encouraged.

However, during the Portuguese regime no effort was ever made by the foreign rulers of the land to bring education within the reach of all the sections of the population although the Primary Education conducted through the medium of the Portuguese language was free and generally made available in many parts of the territory. The curricula too which was directly imported from Portugal catered for subjects like the Colonial History of Portugal, Geography, Mathematics as well as the Portuguese literature and the language itself for that was the medium of instruction.

As a result of all these circumstances the school facilities in general attracted only a certain fraction of the total number of the eligible children in the territory and particularly those of the elite section of the administrative class of the Government as they spoke the portuguese

language in their own homes. The Portuguese school facilities also attracted, to a much less degree, the children of the upper middle class of people who tried hard to improve their own social status with a view to join the elite administrative class of the colonial rulers. However, the majority of the children had little benefit from the school facilities made available by the foreign rulers of Portugal. However, in spite of all these handicaps, the incessant desire of the people of Goa to go abroad with a view to improving one's own living standard, and also their increasing tendency to acquire education, perhaps explains as to why the 'territory of Goa, Daman and Diu, recorded in 1960 Census, a crude literacy rate of about 31 percent - what represents a sufficiently high index compared with the indices from other Union States and Territories'.⁶ The 1961 Census literacy rate for India was 24 percent and that for 1971 is recorded as 29 percent. However, the educational facilities in the Union Territory of Goa, Daman and Diu, 'before liberation', were extremely limited and students had to go to the neighbouring States or abroad for university, professional and technical education, as there were hardly any institutions of the

6. Dr. Jose C. Almeida, Some Demographic Aspects of Goa, Daman and Diu (Panjim: The Govt. Ptg. Press, 1965), p.210

requisite standard⁷. After liberation there has been a rapid growth in the field of education and according to 1971 Census, 322 revenue villages, out of the total number of 383 revenue villages in the district of Goa alone, have primary schools, 96 have middle schools and 77 have secondary schools. Considering the fact that only 61 revenue villages of Goa were without primary schools, it seems clear that it has made good quantitative progress particularly in the field of primary education as can be observed in Table VI.

At pre-liberation time i.e. towards the end of 1961, there were 476 primary schools, 14 middle schools and 92 secondary schools in the whole territory of Goa, Daman and Diu. At the time of liberation, there was only one teachers' training school in Goa offering a two years' course with Portuguese as the medium of instruction which has since been remodelled to impart training in the media of Marathi, Konkani and English. Two more Training Colleges, one for primary teachers and the other for Secondary teachers began functioning in Goa after liberation.

⁷ Department of Information and Tourism, Goa Daman and Diu - A Reference Annual 1964, (Panjim: The Administrator, Government Printing Press, 1964), p.29

Table VI

44

TALUKAWISE DISTRIBUTION OF SCHOOL FACILITIES IN REVENUE VILLAGES - GOA, 1971

Sr. No.	Taluka	Total No. of inhabited villages	No. of villages having Primary Schools	Total No. of Primary Schools	No. of villages having Middle Schools	No. of Middle Schools	No. of villages having Secondary Schools	No. of Secondary Schools
1	Tiswadi	30	22	51	10	16	7	11
2	Bardez	39	36	90	18	30	17	22
3	Pernem	27	26	83	12	16	6	7
4	Bicholim	28	27	53	16	21	5	5
5	Satari	77	60	77	12	13	-	-
6	Ponda	30	30	119	6	7	8	13
7	Sanguem	47	33	71	7	9	5	5
8	Canacona	9	8	52	5	14	5	6
9	Quepem	39	30	62	6	6	2	4
10	Salcete	45	40	81	3	4	19	27
11	Mormugao	12	10	18	1	1	3	3
	Total	383	322	757	96	137	77	103

(SOURCE : CENSUS OF INDIA - 1971)

2.6 Rate of Literacy

According to Census 1971, the overall crude literacy rate for Goa, Daman and Diu is 45 percent as compared to All-India figure of 29 percent and stands fifth in rank with only Chandigarh (62), Kerala (60), Delhi (57) and Pondicherry (46) scoring higher. Considering the fact that the erstwhile Portuguese regime had done very little to encourage the education of the masses, it is indeed a great achievement for the individual efforts of the people themselves. Taking apart the district of Goa its literacy rate is 45.31 percent made up of 54.65 percent for males and 35.79 percent for females. The female rate of crude literacy is again much higher than that of India, which is only 19 percent. Talukawise crude literacy rates, for the Census years 1960 and 1971, given in Table VII indicates that all the talukas have made good progress in crude literacy figures during the decadal period 1960-1971. It is interesting to note that Satari Taluka which had the lowest literacy rate in Census 1960 also has the lowest rate in Census 1971 and Bardez Taluka which had the highest in Census 1960 has managed to retain the lead in Census 1971.

While the crude literacy rates are no doubt general indicators of progress of literacy, it would be more interesting to study the decadal progress of literacy for specific age-groups such as 5-9, 10-14 and 15-19 as these represent the school and college going population in the year 1960 and 1971 as shown in Table VIII.

Referring to the age-group 5-9 it may be noted that though 35 percent of the rural children and 42 percent of the urban children were literate in 1971 at the same time 65 percent of the rural children and 58 percent of the urban children of the primary school going age remained illiterate, a fact which is very important taking into consideration, Article 45 of the Constitution of India, which ensures 'free and compulsory education for all children till they reach the age of 14 years'.

2.7 Review of the Present System of Education

The new Pattern '10 + 2 + 3' has been implemented in the Union Territory of Goa, Daman and Diu and the formal education which is free up to standard eight in all government schools but not compulsory, starts with five plus. At the end of the 12th year of school education the student either goes to the specialised fields like engineering or

Table VII

Talukawise Crude Literacy Rates for Census
1960 and 1971 - Goa

Sr. No.	Taluka	Crude Literacy Rates (%) in	
		Census 1960	Census 1971
1	Tiswadi	41	53
2	Bardez	42	56
3	Pernem	22	38
4	Bicholim	22	43
5	Satari	10	26
6	Ponda	22	42
7	Sanguem	16	31
8	Canacona	21	34
9	Quepem	22	36
10	Salcete	38	49
11	Mormugao	39	47
	For Goa	31	45

(SOURCE: CENSUS OF INDIA - 1971)

Table VIII

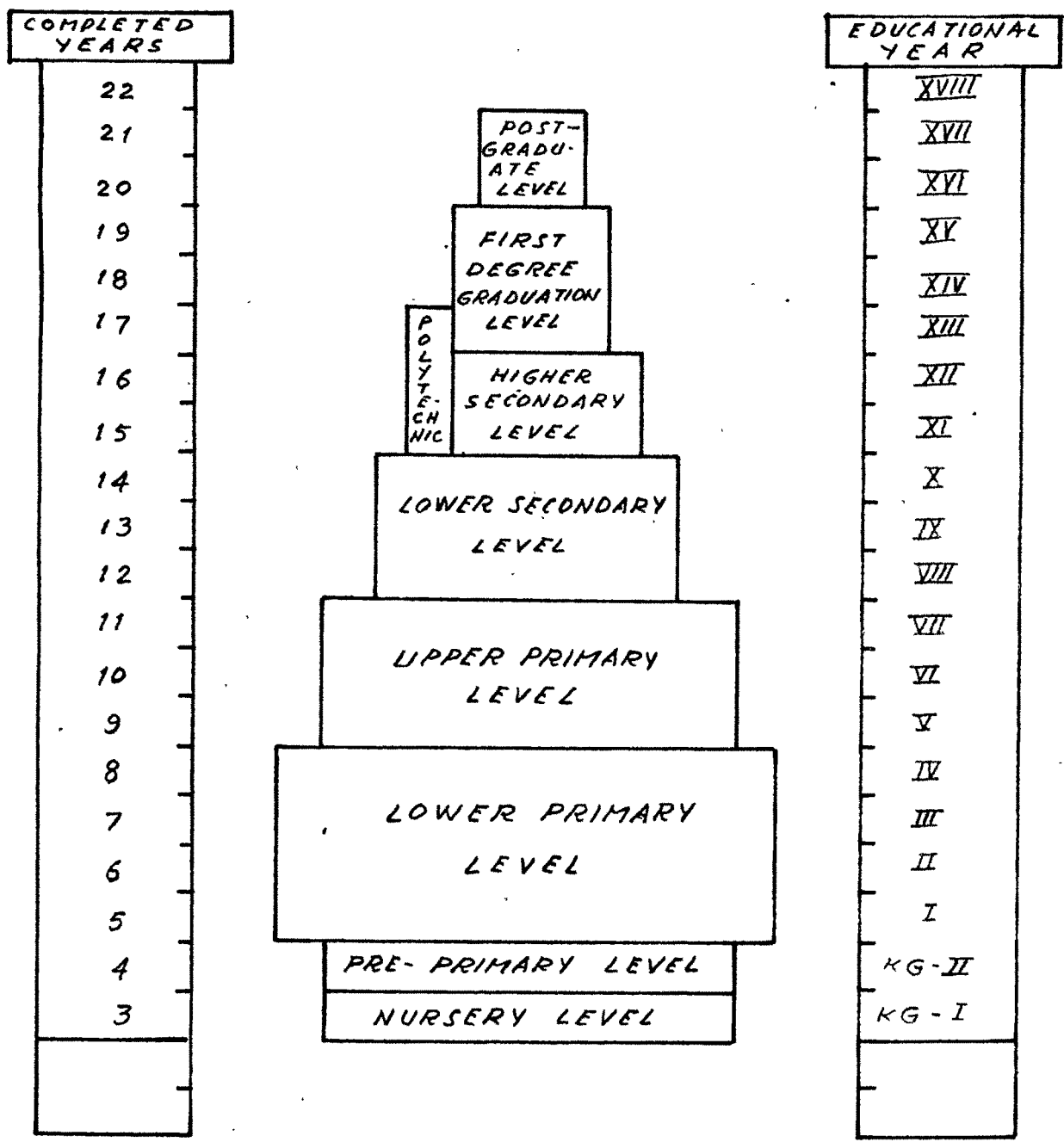
Literacy Rates in Age-Groups 5-9, 10-14 and 15-19
in Rural and Urban Areas of Goa, Daman and Diu in
1960 and 1971

Sr. No.	Age Group	Census Population			
		1960		1971	
		Rural	Urban	Rural	Urban
1	All ages	28	48	41	56
2	5 - 9	13	27	35	42
3	10 - 14	44	68	70	83
4	15 - 19	45	69	71	82

medicine, etc. or continues his higher education in colleges which offer a three year degree course in B.A., B.Sc., or B.Com. as described in the educational ladder in Figure 5 reproduced on the next page. The Educational system does not have any specifically stated goals in the form of a white-paper or a policy statement nor does it have any Educational Act which would help to provide better guidance and control over the system. There is, however, an Educational Advisory Council for the whole territory which discusses problems connected with education and makes recommendations for improvement of standards and facilities, to the administration. Since the Minister for Education is the Chairman of this Advisory Council and the Director of Education its Secretary, the recommendations of the Council are normally accepted by the government. Presently the Chief Minister also holds the portfolio of the Minister for Education and there has been no appointment for the post of the Director of Education since 1972. Teachers' associations, headmasters' associations and prominent educationists are represented on this council but only through nomination.

Administrative Set Up: At the secretariat level the Secretary for Education is the head of the department of Education with responsibility for planning and development

EDUCATIONAL LADDER
GOA, DAMAN AND DIU, 1977



as well. Since important policy matters relating to education are considered at the secretariat level, he is assisted by an under-secretary as well as by the Director of Education who is also an ex-officio additional secretary. Apart from the Directorate of Education, there is a Directorate of Sports and Culture, Directorate of Archives and Museum, Engineering College and Polytechnic College all of which come under the direct control of the education secretary as can be observed in Figure 6 on the next page.

The Director of Education is assisted by three Deputy Directors - two for academic work and one for administrative work. He is also directly assisted by a statistical officer for matters regarding statistics and planning, by an Accounts Officer regarding accounts, budgeting and grant-in-aid, and by a Social Education Officer in matters relating to adult education, library services, etc. The Director of Education is the appointing and disciplinary authority for all non-gazetted staff and being the head of the department, is in charge of both school and college education. Although there are three districts in the Union Territory of Goa, Daman and Diu, there is no district education officer as such for each district, the Director of Education also holds direct responsibility for the educational administration even at

ORGANIZATION OF EDUCATIONAL ADMINISTRATION

GOA, DAMAN AND DIU, 1977

ABBREVIATIONS:-

ACAD - ACADEMIC

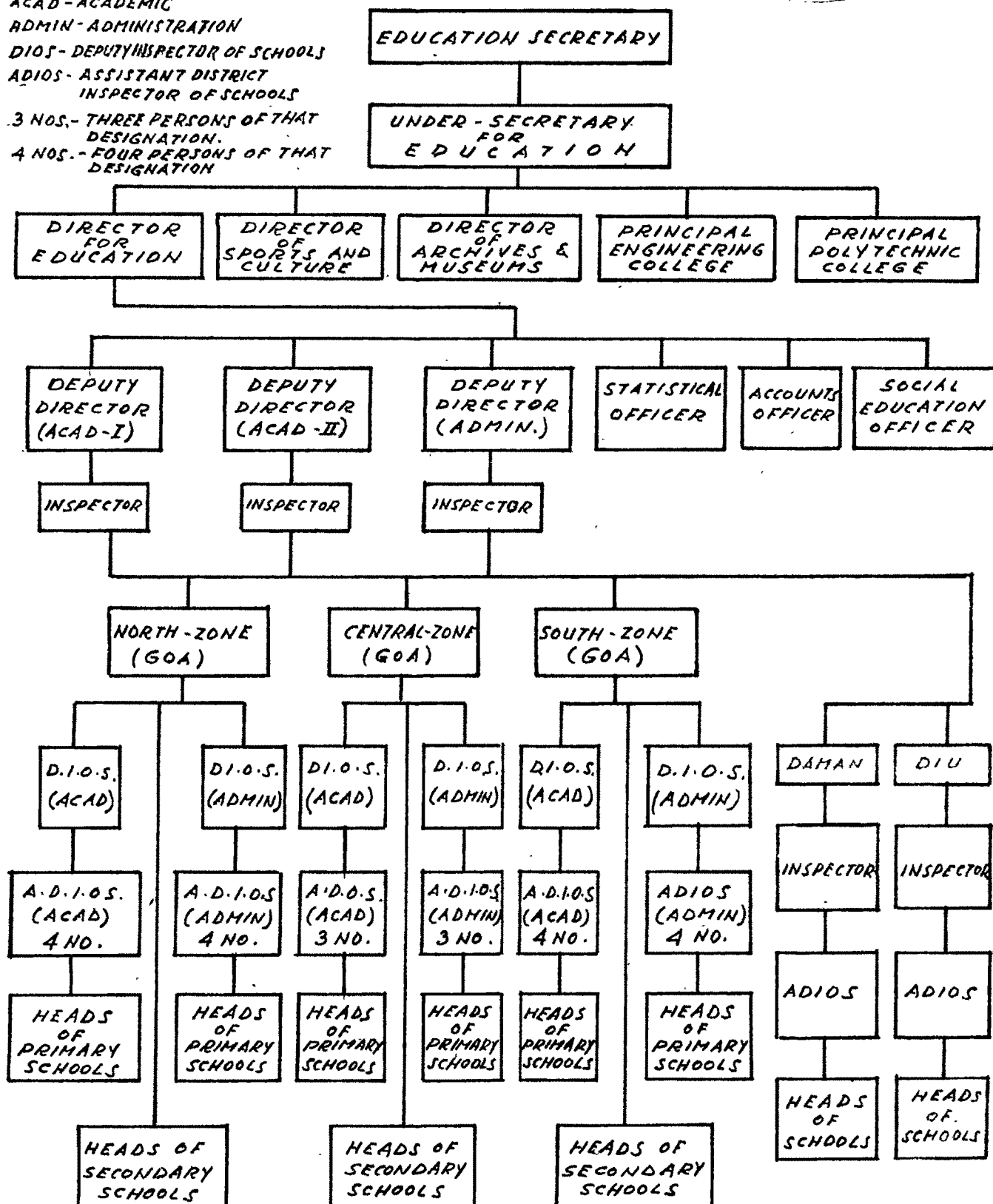
ADMIN - ADMINISTRATION

DIOS - DEPUTY INSPECTOR OF SCHOOLS

ADIOS - ASSISTANT DISTRICT
INSPECTOR OF SCHOOLS

3 NOS. - THREE PERSONS OF THAT
DESIGNATION.

4 NOS. - FOUR PERSONS OF THAT
DESIGNATION



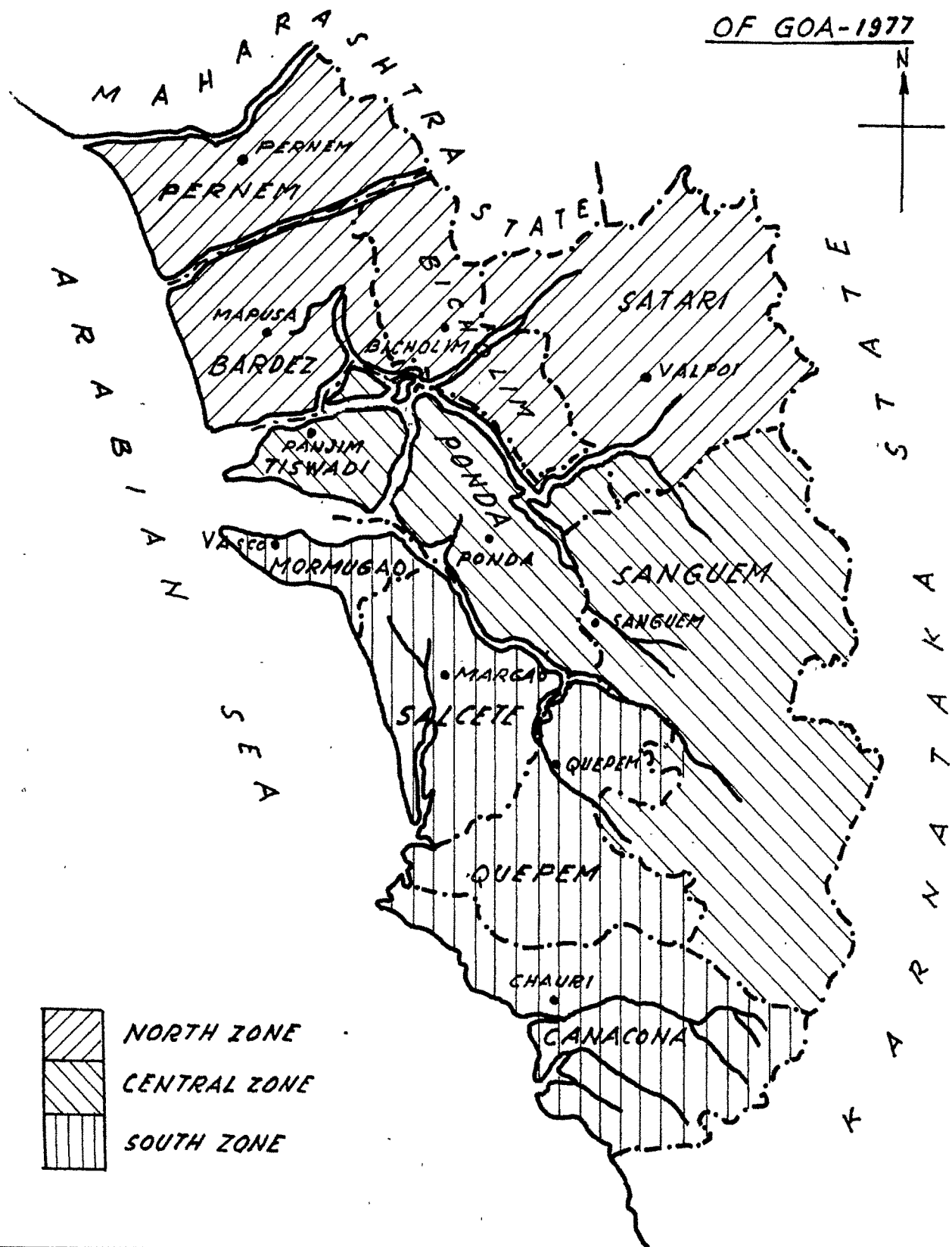
the district level. The educational administration for the district of Goa has been trifurcated into North, Central and South Educational Zones as shown in Figure 7. There are a pair of Deputy Inspectors of schools responsible for each educational zone—one to look after the academic side and the other the administrative affairs of the zone.

At the Taluka level there are 12 pairs of Assistant District Inspectors, 11 pairs for the three zones in Goa and one pair for Daman and Diu combined. One in each pair of the inspectorate staff looks after the academic affairs and the other the administrative affairs.

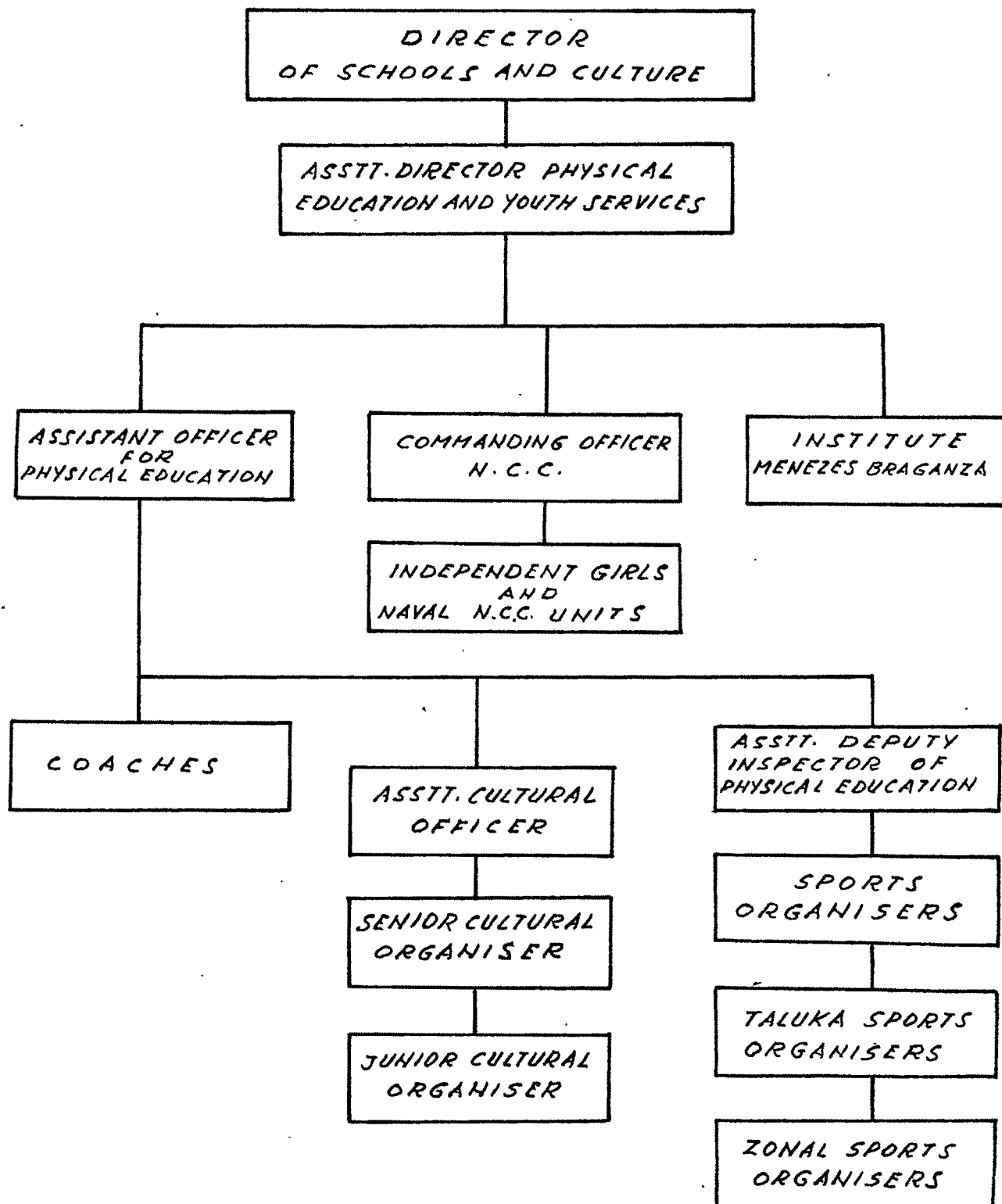
All matters connected with the physical education in schools, sports and cultural activities are dealt independently by the staff of the Directorate of Sports and Culture whose organisation is indicated in Figure 8.

All the educational institutions in the territory are either run by the Government or by private managements. The local governments like Village Panchayats or Town Municipalities are not at all concerned with the educational administration. There are a number of voluntary agencies which conduct schools many of whom are Christian Missionaries and have contributed a great deal to the efficiency

ZONES OF EDUCATIONAL
ADMINISTRATION
OF GOA-1977



ORGANIZATION OF THE DIRECTORATE OF
SPORTS AND CULTURE, GOA, DAMAN & DIU.
1977



and promotion of education throughout the territory. Most of the primary schools in the territory are run by the government but in the case of secondary schools most of them are under private management and receive aid from government under the grant-in-aid scheme. Inspection of all private schools is the responsibility of the government. The schools are required to follow the curriculum, syllabi and text-books approved by the department of education which in most cases follows what is prescribed by the Government of Maharashtra.

Teacher-Pupil Ratio: At the primary stage, normally two teachers are appointed for the first 75 students and one additional teacher for every 50 students or part thereof. However, exceptions are made when a new primary school is opened in an area with the minimum of 20 students when in such a case two teachers are provided even for the first 20 students. At the middle stage one teacher is appointed for each class. At the secondary level one teacher is provided for a minimum of 15 and a maximum of 50 students. In a secondary school each teacher is expected to have 21 hours of teaching work in a week. Rule 6 of the grant-in-aid code restricts the number of pupils in a section to 40 in standards V to VII and 44 in standards VIII to XI.

Children of Government servants who come on transfer are to be admitted in any class even if the limits are exceeded. There is no provision to appoint part-time teachers in schools although such appointments are made in adult literacy centres.

Teaching personnel in government schools are appointed by the Director of Education by consulting the employment exchange. As for private schools, the appointments are made by the managements concerned without interference from the administration provided the minimum prescribed qualifications are followed. Salary scales of teaching personnel in both government and private institutions are the same. Teachers in government schools and colleges in the territory are regulated by rules and regulations applicable to Central Government employees. The prescribed grant-in-aid code provides the conditions of service including those governing the termination^{or} appointment, retirement, etc. of the teaching as well as of the non-teaching staff of aided institutions. There are four teacher training colleges in the territory one of which provides training for secondary and primary teachers and the other three cater for primary teachers only. Untrained teachers from government's primary schools are usually deputed to undergo training in the government teachers training college which conducts a two

year diploma course for matriculates and those with higher qualifications and accommodates about 100 students. The untrained teachers to be eligible for deputation must have put in at least one year's service in a regular post and must agree to work in government schools for at least 5 years after the completion of the training. Seniority is the criterion adopted for selection for training. The other three training colleges are private institutions. The secondary teacher training college has accommodation for 100 graduates for one year B.Ed. course. It also conducts M.Ed. course and a Diploma in Education course for primary teachers. The Diploma in Education course is of one year's duration and is available for about 40 students. The two other private colleges also conduct diploma course of two years' duration for primary teachers and seats are available for about 200 students.

Apparently there is at present a large backlog of untrained teachers particularly at the primary school stage and to a lesser degree at the secondary school stage.

Concerning the in-service Training of teachers there is no special arrangement for providing in-service training for serving teachers or to any other educational functionaries such as the inspectors of schools, etc.

There is no code for inspection and supervision of schools. However, there is a prescribed proforma, for the preparation of inspection reports,—one to be used for all types of institutions managed by the Government and the other for private aided institutions.

The jurisdiction of an Assistant District Inspector of schools is a taluka while that for a Deputy Inspector of schools consists of three or four talukas representing an educational zone.

All the inspecting officers are expected to inspect all the schools under their control at least once in a year.

Panel inspection is not yet introduced in the territory.

Although there are three districts in Goa, there is no post as such for a District Education Officer. Hence all the three Districts of Goa, Daman and Diu, come directly under the jurisdiction of the Director and the Deputy Directors of Education.
