

Education in Goa During Dayanand Bandodkar Period (1963-1973) : A Case Study of Pernem Taluka

A Internship report for

His 651- Dissertation

16 credits

MA History

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DECLARATION BY STUDENT

I hereby declare that the data presented in this Dissertation report entitled, "Education in Goa During Dayanand Bandodkar Period (1963-1973) : A Case Study of Pernem Taluka" is based on the results of investigations carried out by me in the History Discipline at the D. D. Kosambi School of Social Sciences and Behavioral Studies, Goa University under the Supervision of Ms Sneha B. Ghadi and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will be not be responsible for the correctness of observations / experimental or other findings given the dissertation.

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COMPLETION CERTIFICATE

This is to certify that the dissertation report "Education in Goa During Dayanand Bandodkar Period (1963-1973) : A Case Study of Pernem Taluka" is a bonafide work carried out by Ms Poonam Dwarka Prasad under my supervision in partial fulfilment of the requirements for the award of the degree of MA Degree in the History Discipline, D. D. Kosambi School of Social Sciences and Behavioral Studies, Goa University.

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Preface

Everybody's life has been significantly impacted by education. From 1963 until 1973, Dayanand Bandodkar, the first Chief Minister of Goa, focused on the state's overall development, with the goal of providing education to all students without any kind of discrimination. One cannot overlook Dayanand Bandodkar's contribution.

The goal of this study is to highlight Dayanand Bandodkar's contribution to education during his tenure as Chief Minister. His educational contributions to Goa and the case study of Pernem Taluka will be the main topics of this research.

Acknowledgement

It gives us immense pleasure to thank all those who supported my efforts during the course of the study. First of all, I would like to thank the Dean of D. D. Kosambi School of Social Sciences and Behavioral Studies, Prof. Ganesha Somayaji for giving me this opportunity.

I would like to thank our guide Ms. Sneha B. Ghadi for her incredible support, and inspiration, for encouraging me and standing by my side throughout the whole course of this project. I am also thankful to the Professors of the History Department for their guidance. I would like to thank our college librarian Sandesh B. Dessai and the staff of the library. I would like to thank the staff of the Central Library Panjim Goa for their guidance and also like to acknowledge the help provided by the staff of the Xavier Centre Of Historical Research and Goa State Archives.

I would like to thank the Headmaster and staff of the institution for being gentile to provide me information on my topic during my visits. I like to express my gratefulness to my parents for their constant support, encouragement, and love towards our hard work.

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Abbreviations Used

Entity	Abbreviations
BA	Bachelor of Arts
B Com	Bachelor of Commerce
BBA	Bachelor of Business Administration
BCA	Bachelor of Computer Application
B. Pharm	Bachelor of Pharmacy
G	Government
GA	Government Aided
GPS	Government Primary School
HPHS	Harmal Panchakroshi High School
I T.I	Industrial Training Institute
MES	Murgaon Education Society
M.Com	Master of Commerce
NGO	Non- governmental organisation
UGC	University Grants Commission

Abstract

Education has the power to shape society's mindset. It results in an individual's complete development. Because everything grows and improves with the advancement of human knowledge, a country's success is a direct result of its citizen's education and culture. In the pre-Portuguese period, there were Pathashala was used to teach primary education. The school was named Pathashala/Parishad and was located in the temple porches, hallways, or under trees. There were three ways that higher education was delivered *Agraharas*, *Brahampuri*, and *Maths*.

During the Portuguese period, they aimed to educate locals for government service, introducing secular schools and parish schools focusing on religious education. Secondary and higher education was provided in convents, seminaries. The College of St. Paul was a notable institution, with more colleges and private institutions flourishing. The era of Marquez de Pombal saw secularization, technical education, and the establishment of landmarks like the Mathematical School and the Military Academy of Goa. There were several changes made in education during the Portuguese period

Following liberation, modifications were made to the educational system when Dayanand Bandodkar was appointed as the first Chief Minister. His focus was on elementary education. His contribution to Goan education is briefly examined, along with a case study of Pernem Taluka.

Keywords:

Education, pre Portuguese period, pathashala, primary education, temple porches, higher education, *Agraharas*, *Brahampuri*, *maths*, Portuguese, government services, secular education, Parish school, convent, seminaries, college of St. Paul, Marquez de Pombal , secularization, technical education, mathematical school, military school, liberation, Chief Minister, Dayanand Bandodkar, Pernem Taluka.

Chapter 1:

Introduction

1.1 BACKGROUND

Goa has been ruled by many dynasties. One among them was the Kadambas who ruled Goa from the 10th century to the 14th century and have contributed towards education in Goa.¹ During their period there were *Agrahara* which Kadambas built that helped local people to gain education. Some Muslim rulers ruled Goa and they also built their educational institutions like *Maktab* and *Madrassa*. The next major dynasty which is known for contributing to the development of educational institutions in Goa was the Vijayanagar, they developed educational institutions like *Brahmapuri*.²

In 1510, Goa came under Portuguese rule. The Portuguese established various schools, seminaries, and colleges in Goa. Initially, they started secular education. But with time, Parish schools were also built. Primary education was imparted in Portuguese language.

¹ V, R. Mitragotri, *Socio- Cultural History of Goa From Bhojas to Vijayanagara* (Panjim: Institute Menezes Braganza, 1999), 39, 264.

² Anant, Dhume, *The Cultural History of Goa from 10000 B.C.-1352 A.D* (Panjim: Broadway Book Centre, 2009), 282, 283.

They also imparted secondary and higher secondary education in convents and seminaries built by them. These institutions help people to gain education.

After the Liberation of Goa on 19 December 1961, Dayanand Balkrishna Bandodkar became the First Chief Minister of Goa. During his period he contributed immensely to setting up the educational institutions across Goa. Bandodkar strove to achieve all-round development of Goa and through his administration, he touched every aspect of the life of the Goans. The major contribution of Bhausaheb Bandodkar is the spread of primary schools in remote villages of Goa

Education in Goa During Dayanand Bandodkar Period (1963-1973) : A Case Study of Pernem Taluka is an interesting topic to study. When the Portuguese conquered Pernem, there was little growth in educational facilities, but during the Republican era, there were significant developments in the sphere of education. From the time when Bandodkar became Chief Minister, he focused more on emphasizing education. He believed that primary education is an instrument of empowerment. He set up many primary schools.³ In this study, an attempt is made to know the development of educational institutions which took place during 1963-1973.

³ Parag, Parobo, *India's First Democratic Revolution Dayanand Bandodkar and the Rise of Bahujan Samaj in Goa* (Panjim: Orient Blackswan Private limited, 2011), 206-207.

1.2 OBJECTIVES:

1. To understand the contribution of Dayanand Bandodkar to Education in Goa.
2. To study the impact of educational policies of Dayanand Bandodkar in Pernem Taluka.
3. To locate and study the schools that are set up during the period (1963-73) in Pernem Taluka.
4. To understand contemporary condition of the schools of Pernem Taluka that were built during the Period of Dayanand Bandodkar.

1.3 IDENTIFICATION OF RESEARCH PROBLEM

There are works on Education in Goa but there is no work on Pernem Taluka. Dayanand Bandodkar's contribution is very important not only in the educational sector but as a whole because he was the first Chief Minister of Goa and made overall development of Goa. This study will help to unfold the contribution of Dayanand Bandodkar in terms of education in Goa and study will also unfold the institution that set up in Pernem Taluka during his period. During the government of Dayanand Bandodkar, many primary schools were built in remote villages of Goa and now these schools are dying for many reasons.

1.4 SCOPE AND RELEVANCE :

This study will focus on the policies that were implemented by Bandodkar in education. The most significant contribution of Bandodkar to education was the establishment of primary schools across Goa even in remote villages. Pernem Taluka will be focused . These primary schools play an important role in the spread of education in remote villages of Goa. The study will examine the results of the policies that were implemented by Dayanand Bandodkar. The study will bring out the present condition of the school built by Bandodkar in Pernem taluka. Many people have not discussed this topic. These schools were established as the need of foundation in Goa.

1.5 LITERATURE REVIEW

History of Education in Goa from 1510 to 1975 by Dr P S Varde. This book is important for the study of education in Goa from 1510 to 1975 because it gives a history of the education system. The author has discussed each thing separately like educational development, expansion under the Republican regime, and education after liberation . The book is also important to study medical education, and technical and professional education in Goa. It gives a history of the primary, secondary, and higher education system after liberation. It provides insight into the development in education that happened during that took place after liberation. Information is provided based on periodization which will help to understand the content more specifically.

Ajeeb Lokancha Raja by Vasant Vaidya. The book serves the purpose of providing information about the Bhausahab Bandodkar and his overall personality. The book is divided into 5 parts. It gives a detailed description of the life of Bhau and his contribution to the state of Goa. The feelings of Bhausahab Bandodkar towards his state can be understood through this book.

Bhau Patratun Umjalele ni Umgdlele by Sitaram Tengase. This book contains letters that were written by Bandodkar during his tenure. These letters are important to study as they bring about that particular period. The condition of the school can be understood. The author has discussed the personality of Bhausahab Bandodkar and how his attitude was towards the local people. The letters written by Bandodkar give us information about education. He wrote to the director of education and he also received letters from other ministers. The letters written to the director of education talk about the inspection reports of the scholastic period commencing from June 1967 to April 1969.⁴ In terms of health conditions, he also wrote to the health secretary. There were many letters written by Dayanand Bandodkar to know the facilities in the schools, the reports, and also how many catholic institutes in Goa are conducting schools and how many Priests were on the teaching staff in there schools.⁵ The book talks about the contribution of education in remote villages of Goa. This topic is important for study.

Bhau Athwanacha Parijat by Jyoti Bandekar deals with the life history of Dayanand Bandodkar. The author of the book, Jyoti Bandekar is a daughter of Dayanand Bandodkar and the book is a recollection of the life of Bhausahab Bandodkar. She has

⁴ Sitaram Tengase, *Bhau Patratun Umjalele ni Umgdlele* (Panjim: Kala Ani Sanskruti Sanchalanalay , 2011),20.

⁵ Tengase, “*Bhau Patratun Umjalele*”,23.

written about a personal experience with her father seen by her in childhood. The book brings the contribution of Dayanand Bandodkar not only in education but also in the overall development of Goa. This book provides valuable information for the study as it deals with the contribution of Dayanand Bandodkar to education.

Dayanand by Bhiku Angle. The book tells about the birth of Dayanand Bandodkar, his interest in sport, and the role he played in politics after becoming the first Chief Minister of Goa. The book tells about the biography of Bandodkar. It also tells about the work of Bhausahab Bandodkar in terms of education. The book tells us about how Dayanand Bandodkar helped the poor masses in getting an education. The author also says that Bandodkar has visited many schools and provided them with the essentials they require. The book provides information on the life of Bandodkar and his contribution to the overall development of Goa.

Danshur Dayanand Bandodkar by S.G. Katak discusses the birth of Dayanand Bandodkar, his nature, and his works. The book is small but gives a brief about the life of Bhausahab Bandodkar.

Aabhalache Maan by Manohar Sardesai deals with the life of Bandodkar. The author talks about the qualities of Dayanand Bandodkar as the first Chief Minister. The author also talks about the contribution of Bandodkar in education.

Socio-Cultural History of Goa from Bhojas to Vijayanagara by V. R. Mitragotri. The book discusses political history, religion, architecture, society, and education in Goa in the period from Bhojas to Vijayanagara. This book briefly talks about educational institutions in ancient and medieval Goa. The book mentions the Brahmins and their

contribution in education in ancient times. The Brahmins were associated with education all over India and they settled in Goa in 400 AD⁶. The author mainly focuses on the Brahmins who help in the educational development of Goa. This is important to study because it provides the background for educational development is important.

Profiles of Eminent Goans: Past and Present by J. Clement Vaz. The book is important to study the career of the eminent Goans. It talks about Dayanand Bandodkar and his contribution to education. The book discusses measures that were introduced by Bandodkar in Goa and his political career. His contribution to educating the common masses is discussed. This is important for the study.

Gomantakatcha Sinh: Dayanand Bandodkar has provided insight into the life of Bhausahab Bandodkar. He is described as the lion of Goa. The book also speaks about the works of Bandodkar for the development of Goa. The book gives an idea about the work of Bandodkar and his contribution to Goa's development. The book is important for the study of education during his time. This book explains why Bandodkar is considered an architect of Goa.

Maharashtravadi Gomantak Paksha by Vaman Radhakrishna. The book provides brief information on the life of Dayanand Bandodkar and his role in Maharashtravadi Gomantak Paksha. The book tells about the overall personality of Dayanand Bandodkar. And also discusses about the contribution to Goa's development in terms of Education as

⁶ V. R. Mitragotri, "Socio Cultural History", 39, 264.

Chief Minister. This book is important to study as it deals with Bandodkar and his contribution to Goa's development.

Goa Land, Life and legacy by Vinayak Khedkar. The book deals with all sectors of Goa like health, education, administration, deity, economy etc. The author has discussed the evolution of education from ancient times to modern times. There is a reference to the Kadamba period stating that there were agraharas. The author speaks about Gurukul, Maths, and Brahmapuri, and also the Madrasa during the Muslim period. In this book, the author has written about pre- Portuguese and Portuguese Periods.

India's First Democratic Revolution Dayanand Bandodkar and the Rise of Bahujan in Goa by Parag Parobo. The book focuses on the life and work of Bhausahab Bandodkar. The book deals with the caste system and the Rise of Bahujan Samaj. The author discussed the contribution of Dayanand Bandodkar in the education system in Goa towards Bahujan Samaj and the common people. The author discussed expansion and quality of schooling. The book examines the Bahujan Samaj politics and also analyses education in 1960s and 70s. The book is helpful for the study because it deals with the contribution of Dayanand Bandodkar to education.

Concise History of Goa by Olivinho Gomes. The book discusses how the colleges were started in Goa by the Portuguese. The different personalities involved in the establishment of educational institutions and the contribution of Portuguese. The Development of Teacher's Education in Portuguese Goa (1841-1961) by Ricardo Cabral. The book discusses early teachers' training in India and is important to study the teachers in Goa. The book is important to study the growth of the schools in Goa. The author gives reference to early teacher's training.

Goa: Education Institutions Through the Ages (seminar papers) by S.K. Mhamai .

These are the seminar papers written by many researchers like Uma Bala have focused on the Jesuits who played an important role in the field of education in the 16th century.⁷ Varsha Kamat has discussed how Marathi education helped the Hindus to preserve their culture and language. Pia de Menezes Rodrigues has built with the establishment and evolution of the Lieu de Goa a unique educational institution. This book deals with the educational scenario that existed in Goa during the Portuguese period. This book is important to study because the paper deals with Portuguese and pre- Portuguese periods.

Education Administration in Goa: Structure, Processes and Future Prospects by

Baldev Mahajan published in the year 1994. The book is important for study about how the educational system was administered. It explains the contribution of the Directorate of Education and how it played an important role in the development of a particular institution. The author says that pre-primary education is to promote the all-round development of children.⁸ In this book, some tables were given which also makes it easy to understand the concept. The book mainly focuses on how education is administered in Goa. The book gives the idea about the administration of education from the state to the village level.

The Cultural History of Goa from 1000 BC to 1352 AD by Anant Ramkrishna

Dhume. The book is important to study about the ancient schools and the Brahmapuri of Kadambas and there establishment in Goa. The author talks about ancient schools and contribution of Kadambas and Vijayanagara in education. There is mention in the book

⁷ S.K. Mhamai. *Goa: Education Institutions Through the Ages* (seminar papers) (Panjim: Directorate of Archives and Archaeology, Government of Goa, 2002) 1,2.

⁸ Baldev, Mahajan, *Education Administration in Goa: Structure, Processes and Future Prospects.*(New Delhi: Vikas Publishing House, 1994), 40.

which says that the word *agrahara* appears in Goa, for the first time in the *sahyadrikhanda*.⁹ The book is important to know about the cultural history of Goa.

Primary Education in Portuguese Goa: An Historical Perspective by Ricardo Cabral. The book is important to study about the early years of education in Goa during 1510- 1808. It is also important to study about the reforms that happened. It gives new details of the teachers education and the book gives information about the girls education also.

A Concise History of Goa by Celsa Pinto. The book deals with the history of Goa right from its origin to Goa's political scenario which is 1990 to 2020. The book gives detailed information about the career of Bandodkar with the title Post Liberation Goa: Politics during 1961-73 and the Bandodkar regime. It provides information about Goa's history. It describes in brief the contribution of Bhausaheb Bandodkar to politics during 1963-73 which was the time when Goa got liberated and needed proper administration. Bandodkar played an important role in the development of Goa after liberation. This is important for the study because it gives an idea about the contribution of Bandodkar in Goa.

Goa A Social History 1510-1640 by P. D Xavier. The book deals social history of Goa from 1510- 1640. Though the book deals with the social life of people, it also covers an important topic which is Education. The book discusses the pre-Portuguese education system. It mentions about the *Agraharas*, *Brahmapuris*, and *Maths*. The book also talks about the Muslim conquest of Goa where they built *Maktab* and *Madrassa*. Later the books shift to the Portuguese period and discuss their contribution to Education. The

⁹ Anant Dhume, "The Cultural History", 283.

book provides the idea of the education system that prevailed during the Pre-Portuguese and Portuguese Periods.

Pedne Talukyachya Itihas by Arun Naik. This is the first book that gives information about the Pernem Taluka. All the past life is stored in this book and the future generation of Pernem Taluka will get all the information about the village's lost history, literature, and politics from this book. The book is important to study about the Pernem Taluka. It is with the history of Pernem Taluka and its role in the freedom struggle of Goa, it also discusses the temples of Pernem Taluka. The educational development that happened and the famous personalities and many more things. The book gives a brief idea of the history of educational development in Pernem Taluka.

Language and Early Schooling in Goa by Dr Alfonso Botelho. It is a very important book to study about the language in the education system in early Goa. Through this book, we can understand the issues that prevailed in terms of early schooling in Goa. The book also speaks about the languages used by the teachers in the classroom while teaching. The book mostly deals with language issue.

1.6 RESEARCH DESIGN AND METHODOLOGY:

The study has been based on the use of primary sources including newspapers to study the education system during the Bandodkar period. Fieldwork will primarily consist of visits to study areas including schools to get information built during the period 1963 to 1973. The study has also been based on the review of literature in the form of secondary sources that provide information about the education system in Goa.

1.7 SCHEME OF CHAPTERS:

- Chapter I : Introduction

Introduction, Identification of Research Problem, Objectives, Literature Review and Research Design and Methodology.

- Chapter II

Education in Goa during Pre- Portuguese Period and Portuguese Period

This chapter will deal with education during the Pre-Portuguese Period. The role of different dynasties will be discussed. As Goa was ruled by many dynasties before the arrival of the Portuguese, they contributed to the education system. When the Portuguese came to Goa they started their education system. The Portuguese made Portuguese the official language of administration and education in Goa. They started many colleges like the medical college and technical colleges and gave professional training. Many changes took place during the Portuguese period which will be discussed in this chapter.

Chapter III

Dayanand Bandodkar and Goa's Educational Development (1963-1973)

In this chapter will discuss the role of Dayanand Bandodkar in education during 1963-1973 which is also known as the Bandodkar era. He was the first Chief Minister of Goa and contributed to all sectors of Goa's development. His policies in terms of education will be discussed. He developed many primary schools in remote villages of Goa. These things will be discussed in the chapter.

- Chapter IV

The Growth Of Education in Pernem Taluka (1963-73)

In this chapter, Dayanand Bandodkar's influence on education in Pernem Taluka will be discussed. About the various schools that were established will be discussed.

- Chapter V : Conclusion

Further, the research work will include glossary, bibliography, photographs and appendix.

CHAPTER 2:

EDUCATION IN GOA DURING PRE- PORTUGUESE AND PORTUGUESE PERIOD

2.1 EDUCATION IN GOA DURING PRE- PORTUGUESE PERIOD

The ancient recorded history of Goa that can be traced back to the time of the Mauryan Empire. Later, Goa was ruled by the Satvahanas, the Bhojas, the konkan Mauryas, the Rashtrakutas, the Bahamani Chalukya, the Shilaharas and the Kadambas, and then Goa came under Vijayanagar and in 1510, Goa was conquered by Portuguese.¹ V. R. Mitragotri in his book Socio Cultural History of Goa from Bhojas to Vijayanagar mentions that Brahmins are associated with education across region and the person belonging to the first three Varna educate their children.² Primary education was commenced with the sacrament and in the ancient times the primary education begins after thread ceremony.

The educational system in Pre – Portuguese Goa was very traditional by nature. As in other parts of India, it was the Brahmins who played a very important role in the implementation of the educational system. V. R. Mitragotri in his book Socio-Cultural History of Goa from Bhojas to Vijaynagara mentions that there were settlements of

¹Celsa Pinto, *Concise History of Goa* (Goa: Goa 1556), 13, 21, 30,35,62,78,81,84.

² V. R. Mitragotri, *Socio Cultural History of Goa From Bhojas to Vijayanagara* (Panjim: Institute Menezes Braganza, 1999) , 263

Brahmins in Goa from the 4th Century A.D.³ References have been made to Rigvedic as well as Samvedic Brahmin scholars who had their settlements on the banks of rivers in South Goa and a few of these settlements were also in North Goa. Lands were allotted to the Brahmins on which they established important centers of learning and also constructed their houses. The maintenance of temples was also done through the revenue which was generated from these lands.

Primary education was mainly in the hands of the village school teachers who were known *Aigals*.⁴ Such school's were known as Pathshalas. However, for higher education students had to join either the *Agrahara* or the *Brahmapuris*. The medium of instruction in higher educational institutions was Sanskrit. The institution known as the *Brahmapuri* would be built within or near to an *Agrahara*, and the main objective was higher level of education centered around the study of religious literature. A temple would be erected at the center of the Brahmapuri, along with a tank and accommodations which served as charity houses. One such institution, comprising of both an *Agrahara* and a *Brahmapuri* flourished in Goa under the Vijayanagar Empire for several decades, continuing even under the Portuguese rule until the 17th century.⁵

Dynasties from ancient Goa encouraged the settlements of Brahmins which resulted in the establishment of *Agraharas* as well as *Brahmapuris*. The village of Marcela in Ponda was probably known as Mahashala during the ancient times due to the tradition of learning carried out by Brahmins in this region. It appears that most of the temples were

³ Mitragotri, "Socio Cultural History", 263-267

⁴ George Moraes, *The Kadamba Kula A History of Ancient and Medieval Karnataka* (Madras: Asian Educational Services, 1990), 286.

⁵ Anant Dhume, *The Cultural History of Goa from 10000 B.C.-1352 A.D* (Panjim: Broadway Book Centre, 2009), 282-283.

important centers of learning. There is also a reference to centers of education known as *Ghatikasthanas*⁶. These centers were imparting higher education and were famous centers of Vedic learning. The region of Goa also came under the influence of Buddhism as well as Jainism. In Lamgaon and Rivona traces of Buddhism is found and there are Jain bastis which can be found in Bandivade and Kudne.⁷

As regards the period of the rule of Goa Kadamba's, there are different inscriptions which mention about *Agraharas* which had their own system of administration.⁸ A study of the inscriptions further suggest that the educational institutes under Goa Kadambas were very similar to those which had been earlier established by the Kadambas of Banavasi. Guhalladeva III of the Goa Kadambas was probably the first from the dynasty to establish a Brahmapuri in the capital city of Gopakapattana.⁹ Further there is a mention of Jayakeshi II who also was a very good patron of activities of learning in his Kingdom.¹⁰

The Kadamba Queen Kamaladevi along with her husband Permadideva established many *Agraharas* and *Brahmapuris*. She founded *Agrahara* at Degave¹¹. To establish these educational centers, she invited Brahmins from different parts of the country and they were given land grants and many other facilities to encourage them to settle down in the Goa Kadamba kingdom. All together 12 Brahmin families had settled down in this property and the income from the land was equally distributed among them. The *Brahmapuri* of Gopakapattana flourished during the times of Kadambas.

⁶ Mitragotri, "Socio-Cultural History" 263-267.

⁷ Mitragotri, "Socio-Cultural History", 266.

⁸ Mitragotri, "Socio-Cultural History", 263.

⁹ Mitragotri, "Socio-Cultural History", 264.

¹⁰ Pinto, "Concise History of", 43.

¹¹ Mitragotri, "Socio-Cultural History", 264.

Goa was conquered by Vijayanagar by the end of the fourteenth century. The territory of Goa was taken over from the Bahamani kingdom. For the purpose of political consolidation, soon after Goa was conquered from the Bahmani Sultanate by the order of King Harihara II. Madhava Mantri was an excellent administrator and also a great patron of learning and literature.¹² He liberally supported the setting up of *Agraharas* to promote Vedic Learning. One such centre named after his mother Machambika, was the *agrahara* of Machalapur and was truly a witness to Madhav Mantri's desire to restore Goa not just as an important port and capital, but also as a center of culture and learning.¹³

Within the borders of the *Agrahara*, the Brahmins were granted complete autonomy in how they choose to utilize their funds and in what manner they choose to teach. The objective was the promotion of a culture of unstructured and very flexible learning. All the costs were paid through grants made by Madhav Mantri and subsequent governors of Goa, as well as the rich and influential merchant communities.

Bijapur sultanate after capturing Goa, built Maktab (Primary Education) and Madrasa (Secondary Education) for educational purposes. Their education system was under the control of Ulemas and the medium of instruction was either Arabic or Persian.¹⁴ When Portuguese arrived in Goa in 1510, they found out that there were Hindu as well as Muslim educational institutions. The Portuguese tried to impose there own way of life and institutions on the people under there domain.

2.2 EDUCATION DURING THE PORTUGUESE PERIOD

¹² P. D. Xavier, *Goa A Social History 1510-1640* (Panaji: Rajhauns Vitaran, 1993), 205.

¹³ Pinto, "Concise History of", 35.

¹⁴ Xavier, "Goa A Social", 205.

In 1510, Portuguese conquered Goa, during these period there were Hindu and Muslim educational institutions which provide religious and secular education. They conquered three parts of Goa namely Ilhas, Bardez, and Salcete called as Old Conquest and Pernem, Ponda, Bicholim, Sattari, Sangeum, Cancona and Quepem were the New Conquest. In early years, Alfonso de Albuquerque established schools for educating and training the natives for government services but the early attempts were failed.¹⁵

There were missionaries of religious orders who had controlled over the education system. The missionaries were the Franciscan, the Dominican, the Carmelites, and the Augustinian. In the year 1541, the first educational institutions which was founded was *Seminário de Santa Fe* or the Seminary of the Holy Faith.¹⁶ The seminary was set up by the secular Priest and the main purpose was to train the natives for the priesthood but the seminary assumed as the role of secondary and higher education.¹⁷

In 1554, primary school known as Parish school was started by King John III of Portugal.¹⁸ The schools imparted training in reading, writing and arithmetic. The student were made to read and write in Portuguese language.¹⁹ Parish school were established in every village where a certain number of students were registered. There were Municipal schools and Parish school. In Parish school, school master taught reading, writing, civility, moral and religion, Portuguese grammar and arithmetic. The Municipal School

¹⁵ Verissimo, Coutinho. *Education and Development in Goa*. (Rome: ICSS, 1987) 73.

¹⁶ V. T. Gune. *Gazetteer of India Union Territory Goa, Daman, and Diu*, Vol. I, pp. 687.

¹⁷ Verissimo, "Education and Development", 51.

¹⁸ Gune, "Gazetteer of India", 687.

¹⁹ Leilo Robeiro, "A Review of the Educational System in Portuguese Goa," *Kruti*, Vol. 2, Num. 2, 51-52.

were supported by *Subsidio literario* while Parish school were supported by Comunidade.²⁰

Secondary and higher secondary education was imparted in convents and seminaries. Later seminary became full fledged college like College of St Paul, College of Ignatius and other colleges were set up by other missionaries. There were other colleges and institutions started by other religious orders. The Franciscan started college with a seminary attached to it. The Dominican opened a college and convent constructed in Goa. Carmelites set up college known as the College of *Carmo*.²¹ Augustinian monks founded a institutions namely the *College of Populo*.

Jesuits came to Goa and they founded St. Paul's College on 24 April 1541 at *Se Cathedral*.²² Many students were coming to study from all parts of Goa. It was considered as the university in Goa. Initially the college was Seminary known as Seminary of Holy Faith or *Seminario de Santa Fe*. Instruction were imparted to the student of seminary in reading, writing, Portuguese grammar, Latin, theology and most importantly Christian Doctrine.

Franciscan were offered to take over the administration but they refused and later accepted by Jesuits. Francis Xavier was the first Jesuit who took the administration of Seminary. The Seminary of Holy Faith was called as College of St. Paul. In this seminary the student were expected to attend class regularly. Students from all Goa came to study.

There was need for the student to practice in debates, recitation and discussion.

²⁰ K. Mathew., *The Portuguese and the Socio Cultural Changes in India, 1500-1800*, ed. Teotónio de Souza and Pius Malekandathil (Meshar: Institute for Research in Social Science and Humanities, 2001), 349.

²¹ P. S. Varde, *History of Education in Goa From 1510 to 1975* (Panjim: Director of Art and Culture, 2012) 43.

²² Xavier, "Goa A Social", 208.

The Jesuit then settled in Salcete and built a seminary which came to be known as College of Salcete or College of Holy Spirit. Later it was shifted to Rachol. From 1610, the college started functioning systematically. Arithmetic, Portuguese was taught in Primary section of the college. Portuguese language made compulsory for the christen in order to receive the sacrament. The main function of seminary is to train Goans to priesthood.

There were two institutions intended to teach Military and Naval arts. *Academia Militar* was founded in 1817 by Count Pardo.²³ These institutions were amalgamated into one which later came to be known as *Academia Militar de Goa* which later reformed by the governor Jose Joaquim Lopes de Lima to *Escola Matemática e Militar*.²⁴ The Portuguese tried to promote their language and they came up with *Alvara* of 1684 which declared that the Goans need to learn Portuguese within the specified period of time.²⁵ A time limit of six months was given for Brahmins to learn and speak Portuguese language and for other castes it was 1 year and it was a binding requirement to get married.²⁶

2.2.1 POMBAL'S ERA

During the period of Marquis de Pombal, the Jesuits were expelled from Goa but their schools and colleges continued to flourish. Once Jesuits were expelled from Goa, schools were set up to impart secular education in order to get quality in education. He ordered

²³ Mathew, "The Portuguese and", 371.

²⁴ Gune, "Gazetteer of India", 688.

²⁵ Robeiro, "A Review of", 51.

²⁶ Robeiro, "A Review of", 52.

that those who aspired to become teachers required to answer a public exam.²⁷ The college of St. Paul was converted into 'College of Natives'. In 1771, a Public school system for Goa was established. In 1842, there was progress made in Public education. In new conquest Portuguese studies was developed because it was believed that without the knowledge of Portuguese language the people could not able to enjoy the privileges of Pombal's reforms.

He introduced a lot of reforms which benefited the natives. Many orders were passed during his time which would give deserving Goans the right position in administration. Even employment was promised to those who knew the Portuguese language. In the same year, the school of Marathi was also established as there was need to know Marathi language to translate the ancient and modern document.²⁸ Pombal issued orders for the creation of position of teachers of reading and writing.

In 1756, decree was passed which was issued on 10 November stipulated that those who aspired to become teachers had to answer a Public exam.²⁹ Those who wanted to teach Latin Grammar in the province of Ilhas, Bardez, and Salcete had to apply to the commissioner within the period of twenty days from the publication of the said notice. It was made compulsory to have a teaching certificate.³⁰

In 1827, Dom Manuel de Portugal e Castro issued Portaria on 5th September which gives certain instructions for the selection of the State teachers and these teacher were known

²⁷ Ricardo Cabral, *The Development of Teacher Education in Portuguese Goa* (New Delhi: Concept Publishing Company, 2009), 58.

²⁸ Mathew, "The Portuguese and", 350.

²⁹ Cabral, "The Development of", 58.

³⁰ Cabral, "The Development of", 59.

as *Mestres das Primeiras* which means primary teachers.³¹ The decree of 1844, brought changes in the educational system. It provided setting up of one Normal School and a Lyceum. Second degree primary schools were established. A National Lyceum was established in Panjim and schools for girls also set up.³²

A lot of emphasis was given to the Teacher Training School (*Escola Normal*) built in 1814 which had a two year duration and the first year consist of elements of Geography, elements of chronology, World History, Modern History and in the second year the syllabus was National History, History of Discovery and Conquest by the Portuguese in different parts and Statistics. In Portuguese language and Grammar, Arithmetic, History and Geography of Portugal, History of the Church and other subjects.³³

The main aim of *Escola Normal* was to train gents and lady teachers for the primary elementary and complementary level of education in the state.³⁴ The admission in *Escola Normal* begin on the 1st of July and end on 15th March and it was opened only for eight days. There was admission procedure which was followed. The course was made compulsory for the primary school teachers in 1879.³⁵ The Teacher Training Programme saw a number of changes that aimed at improving the quality of education.

The decree of 1869 which provided for compulsory education for children from the age of 9 to 12 who were staying in the proximity of three kms from the school.³⁶ The decree also provided for the creation of local inspection boards. There were 112 primary schools during this period in Goa out of which 37 were run by the Government and 75 were

³¹ Cabral, "The Development of", 60.

³² Verissimo, "Education and Development", 78-79.

³³ Cabral, "The Development of", 82.

³⁴ Cabral, "The Development of", 111.

³⁵ Varde, "History of Education", 15.

³⁶ Varde, "History of Education", 12.

Parish school and private institutions.³⁷ Once again in the 1890's Education was reorganized by restructuring Primary education.

The Primary education was made for 5 years of duration. The first year course was preparatory and examination were conducted at the end of the fourth year or third standard. There were further changes were made in education with the provincial decree dated September 1, 1877. Through this decree lyceum education was made similar with the education in Portugal.

2.2.2 REPUBLICAN REGIME

With the beginning of a Republic in Portugal in 1910, along with political changes people of Goa also witnessed significant changes in the system of Education. The number of Government primary schools was increased. Course in Sanskrit was introduced at the Lyceum. Medical course was to be of a duration of five years with 18 chairs. Attention was now paid to Professional education which resulted in the establishment of a Commercial Institute which imparted Education in Commerce. Encouragement was provided to Agricultural Education.³⁸ In the year 1919, Goa Lyceum was converted into a Central Lyceum. In the course of five years of study at the Lyceum, students would study languages such as Portuguese, French, Latin as well as English. They would also study History, Geography, Physics, Mathematics, Chemistry, Natural science and Philosophy.³⁹

³⁷ Verissimo, "Education and Development", 79.

³⁸ Varde, "History of Education", 56.

³⁹ Varde, "History of Education", 58-80.

As the Republican Government was democratic by nature, educational facilities were extended to such areas which did not have them in the past. Encouragement was provided to Marathi schools though most of them were supported through public funding. Even lower caste Christians who had been earlier denied educational opportunities now benefitted under the Republic. Brahmins had been at the forefront to start Marathi schools which were encouraged during the Republican regime.⁴⁰ The new opportunities for development were availed by the Brahmins. Native Hindus were now qualified at the Lyceum. A few of them also completed education at the Medical school. They got jobs as primary and secondary teachers. Many of them after completing their education joined the administrative services.

Apart from the Religious studies, the colonial government also took some initiative to start technical and professional education in Goa. A beginning was made with the School of Mathematics and Military with the objective to strengthen of the colony. Varde in his book *History of Education in Goa from 1510 to the present day* elaborates that classes of Navigation, Artillery started in Goa. In 1817, the Military Academy of Goa was established offering three courses in Artillery, Navy and Engineering.⁴¹ The main subjects included Arithmetic, Geometry, mechanics etc. This institute was later renamed as the school of Mathematics and Military. After the Military Revolt of 1871, the military school was abolished. This institute produced some fine intellectuals during its existence.

As early as the seventeenth century the need for medical education in Goa was expressed by the councilor of the state. A proposal sent by the Governor of Goa was accepted by the

⁴⁰ Robeiro, "A Review of", 57.

⁴¹ Varde, "History of Education", 19.

King of Portugal. However the implementation of this process took a very long time. The first regular medical course could start only in 1801. Dr. Miranda Almeida who designed this course with a duration of three years included the subjects of Anatomy, Physiology, Pathology, Botany, Chemistry etc.⁴²

Medical education underwent a transformative change in the year 1842 with establishment of the *Escola Medico – Cirurgica*.⁴³ Varde mentions that the school had an attached library as well as a dissection house, workshop of anatomy and surgery and also laboratories of physics and chemistry.⁴⁴ Medical School did not get much support from Lisbon. It was the enthusiasm and efforts of the Directors of this institute which made it an institution of excellence.

In 1871 the Professional Institute of Nova Goa was created to impart training in the subjects of Agriculture, Industry and Commerce.⁴⁵ Each branch had the components of Theory and practice. The Institute could not progress much because all the courses were taught in Portuguese which the locals hardly understood. Employment opportunities for those who passed were very limited. A school of Arts and Crafts was started in the 1890's but had to be abolished due to poor response. In 1932 an Agricultural School was established in Sanguem. A School of Arts and Crafts was started at Valpoi in 1933. The Professional School of Nova Goa which was established in 1933 did a commendable job to impart technical education.

⁴² Mathew, "The Portuguese and", 370.

⁴³ Mathew. "The Portuguese and", 371.

⁴⁴ Varde, "History of Education", 35.

⁴⁵ Varde, "History of Education", 45.

There was development of education in Goa during the 19th century. In the old conquest the illiteracy was highest in Salcet taluka and was lowest in Bardez Taluka. Soon after Liberation of Goa in 1961, the Jha committee was appointed to look into the education system and after the first election in liberated Goa , Dayanand Bandodkar became the first Chief Minister of Goa and looked into the overall development of Goa. He was well-known among the people for his generosity even before he was appointed Chief Minister⁴⁶.

CHAPTER 3:

DAYANAND BANDODKAR AND GOA'S EDUCATIONAL DEVELOPMENT (1963-1973)

3.1 DAYANAND BANDODKAR AND HIS EARLY LIFE

Dayanand Balkrishna Bandodkar was born on 12 March 1911 to Balkrishna Bandodkar and Shreemati.¹ He was born in Pernem Taluka. He had a sister named Mitrayani who was about four years older than Bandodkar. His father had a shop in Mapusa and because of which his childhood was spent in Mapusa. His mother was a homely woman. Bandodkar began his education in the Mahalaxmi Vidyalaya of Mustifund Saustha when he completed his primary education in Marathi.

Bandodkar was given the guidance by Shri Dhambarao Sardesai and Shri Shiva Pattu Pai Angle.² After his primary education, he joined Lyceum for further education. He lost his father at a very young age when he was 9. And later he also lost his mother. After the death of his parents he shifted to his uncle's house in Panjim along with his sister. Under the strict guidance of his aunt he developed good habits.

¹ N. Radhakrishnan, "*Dayanand Balkrishna Bandodkar: The Architect of Modern Goa*". (PhD diss., Goa University, 1994), 9.

² Radhakrishnan, "Dayanand Balkrishna Bandodkar", 12.

Later his sister also left this world because of tuberculosis which had no effective treatment. Subsequently, in three consecutive weeks his uncle, aunt and his cousin sister died of typhoid. He was left with responsibility alone. He had to face all the heavy odds with unique courage and determination. He was busy with managing the family affairs. Because of which he could not continue with his education.

He faced many difficulties in his early life. After leaving the Lyceum, Bandodkar started to teach in Mahalaxmi Vidyalaya but he could not develop any revenue. He worked on many places but couldn't get successful. He worked as a salesman, contractor and manufacturers, he worked with enthusiasm and zeal but he couldn't succeed. But lastly he engaged himself into the mining business and began to earn good profit. He became businessman and also famous among the people because of his generosity.

3.2 DAYANAND BANDODKAR – LIFE IN POLITICS

The first-ever democratic elections were held in Goa on 9th December 1963.³ Dayanand Bandodkar became the First Chief Minister of liberated Goa. He had no interest in politics, and he didn't stand for election but his name was taken by his friend in the meeting. He never thought of being Chief Minister but it was his destiny that he would have to embrace political life, for the sake of people. He formed Maharashtrawadi Gomantak Party (MGP).

He was able to win the election because of the support of the Bahujan people. As Chief Minister, he did many good things. He helped to improve the condition of Bahujan Samaj

³ Parag D. Parobo. *India's first Democratic Revolution Dayanand Bandodkar and the Rise of Bahujan Samaj in Goa*. (New Delhi: Orient Blackswan Private Limited, 2015), 70.

and worked for the overall development of Goa. He was a farsighted man and worked for the welfare of the common people. He made changes in the administration of union territory. He outlined extensive measures for increasing industrial and agricultural production.

MGP was formed with two aims to merge Goa with Maharashtra and to the issue of the Marathi language. However, immediately after taking over the charge, he made a statement on 31/01/1964 that he would go for the merger issue slowly because he wanted to prioritize the overall development of Goa. This led to the bitterness among his party members. He passed many programs for agriculture, Industry, and education, and every sector of the economy registered phenomenal growth.

While reviewing the political career of Dayanand Bhandodkar, some important projects implemented by him in Goa cannot be left without mentioning at this moment. Arts Academy, Medical College and Hospital at Bamboli, Engineering College at Farmagudi, Mandvi Bridge, Salawali Dam, Khandepar Water Supply Scheme Extension, Bondla Park, Construction of Industrial Estate, Preliminary Preparation for Establishment of Goa University, Technical Education Facility, Construction of Sports Ground, Fishermen, Dairy.

He did the important work of bringing agriculture and horticulture into action by emphasizing the necessary matters of that time. His contribution is important for projects like Zuari Agro Chemicals to come to Goa to provide employment opportunities to the educated youth in Goa. His contribution cannot be forgotten as the First Chief Minister of Goa and he also made a great contribution to the life of Bahujan Samaj.

3.3 IMPROVING THE CONDITION OF BAHUJAN SAMAJ

When we talk about the First Chief Minister of Goa, Dayanand Bandodkar we cannot forget the role of Bahujan Samaj, because of their support Bandodkar became the Chief Minister. The MGP which was founded by Dayanand Bandodkar, is the first party in India that emphasizes the Bahujan Samaj.⁴

During the Portuguese period, Bahujan Samaj was deprived of power, freedom, education, etc. They became economically poor under the Portuguese as there was a feudal-based system, there were Bhatkar, Mundkar, and landlords. The oppressed class lived in poverty. The work of giving a new life to this helpless unfortunate weak Bahujan society and creating self-respect among them was only possible because of Dayanand Bandodkar.

He showed the path of emancipation to the Bahujan Samaj with the support of MGP. Bandodkar brought out the inherent latent power in them. The confidence given by Bandodkar to awaken the masses who had been living a life of poverty and slavery for centuries, automatic empowerment was made. This is the biggest, most important, and valuable gift from Dayanand Bandodkar.

3.4 THE CONTRIBUTION OF DAYANAND BANDODKAR IN EDUCATION IN GOA

⁴ Parobo, "India's first Democratic", 120.

After the Liberation in 1961, Goa Education Committee was headed by the chairmanship of B. N. Jha, vice chancellor of Delhi University.⁵ The committee stayed in Goa for two weeks, visited various educational institutions all over goa, interviewed many people and submitted its report. The Government approved the recommendation of the committee and made immediate implementation of the same. Changes were made in the school education in Goa. The pattern of school education in goa should be five years of primary school, three years of middle school and three years of Higher secondary school, the pattern which was existing in other union territories.⁶ There were changes made in the syllabus. Besides the language chosen as the medium of instruction, another language from the 8th schedule of the constitutio can be taken.⁷ For secondary education it was recommended that the pattern should be of the Higher secondary type similar to prevailing in Delhi and secondary schools should be affiliated to the Central Board of secondary education, New Delhi.⁸ The affiliation was to be effective from June 1962.⁹

Many implementation were made in the education system as suggested by the Jha committee. However, financial implications worsen the situation. The government was unsuccessful in providing syllabus and textbook to the student. When primary schools were opened in 1962, there were no teacher to teach in the school until the middle of the academic year. As teachers were unqualified and untrained they were required to pass an examination to be held in April to access the capacity of teachers. Many teachers didn't passed the examination. Under the organisation of the Gomantak Prathamik Shikshan

⁵ Parobo, "India's First Democratic", 203.

⁶ Varde, P. S. *History of Education in Goa From 1510 to the Present Day*. (Panjim: Goa Vidhya Prathisthan, 1977), 93.

⁷ Varde, "History of Education", 94.

⁸ Varde, "History of Education", 94.

⁹ Parobo, "India's First Democratic", 204.

Sangh, went on strike because they believed that they were being discriminated by the Education Department. When the strike ended in 18 days, Government compromise with the teachers. This made the further delayed in the teaching process.

The Government was not happy with the Jha committee with the way they handled education immediately after liberation. The Grant in Aid failed to meet financial support for the students. The grants announced were not satisfactory as they were just equal to the tuition fees. The policy implemented on the recommendation of the Jha committee could not run the education system of education properly. Inadequate financial resources affected the maintenance of primary schools and also affected the plans set up for new primary schools.

3.4.1. EDUCATIONAL CHANGES IN GOA DURING DAYANAND BANDODKAR

After becoming Chief Minister, Dayanand Bandodkar looked personally into the matter of Education. The greatest work he did was he brought Education to the village. The true foundation of Education was laid by Bandodkar. He believes that the education improve man, education makes a person well educated, education makes a person literate. With this idea in mind he started Government Primary school in each and every village of Goa. His main goals in terms of education was to end inequality by making primary education available to all members of society. He personally went to places to locate schools.

Classes were started in whatever space was available.¹⁰ Cowsheds were cleaned up to make room for classes.¹¹

Education facilities were very poor in the rural areas. Primary and secondary schools were run by the people and few Marathi and English medium secondary school mainly located in urban areas are the only educational facilities available. They did not get help or subsidy from government. If someone wanted to give SSC exam then has to go out of Goa for answering the exam.¹²

Along with Goa, the Union Territory of Daman and Diu were also attached to it. It was not so easy to run the administration without any experience. Thinking that education was important, he first started the policy of building schools in every village and then started educational revolution in the whole state by emerging school in castles. The survival of Marathi language in Goa was because of this primary schools built by Bandodkar.¹³

3.4.1 PERSONAL DONATION TO INSTITUTIONS

He helped many students financially and made them stand on their own feet.¹⁴ He provided many facilities of education to the student.¹⁵ Bandodkar believed that to improve the condition of Goa, education of Bahujan community was necessary. Bhausaheb undertook a campaign to open school from villages to villages in Goa. That

¹⁰ Radhakrishnan, "Dayanand Balkrishna Bandodkar", 113.

¹¹ Vimal Ranade. "Smrutichi Chalata Pane" in *Shri. Dayanand Balkrishna Bandodkar urf Bhausaheb Bandodkar*, ed. Ramesh Colvalkar. (Panjim: Kala Ani Sanskruti Sanchalanalay, 2011), 100.

¹² Sitaram Tengase. "Ek Samanya Lokneta" in *Shri. Dayanand Balkrishna Bandodkar urf Bhausaheb Bandodkar*, ed. Ramesh Colvalkar. (Panjim: Kala Ani Sanskruti Sanchalanalay, 2011), 20.

¹³ Tengase, "Ek Samanya Lokneta", 21.

¹⁴ Jawadekar, "Bhausaheb! Gomantmatela Padalela", 123.

¹⁵ Karpe. "Dayanand ha Tyancha, 123.

was how schools came to be opened in distant parts of the state during the very first years of his rule. In this campaign, M.P Sukerkar from Madago, Bala Kamat and Madhav Pandit also joined.¹⁶ They were given a jeep and they went from village to village in entire Pernem taluka and ask the parents to send there children to Marathi Primary Schools.¹⁷ In some villages of Sasasthi taluka this campaign was also carried out. Even in other talukas the activity of Dayanand Bandodkar was increasing. Hundreds of Marathi school would be started in all talukas of Goa in just three to four years.¹⁸

With the funds which were liberally available for development, he built a wide and extensive network of schools to provide access to the educational facilities to the Bahujan Samaj who were deprived from it for 450 years which was main cause of social and economic backwardness.¹⁹ He was of the opinion that people from all walks of life should get education, no one should deprived of education.

If there should be social progress, it is the responsibility of an educated society to provide decent education to everyone.²⁰ Hundreds of students received financial support from Dayanand Bandodkar. Even though he has no money himself, he has to meet the needs of needy students by asking help from his friends.²¹ Dayanand Bandodkar liberally donated money to individual and institutions during his life time and he never kept record of his

¹⁶ Madhav, Pandit. "Govachya Sarvagin Vikasache Janak – Bhausaheb Bandodkar", in *Shri. Dayanand Balkrishna Bandodkar urf Bhausaheb Bandodkar*, ed. Ramesh Colvalkar. (Panjim: Kala Ani Sanskruti Sanchalanalay, 2011), 131.

¹⁷ Pandit, "Govachya Sarvagin Vikasache", 132.

¹⁸ Pandit, "Govachya Sarvagin Vikasache", 132.

¹⁹ G. R. Singbal. "He Was Born To Rule", in *Shri. Dayanand Balkrishna Bandodkar urf Bhausaheb Bandodkar*, ed. Ramesh Colvalkar. (Panjim: Kala Ani Sanskruti Sanchalanalay, 2011), 149.

²⁰ Bhiku, Angle. *Dayanand* (Margao: M.S. Prabhu, 1991), 33.

²¹ Angle, "Dayanand", 34.

charitable activities or gifts.²² He not only made educational contribution within Goa but also outside Goa.

Dayanand Bandodkar once visited the school at Kumbharjuve.²³ Sharda Vidyalaya of Kumbharjuve is a school established by the dedication of Shri. Ganesh Shivram Samant. Bandodkar had gone to the village for his personal work. He also visited the school. The school was operated without the help of Portuguese Government. The children were well disciplined. Students could be taught patriotic lessons. Everyone who visited the school felt that they were in a holy environment. Bandodkar had great passion for teaching. He had previously worked at Musthti Fund institutions in Panjim.²⁴ There were no maps in the school as there was not much money and Bandodkar founded this out. But the teacher of that school had printed the maps of Goa and India on the walls permanently.

Bandodkar taught in the class of fifth and he also talked with the teacher and shared some ways to teach Maths. Bandodkar said children don't like Maths because they are not interested in numbers but if we connect mathematics with children's knowledge of history and geography, they revise other subjects along with mathematics. For example, Shivaji Maharaja was fifty years old when he died in 1680 so what is their birth date? If teachers prepared this type of Maths then the students will be interested in such Maths. Teachers were surprised to see the teaching methods of Bandodkar. Bhausaheb was impressed by the work of the school. His sharp eyes noticed that the students of the school did not have proper benches to sit but the teacher didn't open up and ask for

²² Pramod Khandeparkar, "A Man of the People", *The Navhind Times*, August 12, 1974, 02.

²³ Angle, "Dayanand", 34.

²⁴ Manohar, Sardesai. *Aabhalache Maan*. (Mumbai: Soumya Publication, 1975), 44.

help. As soon as Bandodkar came home, he sent a cheque of a few thousand rupees to the institution to provide benches to the institution.

Another instance, Gyan Prabodhini is an educational institution in Pune. It was established in 1962. The work of this organisation is to bring together students and give special attention to education. To do this work in a better way, to ensure that the brilliant students from every corner of Maharashtra are not deprived of financial aid, to create only aspirations of the students to achieve their all-round development and to invent the latent qualities in them, for this the institution needed money. In 1963, Dr. V. V. Pendse from Gyanprabodhini came to Goa to meet Bandodkar and asked for financial help. When Bandodkar met Pendase, he said that children with meritorious qualities should be found from every corner of society and they should be educated to make the nation successful in all kinds of affairs, not just book education. There are many schools but something original has to be done. Dr. Pendse handed the manual of the organization to Bandodkar. The ideas represented by Bandodkar were already included in the booklet so that the organization could adopt them. Bandodkar was impressed by the work and gave 55000 rupees for the work of the organization.

He gave 80 books to Sharada Vidyalyaya in Churchurem to the headmaster Shri Balkrishna Barve. He likewise gave books to 80 schools that were in need. He not only gave books but also gave money to buy books for libraries. In Thane, there is Vidyaprasarak Mandal to which he gave 3 lakh 20000rs and from this money, they built Balkrishna Naik Bandodkar Vidnyan Mahavidyalay. In Pune, he gave donation to Nyanprabhodini Sanstha, he gave 25000rs. He gave 50000 to the orphan Mahila Ashram and from this money, they built Shrimati Balkrishna Bandodkar Prathamik Shala.

When there were several complaints had been received regarding the misuse of grants given to some private schools. This matter needs to be urgently examined. This job was assigned to Dr. K Gandhi, who was working in the Indian Economic Survey and was in good contact with Bandodkar. He was asked to form his team, make detailed inquiries, and submit the report to the department within the given period. Officials were provided to him. He along with his team studied the details of grants in aid code, relevant rules, and regulations. In the next 3 months, they visited all the institutions, had discussions with the management and the government officials, and submitted the report to the Chief Minister.²⁵

There is one instance that there were some complaints that the school headmaster of certain institutions were actually paying lower salaries and signing higher amounts for secondary teachers. Therefore the teacher demanded that the Government should pay them in cheque. The demand was pending with the authorities for a long time. To pursue this demand, delegates went to meet Bandodkar along with Damodar Kavlekar, Ravindra Raiturkar, Madhav Pandit, Cyril Fernandes and K Mathew. Bandodkar understood the issue and called the then Director of Education and order to make the payment of the teacher in cheque. Since then, the teachers started getting salaries from mutual bank. By taking the revolutionary decision, Bandodkar showed the affinity he felt towards teachers.²⁶

²⁵ S. K . Gandhe. “Bhau Bandodkar Truly a People’s Chief Minister” in *Dayanand Balkrishna Bandodkar urf Bhausaheb Bandodkar*, ed. Ramesh Colvalkar. (Panjim: Kala Ani Sanskruti Sanchalanalay, 2011), 58.

²⁶ Damodar Kavlekar. “Mahamna Bhausaheb Eka Krutadnya Shikshakanchi Shabdanjali”, in *Dayanand Balkrishna Bandodkar urf Bhausaheb Bandodkar*, ed. Ramesh Colvalkar. (Panjim: Kala Ani Sanskruti Sanchalanalay, 2011), 186.

3.4.2 Contribution To Primary Education

Dayanand Bandodkar emphasize more on primary education. He built many Marathi government primary schools. He also donated land to set up primary schools.²⁷ The Government made significant investments in elementary education, sponsoring 90% of all primary schools. The other 10% of primary schools were constructed via private initiative, with government aid grants covering teacher wages, maintenance, and infrastructure development. Following their liberation, students could now freely receive education in their Marathi. Primary school enrolment, which was 26,661 in 1961–1962, increased gradually to over 1,13,988 in 1970–1971 and the number of schools from 476 to 934.²⁸ A new awareness was sparked by political independence and the concept of free education, leading many people to start enrolling their kids in basic schools. As a result, enrollment in Government primary schools increased at a rate never seen before.²⁹

Primary education had to be free in schools that received government funding.³⁰ In addition to universal primary education being free of charge, many first-generation students began attending schools in 1965 as a result of the introduction of experimental programs like the midday meal program and the school health initiative.³¹ Specifically created for children living in rural areas, the mid-day meal program allows kids to increase their calorie intake without adding to household expenses. For the most part, the plan was well received.

²⁷ Parobo, “India’s First Democratic”, 206.

²⁸ Statistical Yearbook, 1970-71: *Union Territory of Goa, Daman and Diu* (Panaji: Government of Goa, Daman and Diu, 1972), 66-67.

²⁹ Verissimo Coutinho, “Goa’s History of Education: A case Study of Portuguese Colonialism, (Chicago: Loyola University, Diss., 1975), 451.

³⁰ Parobo, “India’s First Democratic”, 209.

³¹ Parobo, “India’s First Democratic”, 209.

About 85000 students benefited from the scheme till the end of 1972 and the Government spent over rupees 10 lakh on running the scheme. To encourage the habit of school-going among children of the Scheduled Caste and Scheduled Tribe the government has given free education to study this category. In every village of Goa, many primary schools were established which began important to the new learner of the village as the schools started in local languages.

When the interim Grant in Aid Code for Primary Schools was first implemented in September 1962 and changed in October 1964, each student receiving a grant would get Rs. 21 per month for standards I to III and Rs. 2.50 for levels IV.³² The code promoted collaboration between Private schools and the Government schools to provide additional facilities to primary education.

Bandodkar would frequently emphasise the value of education and the ways in which it may give the underprivileged and other community the power to enhance living conditions. The main goals of his educational strategy were to make education available to all members of society and to end inequality by making primary education universal.³³ The development of educational facilities in rural areas, particularly for the lower castes, was the main goal of the educational policy. Investing in education increased from 6% of the budget in 1962 to 17% in 1967, with primary education receiving the majority of the anticipated budget for education. There were 274 schools in 1960 from which 184 were

³² Ten Years of Liberation, 1961-1971. Government of Goa, Daman and Diu. (Panaji: Department of information and Tourism, 1971), 92.

³³ Parobo, "India's First Democratic", 207.

government schools while remaining 90 were private school.³⁴ The total number of students in the primary school for the year 1970-1971, increased to 113988.³⁵

The quality of Primary Education in Goa suffered due to the sudden expansion of education without trained teachers.³⁶ To improve teacher efficiency, the government created Teacher Training programs, with minimum qualifications being a High School Diploma. Teachers with more than ten years of experience were given reorientation courses, and those with less than ten years had to pass a special certificate examination. The Normal School was converted into a Primary Teachers Training College, with Marathi as the medium of instruction.

It is possible to figure out the rapid increase in primary school enrollment and teacher numbers by examining statistical data from 1961–1962 and 1962–1963. It had 601 Government primary schools in 1962–1963, compared with 176 in 1961–1962.³⁷ There are 1395 Primary Teachers, up from 558 in 1961–1962.³⁸ In a similar vein, the Government elementary school saw a surge in enrollment from 17,028 in 1961–1962 to 55,202 in 1962–1963. But as already mentioned, there was a dramatic drop in the number of private school institutions, students enrolled, and faculty members. In 1961–1962, there were 300 private schools by 1962–1963, that number had dropped to 272. During the period, the number of students enrolled in these institutions decreased from 24,273 in 1961–1962 to 16,275 in 1962–1963.³⁹

³⁴ Statistical Yearbook, 1962 (Panjim: Popular Printing Press, 1965), 117.

³⁵ Statistical Yearbook, 1970-71, 66.

³⁶ Coutinho, "Goa's History of Education", 457.

³⁷ Coutinho, "Goa's History of Education", 454.

³⁸ Statistical Yearbook, 1962, 117.

³⁹ P. S. Varde, "Education in Goa, Daman, Diu" Goa Today, October 1972, 32.

3.4.3 Middle School And High Education

The rapid expansion of primary education led to the growth in middle school and secondary education. Children between the age of four to sixteen are entitled to free education and later education up to eight became free.⁴⁰ In order to fulfill its obligations, the government opened middle schools in underdeveloped rural areas where there had previously been less educational facilities. With a total enrollment of 10181 pupils, there were 91 non-government secondary schools and 5 government institutions in 1961–1962, including the Lyceum and the Technical School with five having 10,181 pupils, compared to 269 schools in 1965-66, with 77 being government schools having 36,375 pupils.⁴¹

In 1963–1964, the Government released a grant-in-aid code, which required schools to receive 50% of maintenance grants in order to incentivise private institutions to open schools. There was equipment grant and the playground maintenance grants provided to the institution. Following a revision to the grant amount, 50% of the remaining allowable expenses are paid, with 66.2% of teacher salaries going towards the grants. Maintenance grants totaling rupees 58 lakh were given to schools in 1970–71.⁴² Improvements to the laboratory are also funded by grants.

Before the Liberation no grants were given to the private schools for maintenance and they had to be maintained by their promoters against heavy odds. There were insufficient financial resources and they had to depend on the fees collected by the students. Now because of Grant in aid code, private aided school also gets grants from the Government.

⁴⁰ Parobo, “India’s First Democratic”, 209.

⁴¹ Coutinho, “Goa’s History of Education”, 458.

⁴² *Statistical Yearbook*, 1970- 71: Union Territory of Goa, Daman and Diu (Panjim: Government Printing Press, 1972), 61-63

Education was made free for all students up to the eighth grade. Children up to the tenth standard would receive free education if their parents made less than Rs 1,200 per year.⁴³

Between 1965 and 1966, there were 77 government schools, and 192 non-government secondary schools.⁴⁴ English was the medium of instruction in the High schools. Schools were affiliated to the board of higher secondary. The syllabus followed by the schools is generally which were approved by the respective boards.

Secondary school with Portuguese language, following the pattern were either closed or converted to the high school and were affiliated to the Poona board. The institute of instruction at Panjim and the Municipal High School at Vasco can be mentioned.

3.4.4 Higher Education

It is a commonly held misconception that Goa did not have higher education during Portuguese control. To recall, Goa was home to several other comparable establishments administered by different religious groups as well as the renowned St. Paul's College, which was established by the Jesuits and later referred to as the University of Goa, back in the sixteenth century. The standard of education provided in those establishments was on par with that of European higher education institutions during that era. Later on, there was the *Escola Medica* of Goa, the Military Academy, and the School of Mathematics

⁴³ "Free education upto S.S.C", *The Navhind Times*. May 31, 1970.

⁴⁴ *Statistical Yearbook*, 1965- 1968 (Panaji: Government Printing Press, 1970), 51-54.

and Military. However, the latter school was the only one offering the two courses—a three-year pharmacy program and a five-year medical program.

The Lyceum was converted into a higher secondary school with English as a medium of instruction and it was affiliated to the Central Board of secondary education.⁴⁵ It was affiliated to the central board of secondary education, Delhi. But later it was affiliated to the Bombay University. It was offering arts, science and fine arts.

People were anxious to set up higher education institutions for which there were no facilities in the area. Due to private initiative, two colleges of Arts and Science emerged within six months of liberation as a result of this anxiety: The Dhempe College of Arts and Science in Panaji founded by the Goa Education Society established in June 1962 by Late Padmashri Vasantrao S. Dempo and inaugurated by Late Dayanand Bhandodkar and other generous members of the society.

The Smt. Parvatibai Chowgule College of Arts and Science in Margao, founded by the Chowgule Education Society in 1962. This college was affiliated to Bombay University and later in 1986 affiliated to Goa University. The process of establishing a college was started by industrialists and patriarchal of the Chowgule Group late Vishwarao Chowgule in 1953.⁴⁶ He sought permission from the Portuguese governor general of Goa to start a college in Goa. The college would be affiliated to the University of Poona in India, as the Portuguese government in Goa had allowed the affiliation of English-medium high schools in Goa to the SSCE board Poona in 1951. In 1962, after Goa's liberation from Portuguese rule, Chowgule realised that Bombay University had

⁴⁵ Coutinho, "Goa's History of Education", 459.

⁴⁶ "Chowgule College Celebrates 50 years of building Society through Education." *The Times of India*, June 23, 2012.

jurisdiction up to Sawantwadi, bordering Goa, and decided to extend its jurisdiction. The college was officially incorporated into Bombay University in June 1962. The college was Inaugurated on June 23, 1962 and has since grown to become one of the best colleges under both Bombay University and Goa University.⁴⁷

Soon after Portuguese authority in Goa ended in 1963, the new government began to expand higher education in the area, which led to the establishment St. Xavier College, Mapusa. For a small start, a demolished high school building in Bastora, Mapusa town, provided a temporary setup. The diocesan secretariat for school's secretary at the time, Fr. Antonio Ataide Lobo, is recognized for having been helpful in revitalising the aging site. There was no diocesan priest meeting the University of Bombay's standards to serve as principal back then. Bishop Rebello then went to the Jesuit Provincial, who assigned two priests, Fr. Edward D'Cruz and Fr. Fonseca, to the bishop's care. As principal and vice principal of the newly established college, Fr. Edward D'Cruz and Fr. Fonseca are available to the Archdiocese of Goa.⁴⁸ In 1963, 140 students enrolled in the college's First Year of Arts and Science program.⁴⁹ Fr. Nicolau Pereira, who served as principal for nearly a generation of pupils. In 1963, the University of Bombay was its affiliated institution. And later it was affiliated to Goa University. More classes were added, one by one.

Murgaon Education Society's Vasant Joshi College of Arts and Commerce, Zuarinagar founded in 1972 under the direction of the visionary philanthropist Late Anna alias Vasant Subrai Joshi, and with the assistance of one of Goa's leading educator M.S.

⁴⁷ "Chowgule College Celebrates" *The Times of India*, June 23, 2012.

⁴⁸ Keshav Naik. "St. Xavier's College Mapusa Commemorates it's Golden Jubilee." *The Times of India*, June 25, 2013.

⁴⁹ Naik. "St. Xavier's College." *The Times of India*, June 25, 2013.

Kamat.⁵⁰ The founder President of Murgaoon Education Society was Late Shri Vasantrao Joshi.⁵¹ Members of the managing committee – Shri. Madhav S. Kamat (Chairman), Shri. Paresh V. Joshi (Vice Chairman), Shri Bhaskar G. Nayak (Secretary), Mrs. Lalita P. Joshi (Treasure), Shri. Suvarn R. S Bandekar (Member), Shri Prashant V. Joshi (Member), Shri. Parag V. Joshi (Member), Shri. Pankaj V. Joshi (Member).

M.E.S. College, located In Vasco da Gama, was founded to provide educational upliftment for youth of Vasco da Gama in particular, and Goa in general. As one of the first composite Arts and Commerce colleges in Goa, it offers five undergraduate programs, including B.A., B.Com., B.B.A., B.C.A., B.B.A. (Shipping and Logistics), and M.Com. The college also introduced the B.Com. (Shipping Management) program, funded by UGC, and the first undergraduate program in India addressing the commercial and managerial aspects of the shipping industry. With around 1606 students and 60 full-time teaching faculty, the college emphasizes holistic education, including creative and critical thinking, innovation, and professional skills.

Vidya Vikas Mandal's Shree Damodar College of Commerce and Economics. With a rich history, Shree Damodar College of Commerce & Economics is the flagship institution of the Vidya Vikas Mandal. The Vidya Vikas Mandal's College of Commerce was established in 1973 and was officially opened in June of that year by Shri S. K. Banerjee, the Honorable Lieutenant Governor of the Union Territory of Goa, Daman & Diu. Dayanand Bandodkar, the first Chief Minister of Goa, was also present there.⁵² As a

⁵⁰ *Vasant Joshi College of Arts and Commerce. Prospectus 2023-2024. Zuarinagar: Murgaoon Education Society, 2023, 1.*

⁵¹ *Vasant Joshi College of Arts and Commerce. Prospectus 2023-2024.*

⁵² *Shree Damodar College of Commerce and Economics. Prospectus 2021-2022. Margao: Vidya Vikas Mandal, 2021.*

token of appreciation to Shree Damodar Saunthan, Zambaulim, who gave the college the site it currently occupies, the College adopted the name Lord Shree Damodar in June 1974. Shri. S.V. Deshpande from June 1973 – March 1975 served as a principal of the institution.

The College received accreditation as a CA Entrance Examination oral coaching institution as early as 1975 from the Institute of Chartered Accountants of India (ICAI).⁵³ The Bachelor of Computer Applications Program, or BCA, was introduced by the College in Goa in 1997. One of the first colleges in the State and the nation to voluntarily apply for National Assessment and Accreditation Council (NAAC) accreditation was the College in 1999. With the primary objective of providing undergraduate education in Commerce for students from South Goa. The flagship institution of Vidya Vikas Mandal, Shree Damodar College quickly rose to become one of the most prominent colleges in Goa, known as a center of educational excellence.

3.4.5 Medical Education

The ‘Escola Medico Cirurgica da Goa’ was established in 1842 during the Portuguese rule and renamed as Goa Medical College in 1963. The college is under the Goa University since 1986 before which it was under the Bombay University. Since the liberation, approximately 140 doctors have earned the title of Medico Cirurgião from the Goa Medical College, which closed in June 1970 after the last student graduated. For Goa

⁵³ “Shree Damodar College of Commerce and Economics,” *Prospectus 2021-2022*.

Medical College license holders, a shortened MBBS program was initiated. Nineteen physicians received a shortened MBBS degree from this program, and fourteen physicians studied the same curriculum in 1970–71.⁵⁴ 138 doctors have received their MBBS certification overall since the start of the program. The Medical Council of India approved this college's MBBS program in March 1971.⁵⁵

The Indian Medical Council also acknowledged the college for initiating the postgraduate degree program. This college was established with a diploma programme as well, and it has been acknowledged by the Bombay College of Physicians and Surgeons.⁵⁶ In March 1970, the college of Nursing's foundational nursing course was inaugurated. The Auxiliary Nursing and Midwifery School, which was established at Riabandar Hospital in 1965–1967, has been upgraded into this nursing program.⁵⁷ In an effort to support students in pursuing their studies, college rewards have been established, and deserving students have been received honors certificates.

In terms of Pharmacy education, in 1963 shortly after Liberation, the institute was renamed to Goa College of Pharmacy (Escolar Médica de Goa later re-named Escola Medico de Cirúrgica de Goa). It was shifted to its present location in St Inez, Panjim. The pharmacy course also received a modern upgrade to a full-fledged degree course of B. Pharm, under Bombay University. Later, in 1970, the college began a Master's degree course in Pharmacy. Since 1985, the college has been affiliated to Goa University and run

⁵⁴ V. T. Gune, *Gazetteer of India Union Territory, Goa Daman and Diu, District Gazetteer, Part I (Panjim: Gazetteer Department, 1979)*, 696.

⁵⁵ Gune, "Gazetteer of India", 696.

⁵⁶ Gune, "Gazetteer of India", 696.

⁵⁷ Gune, "Gazetteer of India", 697.

by the Government of Goa. It has also been approved by the Pharmacy Council of India (PCI) and the All India Council for Technical Education (AICTE), New Delhi.

3.4.6 Women's Education

Although specific rules were not developed to guarantee an increase in the number of female enrollment, the development of physical facilities and the physical closeness to schools provided the framework for girl's participation. The reduction in educational expenses coupled with the accessibility of free elementary schools, especially in rural regions, allowed parents to send their daughters to school.⁵⁸ Furthermore, a significant contributing element was the high percentage of female teachers in educational institutions. A significant increase in the education of girls would eventually lead to improvements in prenatal care and a decrease in the infant death rate since the 1980s. There was participation of girls in schools, high school and even in the colleges. In 1964, Carmel College for women at Nuvem was established.⁵⁹

3.4.7 Teacher Training

⁵⁸ Parobo, "India's First Democratic", 210.

⁵⁹ Varde, "History of Education", 120.

Since teachers were not available at that time, educated youth from Karwar, Belgaum, and Sawantawadi areas were recruited as teachers.⁶⁰ As many schools came up, the teacher who were working in the private schools wanted to secure employment in government schools where the salaries were much more attractive than those getting in private schools. The number of teachers in the district was 1,961 for middle school, 1,956 for secondary school, and 3,615 for primary school. It is essential that teachers obtain the right educational training in order to raise the caliber of instruction. In the year 1864-64, the Teacher Training School (Normal School) which existed was converted into a primary teachers training college through the medium of Marathi. Normal school did not has its own building that is why, a site measuring 20 hectares was acquired in the year 1964 at Porvorim for the construction of the buildings for the institution.⁶¹ The construction was started in 1965 and completed in 1968. There is Seva Sang Primary Teachers Training College and a Diploma Education Training College in Margao.⁶²

3.4.8 Goa University

In 1966, the Goa government established a committee led by Prof. G. D. Parikh to study the establishment of a university in Goa through the development of the Post-Graduate Center.⁶³ The committee recommended that the Post-Graduate Center be constructed as the core of the university over five to 10 years, with a board overseeing operations. On the recommendation of the committee various programs were put forward. Many

⁶⁰ Dharma Chodankar. "Swakartutwawar Mahanta Prapt Kelela Lokneta", in *Shri. Dayanand Balkrishna Bandodkar urf Bhausaheb Bandodkar*, ed. Ramesh Colvalkar. (Panjim: Kala Ani Sanskruti Sanchalanalay, 2011),

⁶¹ Varde, "History of Education", 104.

⁶² Gune," Gazetteer of India", 702.

⁶³ Varde, "History of Education", 122.

discipline were started. The Goa government and Bombay University partnered to establish a board, chaired by the Vice-Chancellor of the University, to manage the center's affairs.

The Goa University Committee suggested finding an appropriate location for the future university and building sufficient structures, including staff and student hostels and the Center. Having a Post-Graduate center in Goa was the dream of Dayanand Bhandodkar.

Despite the challenges, the Goa University Committee has made progress in bolstering current departments and securing approval for opening new departments. The center is working on developing schemes to establish a solid foundation for upcoming training and research programs.

3.4.9 Technical Education And Vocational Studies

After the Liberation of Goa the Institute of '*Escola de Industrial e Commercial*' was upgraded to the Polytechnic status in June 1963 in accordance with the recommendations of the Jha Committee.⁶⁴ It was started with three disciplines namely Civil, Mechanical and Electrical with 40 seats in each disciplines. It was affiliated with the Board of Technical Examinations, Maharashtra. Since 1988 it is under the Board of Technical Education, Goa.

Despite being sufficient to launch the Polytechnic, the existing Industrial and Commercial School's facilities were insufficient to host it long-term. In order to create buildings for the Polytechnic, a site was consequently obtained in Altinho, Panaji, and a

⁶⁴ Varde, "History of Education", 128.

complete development program was put into place starting in 1964–1965. In June 1967, a portion of the institution moved into the main facility, which was ready to occupy by the end of 1966. 1969 saw the completion of the workshop building and the ready-to-occupy state of the hostel building.⁶⁵

The Margao Commercial School became a Multipurpose School, while the Mapusa Elementary Technical School became a Technical High School connected to the Poona S.S.C.E. Board.⁶⁶ However, the creation of an Industrial Training Institute (I.T.I) represented a more significant shift toward vocational education in schools. It began operations in the academic year 1966–1967 on the grounds of the former Industrial School after receiving approval from the Indian government. In the beginning, all of the institutions operated under the same principal and shared common areas such as workshops and laboratories. The Technical High School Center and the I.T.I. remained to operate in the original location after the Polytechnic moved to its own facilities in Altinho.⁶⁷

The launch of the Engineering College in Goa is another significant development in the field of technical education. After receiving government approval in principle, the college's initial steps were taken in 1965–1966. In March 1926, a suitable site comprising approximately 100 hectares of land was acquired at Farmagudi, Ponda, at a total cost of Rs. 3.80 lakhs.⁶⁸ The building's layout, plans, and estimates were submitted to the

⁶⁵ Coutinho, "Goa's History of Education", 478.

⁶⁶ Coutinho, "Goa's History of Education", 478.

⁶⁷ Coutinho, "Goa's History of Education", 479.

⁶⁸ Varde, "History of Education", 130.

government of India for administrative approval and financial sanction, with the Central PWD's approval.⁶⁹

In October 1968, the Indian government announced that the programme, which had an overall cost of Rs. 75.00 lakhs, had received both financial and administrative approval. The country's engineering industry are experiencing a recession, hence the intake capacity was lowered to sixty. On October 23, 1967, following the project's initial approval in principle, Shri Y. B. Chavan, the Union Minister of Home Affairs, lay the cornerstone of the college's main building.⁷⁰ Building construction was finished in 1971, and Vice President of India Shri G. S. Pathak officially opened the campus on December 30, 1971.

Now that the Engineering College has moved from the Government Polytechnic building to its own campus in Farmagudi, both the Polytechnic and the Engineering College will have more room to grow and develop. The most advanced building complex, which cost roughly Rs. 80.00 lakhs to build, was designed and built with the college's future growth in mind. This means that the degree and diploma programs are appropriately designed to meet the objectives of technical education at the appropriate levels.

The commission has repeatedly focused on the most important feature of the secondary education is it's vocationalisation.⁷¹ The territory has facilities such as technical high schools, multiple schools, and a Common Faculty Directorate of Industries and Mines.

⁶⁹ Varde, "History of Education", 129.

⁷⁰ Coutinho, "Goa's History of Education", 478.

⁷¹ Varde, "History of Education", 132.

The Food Craft Institute, managed by the Food Craft Centre (Goa) Society, was established in 1968 in Porvorim, offering craftsman courses in various fields.⁷²

The Food Craft Institution, established in 1968, offers craftsman courses in various fields, including baking, cookery, and food preservation. It is well-equipped and plans to have its own institute soon. The institute also mentions pre-vocational centers and private commercial institutes.⁷³ Despite progress, technical and vocational education in the territory is not satisfactory, particularly at school level. Facilities are not utilized fully by people, and prevocational training centers struggle to attract students. The lack of interest in formal training, particularly in trades like carpentry and smithy. The Education Commission recommends that private and public enterprises enhance technician careers, collaborate with educational authorities, and study industry needs to improve training facilities and courses.

As for our territory, though the old Technical School converted to new pattern immediately after liberation very little could be achieved effectively in the field, in the institutions. The technical High School, Mapusa, Commercial School, Margao, had no separate buildings own and were lacking is essential equipment. They were during the years 1965-66 to 1968-69 Sites were accept buildings were planned for them. Construction was started year 1968-69 in a phased programme and the buildings be ready 1973. The technical high school centres at Panjim, were also equipped adequately during the year 1969.

⁷² Gune," Gazetteer of India", 702.

⁷³ Varde, "History of Education", 132.

Education for agriculture: An important field in which there are no facilities for vocational training, at any level, in our territory is Agriculture except that a Gramsewak Training Centre is conducted under the Agriculture Department.⁷⁴ In this regard it is to be pointed out that vocational training is agriculture at school level in other parts of our country has completely, failed to achieve its main objective, namely, the training of the sons of farmers who would go back to the land to become agriculturists.

P. S. Varde in his book *History of Education in Goa from 1510 to 1975*, mentions that it would therefore be advisable to have, in our territory, an Agricultural Polytechnic instead of an agricultural school, as per the recommendations of the Education Commission.⁷⁵ Such an institution would provide vocational education at post- matriculation level and would train technicians in agriculture, and skilled workers in many trades and industries based on agriculture. As far as agriculture education at the University level as concerned, we have, at present, some seats reserved for our students in various agricultural Universities in the Country.

3.4.10 Kala Academy

The Music Academy of Goa (*A Academia de Musica de Goa*) was established by the erstwhile Portuguese Government. The Academy runs a school of western music. After liberation, the Government of Goa, by order dated 20th November 1965 established the Natya Academy of Goa. It was also proposed to add a wing of Indian music to the existing college of music run by the Music Academy.

⁷⁴ Varde, "History of Education", 133.

⁷⁵ Varde, "History of Education", 136.

The Government of India, however, taking into consideration the size of the territory recommended the establishment of a single Academy for all cultural activities, such as music, drama, dance, etc. The suggestion was accepted and accordingly the Kala Academy of Goa, Daman and Diu was established instead of the Natya Academy. The pre-liberation Music Academy, however, continued, separately, under its old statute. The Kala Academy has since been working for promotion of music, dramatic art, dance and other fine arts. In the year 1972-73, opened a College of Art.⁷⁶

3.4.11 Other Educational Developments

According to a Portaria dated September 15, 1832, the Military Academy of Colégio Manuel de Portugal e Castro housed Clay theorist's *Publica liveraria* (Public Library), which later changed its name to *Biblioteca Publica*. This is where the Central Library had its start. It was raised to the category of a National Library (Biblioteca Nacional) by a Decree dated 15% February 1897.⁷⁷

After the liberation the Library has been designated as Central Library and continues to function under the Education Department. The Library has about 1 lakh volumes on its shelves and some rare books and manuscripts of historical importance. While the bulk of the old books is in Portuguese, there are also books in English, French, Sanskrit, etc.

After liberation, the Library has been systematically adding to its collection selected books in Indian and foreign languages. Since 1969 it is also receiving free of cost two

⁷⁶ Varde, "History of Education", 139.

⁷⁷ Varde, "History of Education", 140.

copies of each book published in Goa under the Press and Registration of Books Art1867, modified in 1961.⁷⁸

During the Portuguese Regime, the Physical Education Board was responsible for promoting physical education and coordinating sports and games activities. After liberation it was maintained with government grants and continued to function until 1968-69. In 1965, a Sports Association of Middle and High Schools was established to coordinate school activities. In 1968-69, a State Sports Council was established, transferring functions from the Board.

Physical Education has been a significant co-curricular activity in Secondary Schools since 1968-69, with weightage in final school performance assessments. The Central Scheme of N.D.S., National Physical Efficiency Drive, N.C.C, Bharat Scouts and Guides, and Junior Red Cross also operate in the territory. As Dayanand Bandodkar was much conscious about health, he also took interest in the development of physical education.

Cultural organizations such as Gomanta Vidya Niketan and Shri Saraswati Vachan Mandir, have developed and are actively engaged in cultural activities. New institutions like Swaramancha at Margao, Vivekananda Society's School of Indian Music and Dance, and Swaramancha are also actively involved.

⁷⁸ Varde, "History of Education", 144.

CHAPTER 4:

THE GROWTH OF EDUCATION IN PERNEM TALUKA (1963-73)

Under the Portuguese administration, which started in 1783 as part of the New Conquest, Pernem Taluka saw notable advancements in education driven by several community-based initiatives. During this time, the value of education in empowering people and developing society was becoming increasingly acknowledged. Consequently, several people decided to create educational institutions and encourage learning in the taluka.

These people's devotion and hard work were instrumental in creating the conditions that allowed Pernem Taluka's education to advance and encouraged upcoming generations to take advantage of more and better learning possibilities. Pernem Taluka's general educational environment has been enhanced by these activities, which ranged from the founding of basic schools to the establishment of higher education facilities.¹

There were also attempts to guarantee that education was available to everyone, irrespective of social or economic status. Due to the vision and hard work of those who understood the transformational potential of education, educational activities in Pernem Taluka saw significant development and diversification during the Portuguese era.²

¹ Arun Naik. *Pedne Talukyacha Etahas*. (Bardez: Saipreet Prakashan, 2018), 126.

² Naik, "Pedne Talukyachya Etahas", 126.

4.1 ESTABLISHMENT OF EDUCATIONAL FACILITIES IN PERNEM TALUKA BEFORE LIBERATION

Pernem Taluka had numerous educational issues throughout the Portuguese era. Before the liberation, classes were sometimes held in Dharamshala or temple pavilions, and occasionally in someone's padvi. At that time, the Master who was imparting knowledge and patriotism, was residing here and going through unending suffering. Atmaram Raje Deshprabhu's establishment of Sitaram Pathshala in 1913 was a pivotal moment in the educational history of Pedne Taluka.³ Offering education up to class 7, the school provided a vital platform for learning and development in the community. However, the closure of Sitaram Pathshala in 1968 marked the end of an era for the institution.

Undeterred by this setback, Deshprabhu's unwavering commitment to education led to the establishment of Viscount High School in Pedne. This new venture not only continued the legacy of providing quality education but also represented a fresh opportunity to meet the evolving needs of the local population.

The transition from Sitaram Pathshala to Viscount High School symbolizes resilience and adaptability in the face of challenges. It reflects Deshprabhu's vision for educational advancement in Pernem Taluka and his determination to ensure that students had access to educational opportunities despite obstacles.

Despite the difficulties, the value of education in society was expanding, as seen by the opening of several primary schools in Pernem Taluka in 1918. Shri Ladkoba Bhaskar Lad

³ Naik, "Pedne Talukyachya Etahas", 126.

opened a primary school in his Deulwada Parse residence.⁴ Upon his passing, it was closed. The decision by Shri Ladkoba Bhaskar Lad to establish a primary school in his home is an example of a person's commitment to advancing learning and literacy.

The Brahmins of Pednekar Goud founded an elementary school. Marathi instruction was provided in that school up till the fourth standard. Upgrading accessibility for the students by offering education in their native tongue is demonstrated by the fact that Marathi instruction is offered up to the fourth standard. For a decade, this educational institution operated. Following that, Sajba Desai's home in Parse served as the location of a primary school.⁵ A primary school was later established, demonstrating the decentralized nature of education delivery wherein various people and families take the initiative to promote learning within their community. Samarth Vidyalaya was the name of the school that Shri Shivaji Desai founded in 1942 and it serves as an example of the ongoing efforts in Pedne Taluka to increase educational possibilities.⁶

The hiring of a permanent teacher by Imandar Parsekar Dessai to instruct both his children and other local youngsters in village is an example of how crucial local leadership is to advancing education and maintaining the flow of knowledge throughout the community. At Parse-Wydongar, there is a chapel. The pastor here used the support of his organization to run a primary school for almost 25 years nevertheless, the institution was shuttered following Goa's liberation. All things considered, these programs helped establish the foundation for Pedne Taluka's Educational System. Despite the difficult

⁴ Naik, "Pedne Talukyachya Etahas", 126.

⁵ Naik, "Pedne Talukyachya Etahas", 126.

⁶ Naik, "Pedne Talukyachya Etahas", 126.

conditions brought about by colonial rule, the local community's determination and dedication to guarantee access to education are demonstrated by these initiatives.

The establishment of Sri Lokmanya Vidyalaya in 1927 by Sri Govind Anant Tengse of Agarwada marked another significant milestone in the educational landscape of Pernem Taluka.⁷ Tengse's dedication and hard work in developing the school over eight years contributed to its reputation and recognition within the community. Upon Tengse's departure from Mumbai, the local villagers took on the responsibility of running the institute, demonstrating a strong sense of ownership and commitment to sustaining educational opportunities for the youth of the region. Their efforts, coupled with Tengse's initial groundwork, ensured the continued operation and growth of Sri Lokmanya Vidyalaya.

The construction of a dedicated building for the institute further solidified its presence and provided a conducive learning environment for the students. This investment in infrastructure symbolized the community's long-term commitment to education and its belief in its transformative power. The subsequent opening of a government school in the same building reflects the evolving educational policies and priorities of the time, as well as the recognition of Sri Lokmanya Vidyalaya's role as a key educational institution in the area.

The founding of a school at Chavdevada-Parse by Shri Bhaskar Dattatray Mahatme in 1925 is indicative of the ongoing efforts to broaden the scope of educational opportunities in Pernem Taluka throughout the Portuguese era.⁸ People like Mahatma saw

⁷ Naik, "Pedne Talukyachya Etahas", 126.

⁸ Naik, "Pedne Talukyachya Etahas", 127.

the value of offering formal education to the local population despite the obstacles and constraints in the basic education facilities throughout the taluka. Remarkably, a lot of families have chosen to pursue alternate forms of education in addition to formal education, like professional training in music, theater, and other performing arts. This illustrates how parents tried to enhance their kids' education and get them ready for other aspects of life outside of the classroom in a variety of ways.

The community's emphasis on a holistic approach to learning is highlighted by the inclusion of music, drama, and other cultural pursuits alongside formal schooling. In addition to providing a platform for artistic expression, these events taught the younger generation important life skills and respect for different cultures.

4.2 Advancement In Education After Liberation

Following liberation, there was a significant expansion of government primary schools in villages throughout Pernem Taluka. These schools played a crucial role in ensuring widespread access to basic education for children in the region. Additionally, Kendrashalas, which typically offered education up to class VII, provided a stepping stone for students before transitioning to higher levels of schooling. However, the availability of high school education was limited to only a few places in Pernem Taluka. As a result, many students had to seek education in neighboring areas, particularly in Maharashtra, where high schools were more accessible. Villages like Palaye, Keri, and

others saw children traveling to places like Aronda, Shiroda, and Sawantwadi to pursue their studies or even stay with relatives to facilitate their education.

This dynamic illustrates the determination and capability of families in ensuring that their children receive the necessary education, even if it means traveling considerable distances or staying away from home. It also underscores the importance placed on education as a means of upward mobility and personal development within the community. For students from villages in Pernem Taluka such as Patradevi, Hali, Chandel, Sakral, and others, pursuing higher education was a challenge. To finish their high school education, they had to go to neighboring towns like Banda and Sawantwadi because there were no high schools in their home communities. For their high school education, pupils from Parse, Agarwada, Morjim, and the neighboring districts had to travel to Siolim.

Many families found it extremely difficult to send their children far distances for schooling at that time due to the lack of adequate communication infrastructure. Many children in Pedne Taluka found it challenging to go to higher education institutes in places like Mapusa, Panaji, and Madgaon due to the lack of reasonably priced transportation choices. Despite the challenges, the willingness of students and their families to overcome geographical barriers highlights the enduring value placed on education in Pernem Taluka and the commitment to securing a brighter future for the younger generation.

After Liberation, Goa's high schools used the Pune board syllabus, with the class eleventh exam acting as the matriculation test. With this shift, children may now receive a standardised education and continue their studies inside the state. An important turning

point in Pernem educational history was reached when the first group of 10th-grade students under the SSC (Goa Board) took the exam. Despite the challenges, the willingness of students and their families to overcome geographical barriers highlights the enduring value placed on education in Pedne Taluka and the commitment to securing a brighter future for the younger generation.

In response to the increasing need for secondary education in the area, two English high schools were founded: Kamulakar High School in Korgaon and Viscount High School in Pernem. Nevertheless, Kamulakar High School was closed, which prompted the establishment of substitute establishments to meet the community's educational needs. The void left by the closure of Kamulakar High School was subsequently filled by the establishment of Kamleshwar High School at Korgaon, Harmal Panchkroshi High School at Harmal, Mandre High School at Mandre, Vidyaprasarak High School at Morji, Bhagwati High School at Pernem, New English School at Mandre (now known as Ramakant Khalap Vidyalaya), and Durga English School at Parse, New English High School Keri.

By providing Pernem Taluka pupils, with an English-medium education and a wide choice of extracurricular activities to promote all-over development, these schools were essential in enabling the students to get an education. All local educators, leaders, and communities are committed to ensuring that everyone has access to high-quality education, as demonstrated by the establishment of these high schools. Pedne Taluka's English high school raise, despite its difficulties, has been a major factor in the region's general educational progress and social improvement.

4.3 EDUCATIONAL DEVELOPMENT TOOK PLACE DURING DAYANAND BANDODKAR PERIOD (1963-73)

As mentioned in the previous chapter, when Goa got its liberation Dayanand Bandodkar became the first Chief Minister of Goa and a prominent figure in Goan history. He placed a strong emphasis on the importance of primary education during his tenure. Recognizing that primary education forms the foundation of a strong educational system, Bandodkar implemented various initiatives to enhance access to quality education for children across Goa.

The establishment of several Marathi government primary schools throughout the area is one of his most important efforts. To help pupils learn and communicate successfully in their home tongue, these schools attempted to offer instruction in the language spoken there. In addition to help students to study and understand more, Bandodkar sought to conserve and promote Goan culture and legacy by giving the Marathi language priority. Understanding the importance of education in every corner of Goa, Bandodkar assisted schools in Pernem Taluka to improve their infrastructure and facilities.

Furthermore, Bandodkar's generosity inspired him to give land for the construction of elementary schools in other towns. In addition to providing the physical infrastructure required for educational institutions, this kind deed showed Bandodkar's dedication to putting money into the future of Goan youth.

Bandodkar aimed to lay a strong educational foundation for Goa's growth and prosperity by encouraging basic education and supporting the opening of schools. His influence is

still evident in the area's educational system, where the schools he assisted in founding have had a significant impact on the lives of innumerable students.

During the Bhandarkar period in Pernem Taluka, numerous schools were established, with some initiated by individuals and others with the assistance of the government. The lands on which these schools stand were generously donated by the residents who recognised the importance of education for the community's children.

There are 27 villages in Pernem Taluka. To study the schools of the villages, these villages are divided into clusters. The medium of instruction in each school is Marathi from I -IV and English is from V- X. And also English is the medium in High School. Each cluster likely has its own set of schools catering to the educational needs of the villages within it.

4.3.1 Chandel / Hasapur Cluster

There is Hutatma Bapu Gawas Memorial Government High School, Chandel built in 1973, Government Primary Middle School, Hasapur built in 1963, Government Primary Middle School, Talarn built in 1963. This school was closed down because there was no enrollment of the students in the school but later with the help of parents from that village the school was started again in 2020. Parents felt that they had to spend more in the private schools. Now, this school is working as a middle school till the 6th Standard, and the in-charge of the school also requested the department for an extension till the 7th standard. These schools collectively serve the educational needs of the village.

In the village of Khutwal, Government Primary School was closed down which was founded in the year 1963. A parent from Khutwal said she was forced to enroll her child in a Government Primary School at Talarna, which is three kilometers away when the school in her village was shut down. This happened because the government is only focused on providing facilities to aided schools. This should either stop, or the same facilities should also be provided to the government primary schools, especially transport.

4.3.2 Dhargal/ Virnoda Cluster

In this village there is the Government Primary School Khal Bhat, Dhargal built in 1969, Government Primary School Aroba built in 1966, Government Primary School Bandarwada, Government Primary School Oshalbag built in 1963, Government Primary School Tiwade built in 1965, Government Primary School Virnoda built in 1964, provide foundational education to the children of the area. Additionally, the Lokashikshan High School, established in 1968, offers further educational opportunities and is a privately aided institution.

4.3.2.A Lok Shikshan High School, Dhargal

Lok Shikshan Sangathan's Lok Shikshan High School at Dhargal in Pernem taluka. More than fifty years ago there were only a handful of youths (students) who passed class 10 in this village. Children used to go to Maharashtra and Karnataka for secondary education. Primary education was provided to the people in the village. At that time, some young people decided to take a dare and started a high school in this village in the year 1968

under the name of Lokshikshan. VIII class was started by young youths. Narayan Desai, Ramesh Kolwalkar, Ghanshyam Prabhudesai, Pandurang Salgaonkar, Shamsunder Khalap, Raghuveer Churi, Vithu Parab, Shantaram Mandrekar took the initiative in this work.⁹

There were financial constraints but getting a place to start the class was a very difficult task. But some persons in the village provided space for the class from their residence. In such a difficult situation, they carried forward their work. It was one's hope that someday a building of its own would be built for this school and that dream was fulfilled. On May 4, 1997, the then President of the Public Education Association Pandurang Raul, the first high school built its building.

The management of the Institution was making efforts for the school in this village. For this, members of this organization, villagers, teachers, and other dignitaries worked day and night to collect funds. Pandurang Raul, the then president of the organization, worked day and night to raise funds. Many people helped in raising this fund without borrowing any money.

After that, when Ramachandra alias Ulhas Prabhudesai took over as president, he built another floor of the building above the first ground floor. In it, an office was built to hold some classrooms and meetings of management officials. And then after getting twenty lakh rupees from the MP fund, another building was built in it during Prabhudesai's time

The office of the office management officer for the headmaster, space for the experimental school, and other classrooms were constructed. Lok Shikshan High School

⁹ Lok Shikshan High school: Souvenir, (Dhargal:Lokshikshan Sangthana, 2014)

of Lok Shikshan Sangathan has won many awards in its 50 years by participating in sports and cultural fields at the school and state levels as well. We have to go back to 1968 to know its history. By starting two classes of 8th and 9th, the high school was set up, but several years ago in Dhargal, an educational and social revolution was sparked.

When Vitthal Prabhudesai went to Dhule for work, he met Sane Guruji. Guruji gave him the message that you should do something for the poor. After receiving this message, he returned to Goa, gathered some like-minded men and women from Dhargal and established Harijan Seva Samiti, and ran schools for Harijans at three places in Talewada, Gaonwada and Deulwada. Teachers were procured from Maharashtra to provide primary education. One of the teachers Mr. Mohan Ranade originally from Apte, changed his surname due to involvement in the revolution. They received valuable help (shelter and weapons) from Sri Dattatraya Apte, the then-priest of the Shantadurga temple.

The school is built without any help of government. The responsible citizen of the village Mr. Govind Desai, Mr. Gopal Prabhudesai and Mrs. Pramila Uttam Prabhudesai came forward. Mr. Uttam Ramachandra Prabhudesai, Shri. Rajaram Prabhudesai played an important role. The villagers of Barahi Wada of Dhargal gave their cooperation very enthusiastically in this work. Some donated in the form of 4 annas, 8 annas. Because it was, a village school, some people helped with carpentry work. With the help of this person the school stood. Education from 1st to 7th standard was provided in the village itself.

After liberation, the winds of new political, social, and educational changes began to blow. Senior communist thinker and writer Shri. Narayan Desai used to come to Gaonwada Dhargal for the work of Kisan Sabha and also to meet his relatives. He saw

the urgency of the high school here. With his inspiration, education lovers established the Folk Education Association and established the organization's Folk Education High School.

Founding members: Shri. Narayan Desai, Shri. Ramesh K. Kolwalkar, Shri. Rajaram L. Prabhudesai, Shri. Pandurang Salgaonkar, Shri. Shyamasundar Khalap, Shri. Raghuveer Churi, Shri. Vithu Parab, Shri. Shantaram Mandrekar.

The stage of formation of the organization was completed, by the founder President Shri. Narayan Desai gave up his work and left for Mumbai for his extensive work. The entire responsibility of running the school was given to the then President Shri Ramesh Kolwakkar and his other associates. He struggled a lot in the beginning.

The conflict was not with people but with the situation because the shortage of materials was huge. No help from the Department of Education. However, the department has to comply with various conditions for obtaining a no-objection certificate, getting a building to house classes, appointing staff, and making financial provisions for their salaries.

All the tasks were very challenging. During this initial struggle, the high school stood strong like a mountain through every obstacle. The history of the organization cannot be completed since Vijay Rane gave special credit to all these five people. To meet any problem or need of high school, Mr. Raghuveer Churi was prompt. The furniture was prepared by himself. Two classrooms were promptly prepared and handed over to the institution within two weeks. When there was a proposal to construct the institute building, he and his family generously donated 2400 sq. Meter space to the organization.

In the early days, Prabhakar Ghodge was the president of the organization and Congress Ramesh K was the secretary. Kolwalkar oversaw the work. Principal Mr. Ba. Y. Chowkekar managed the school.

In the later years as the president, Mr. Pandurang Raul, Secretary Shri. Ulhas Salgaonkar and manager Mr. Vitthal d. Prabhu Desai officiated. It was during his period that the building construction got a boost and speed. Funds were collected from village to village. The Alumni Association and other villagers helped a lot and

The first floor of the building is completed. Mr. Pandurang Raul's death Mr. Dyaneshwar Salgaonkar became the Chairman and Manager Mr. Yashwant Kamalkar was elected. During that period, the management committee and the education and other staff worked hard to improve the quality of the school and bring about qualitative changes in high school

The second floor of the first building and the second grand building were constructed during this period. A point to be proud of is that various classrooms, laboratories, etc. at 2-3 locations have come into their building. Credit goes to all the members of the organization and the managing committee for making the high school complete with classrooms, laboratories, computer labs, sanitary houses, staffrooms spacious halls, and main offices.

The President Shri. Subhash Kagralkar became president. He carried forward the work of the institution as well as the high school took the high school to a different height and brought stability to the institution.

Over time, as the president of the organization, Vikas Prabhudesai was selected and Mrs. Jasmini Mandrekar was appointed as Head in charge. The building was completed during this period. But she is equipped and updated. The President Shri. Vikas Prabhu Desai has done great work by making new toilet blocks, CCTV cameras, and building maintenance Sports materials, games, and yards have been provided for KG.

A curious coincidence is that while constructing the Dhareshwar Primary School in Dhargal, the current President's grandfather Uttam Res. Prabhu Desai took the initiative. The construction of the second floor of the high school and the second building was done by his father Mr. Ramachandra U. Prabhu Desai led the way. Now it is ready to build a third huge building for the high school itself which will be versatile and well-equipped. Looking at their history, there is no doubt that they will be completely successful in their determination and achievements.

Mangurish Vidyalaya English High School, Aroba built in 1973. This school is a Private Aided School. These are the high schools built in the villages to provide high education to the children of the village. When the school was started by the Mangurish Education Society, the organisation ran smoothly for many years. From Nagjar-Pedne-Tuye to Mhapsa, students stood on their own feet by studying in Mangirish. But in the 1960s, many new educational institutions started coming into the educational sector of Goa. In the year 1994, a Garbhashrimant educational institution school came up just a short distance away and the very existence of Mangurish came to an end. The future of Mangirish Vidyalaya became dark. Some teachers in school service started looking at alternative professions. This was a critical period in the life of Mangirish High School.

But in this management committee, there was one man with a vision. For that, he was ready to accept enemies of the right congregation. That remote man's name was Vinayak Shankar Arolkar, he was the founder and secretary of the Mangirish Management Committee. In 1967, Twice the education department issued a notice to close the fifth standard. But the then Education Minister Mrs. Sangita Parab the School continued. The lady withdrew the decision of the education director to close the school on her responsibility. Then again in 2013, the Director of the Education Department gave a show cause notice and issued to close the fifth class. But then Chief Minister Manohar Parrikar as the Education Minister withdrew that notice. It was and is a continental journey of the last twenty-four years.

There was a rumor that the school would be closed down but instead, there was development. The pre-primary, primary section started. The director Mr. Gajanan Bhat assisted in starting the primary section. The school enrollment has increased New teachers work with enthusiasm in the school.

The transition period has passed and the school was not stable. In between, the school got proposals from wealthy individuals and organizations to run. However, the school is successfully working under the managing committee.

The story of Manguirish Vidyalaya's rise to prominence not only in Dhargal village but entire Pernem Taluka is incredible. It appears that the other elementary school is essential to the education of pupils at Manguirish Vidyalaya, as well as to the development of a local feeling of community and education. Its significance is further increased by its function as a social hub, which probably attracts people for a variety of events and

activities. The way that education and social interaction are integrated shows how much of a good influence the school has on the neighborhood.

4.3.3 Kasarwarne/ Ozari Cluster

In these villages, there is Government Primary School Ozari, and Government Primary School Tulaskarwadi both built in 1963. There is one more school in this village named Government Primary Middle School, Nagzor built in 1963. There is Government High School Gaothanwada Ozari built in 1966 has been named Tulshiram Balkrishna Hirve. This was done because the Department of Education had notified that government high schools and government higher secondary schools shall be renamed as proposed by the heads of institutions with the consultation of parent-teacher associations and school management committees of the schools following the martyr's list provided by the Department of Home (General), Secretariat. Like some schools have changed their name. This school provided the foundation of education from the period 1963. These schools still exist today with the enrollment of a good number of students.

4.3.4 Morjim/ Mandrem Cluster

In Morjim, there are Government Primary Schools built in Pokewada (1964) and Kannaikwada (1965). This school has a good number of students. Kattewada primary schools were closed down which was built in 1969. There is no government high school in the village. There is a private aided school, Vidyaprasarak High School, Morjim.

4.3.4. A Vidyaprasarak High School

Vidyaprasarak Samaj was founded at Morjim village on 27/09/1925 and approved by the Portaria dated 13/11/1928, of the then Governor General and published in the boletin. The objects of the society is to impart education at all levels without distinction of cast or creed, through school library rooms, conferences, and other adequate means. They established Vidyaprasarak High School, Morjim founded in 1970. There are seven members in Vidyaprasarak Samaj. They get Funds from management members contribution, ex-student, PTA, fund of different companies and well wishers. The building is on the same place.

4.3.4.B Mandrem High School, Mandrem

॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

“Nahin duyunen sadrushan pavitramiha vidyute”- there is nothing sacred and holy like the knowledge received through education.

With this aim in mind, in June 1964 Mandre Shikshan Sanstha started Mandrem High School for the Social-Economie Cultural development of Mandrem Village. Mandrem Shikshan Sanstha Started various projects which were successfully executed and completed with the unflinching loyalty and sincerity of the members of the Sanstha. The members of the Sanstha are Shri. Ashok Desai (President), Shri. Madhav Joshi (Chairman), Shri. Mukund S. Kaisukar (Secretary), Shri. Govind M. Parsekar (Treasure),

Shri. Laxmikant R. Govekar (member), Shri. Hari A. Prabhu (member), Shri. Anant M. Parsekar(member), Shri Vijay A. Govekar (member), Shri Sharad S. Mandrekar (member), Shri. Ulhas G. Korgaonkar (member).

The member of the managing committee of the school

Shri. Madhav V. Joshi (Chairman), Shri. Sudheer S. Mayekar (Head Manager), Shri. Govind M. Parsekar (Treasure), Shri. Mukund S. Kaisukar (member), Shri. Anant M. Parsekar(member), Shri Vijay A. Govekar (member), Mrs. Siddhi Shetye (member of PTA), Shri. Vivek bodke (Teacher Representative).

After Goa's liberation Government laid more emphasis on primary education, which resulted in the opening of primary schools all over Goa. Till 1964 there was no secondary school in Pernem Taluka, either of the Department of Education or any NGO. As mentioned above no one had attempted to start a high school. So the students after their successful completion of std. IV had to go to faraway places like Stolim, Mapusa, Sawantawadi, etc. to get further education. The youths from Mandre village could feel the burns of hardships faced by the students to get the secondary level education up to S.S.C.

To overcome this hardship some Mandre enthusiastic and energetic youth came together to start the Mandre Shikshan Sanstha. Material required for the building, books required for the library, teaching aids, equipment, and instruments required for the laboratory were collected by youth through door-to-door visits in the village and also visiting people who were settled in Mumbai.

The Sanstha always held “The motto of holiness” of education and stressed the need for value-based learning, learning through hearing and seeing, and, of course, learning by doing.¹⁰

To keep control over the wilder flights of youthful imagination of enthusiastic and energetic youth, some elderly people like Shri Purushottam Manjrekar, Shrimati Tarabai Manjrekar, Shri Narayan Manjrekar, and others played a major role of guidance to the youth. Not only that, these highly generous people donated their land to build the Mandre High School building. Besides this, it is with great gratitude that Sanstha has to accept the generosity of those good souls of that period who generously lent their mud premises (mangor) to conduct classes while building of the school was under construction.

Mandrem of that period was a small and economically backward village. Sanstha needed enormous funds in the initial stage for the construction of the building, for the library, laboratory, and other purposes. Raising funds was a difficult task for the Sanstha. Even after all these odds from 1964 to 1969 Sanstha started their go-ahead mission by constructing one classroom a year and at last got their 6 classrooms ready till S.S.C.

The first batch of students appeared for the S.S.C. Examination in March 1970. From 1970 to 2013 all together 44 batches numbering 2416 students appeared for the SSC Examination.

Students also worked on Bandhara Project to fulfil their social obligations. In 1975-76 school started vegetable growing and polutry farming projects. These projects were very much beneficial in the socio-economic upliftment of the village. Later on, the school

¹⁰ *Mandre High School: Golden Jubilee Souvenir (1964-2014)*, Smarnika (Mandre: Mandre Shikshan Sanstha, 2014), 9.

started rain harvesting projects by constructing small bundhs (Bundharas) across rivulets in Mandre village as well as neighboring villages. Empowerment of women was very much a concern for Mandre village. Looking at this, a special condensed course of 18 months (1975-77) with financial assistance from the social welfare board, New Delhi was started for village girls. The course proved a great boon to the village girls who completed their SSCE.

Mandre Shikshan Sanstha launched a printing press and book-binding unit wherein rural females were engaged with the goal of uplifting the socially and economically impoverished sector of society. Ten girls are employed by the printing press as of right now. It is, in actuality, an illustration of community economic sources.

The Student's Co-operative Society was established by Mandre Shikshan Sanstha with consideration for the needs of the kids and their challenges in obtaining the necessary educational supplies. Approximately 760 pupils are still served by the society. Students still have to pay Rs. 5.5 to join the society, and they manage it themselves while learning the fundamentals of cooperative business.

Now the school, has a good building, a good library collection, a well-equipped laboratory, a computer laboratory with internet connectivity and all modern electronic gadgets. The Sanstha also has a well-covered hall for conducting school functions as well as social functions aimed at the social upliftment of the village folk. The school has also an outdoor stage where cultural festivities are conducted and a wide open space in front of the stage can accommodate a crowd of thousands of people. The cultural and social festivities held at this stage either by the Sanstha or by the NGOs have greatly helped in bringing about the cultural and social development of Mandre village which indeed is a

great achievement of the Sanstha, besides its educational achievements. The village did not have a primary school with English as the medium of instruction, so the parents approached the Sanstha to avail this facility to the village and the Sanstha agreed to it as a result of which primary section with English as the medium of instruction was added to Mandre High School in the year 1995. Besides pre-primary classes were also added over time to prepare students for primary education.

4.3.5. Korgao/ Harmal/ Paliem/ Keri cluster

In Korgao, there is a Government Primary School, Bhatwadi built in 1965 and Government Primary School Manshiwada built in 1969. There were other schools built during the Bandodkar Period including Government Primary School, Deulwada built in 1963, Government Primary School, Pethechawada built in 1964, and Government Primary School, Bhaid were closed down due to no enrollment of the students. In Harmal there is Government Primary School, Deulwada and Parsekarwada built in the year 1963.

4.3.5. A Harmal Panchakroshi High School (HPSH)

The first high school in the village was started in 1967 by Harmal Panchakroshi Shikshan Mandal (HPSM) is situated at Modlo Vaddo and is dedicated to providing high-quality education to pupils from the Pernem Taluka hamlet of Harmal (Arambol) and its

neighboring villages. This institution was started with the enrollment of 26 students. The mission of the Mandal is to provide high-quality education and child care in a safe, respectful, and inclusive environment that builds a foundation for lifelong learning. This Mandal has four institutions, Harmal Panchakroshi High School (1967), Harmal Panchakroshi Higher Secondary School (1991), Ganpat Parsekar College of Education (2015), and College of Nursing (2023). The members of the Mandal are Shri. Laxmikant Parsekar (Chairman), Shri. Suryakant Naik (Vice Chairman), Shri. Sudhir Naik (Secretary), Shri. Gangaram Gadekar (Treasure), and Mrs. Smita Parsekar. HPHS is a hub for social harmony and engagement in addition to being a place of education. Children from a wide range of socioeconomic situations are entrusted to HPHS, showing a common belief in education as a means of achieving empowerment and advancement.

HPHS has been providing services for many generations. With extensive roots in Harmal and other towns, many of its teaching members, administrative personnel, and graduates are well-connected to the community. A strong sense of pride and belonging is created among the stakeholders of the school by this continuity and connection. Harmal Panchakroshi High School (HPHS) is known for its innovative pedagogy, student-centered approach, and dedication to holistic development in both teaching and learning.

With a focus on meeting each student's unique needs, interests, and learning preferences, HPHS puts the student at the center of the educational process. To create a positive, encouraging learning atmosphere where each student feels respected and equipped to achieve, teachers place a high priority on developing deep relationships with their pupils.

To involve students in the learning process, HPHS uses the latest teaching approaches and instructional strategies. Teachers use a range of strategies to make learning relevant,

engaging, and fun, from project-based learning and practical tasks to technology-enhanced lessons and group projects. At HPHS, assessments are used as learning tools rather than only as performance indicators. Exams, projects, talks, and presentations are examples of formative assessment methods that teachers use to track students' progress, give timely feedback, and pinpoint areas in which they need to improve. This method encourages students to take charge of their education by fostering a culture of self-reflection and ongoing development.

4.3.5.B New English High School, Keri

The school was built on 29 July 1973 by the Keri Terekhol Area Development, Welfare and Education Society. Once Dayanand Bandodkar visited the village of Keri in 1973.¹¹ He had come to Hanuman temple, and after that, while inquiring about the village, he came to know that there are two primary Marathi schools up to VI. But there is still no facility for further education and the problem lies in the two villages of Keri and Terekhol. Kamleshwar Sanstha of Korgao has started the class of 5th but there is no further convince. Bhau immediately suggested the Youth set organisation and work to solve the problem by facilitating further education. Bandodkar also assured them to help financially. Because of the inspiration of Dayanand Bandodkar, in the same year under the chairmanship of Anant Naik, the Development Welfare and Education Society was later renamed as Keri Terekhol Area Development, Welfare, and Education Society. This society helped and built the New English High School in Keri. A portion of the cash and

¹¹ Milind Kerkar. "Samrat Rahvoyasarkhi Ek Athawan" in *Dayanand Balkrishna Bandodkar urf Bhausaheb Bandodkar*, ed. Ramesh Colvalkar. (Panjim: Kala Ani Sanskruti Sanchalanalay, 2011), 293.

in-kind donations, like as furniture and tiles, were provided by residents of Keri village for the construction of the school. Every villager contributed one rupee towards the building of the school. There were Primary Schools with Marathi languages in the village but there was no English medium school the committee decided to give the name New English High. The founder and members of the society are Dr. Anant V. Naik, Shri. Ganoo M. Vast, Shri. Shyamsundar K. Talkar, Shri. Uttam R. Kalogi, Shri. Milind A. Desai, Shri. Bapu G. Kubal, Shri. Diogo D'Souza, Shri. Francis Fernandes, Shri. Ratnakar J. Talkar, and Umesh J. Kerkar.

The Managing Committee of the school

Shri. Brajesh A. Kerkar (Chairman), Shri. Shailendra S. Kubal (Manager), Shri. Vithal G. Gadekar (Member), Shri. Nandakishor K. Zabla (Member), Shri. Milind D. Talkar (Member), Shri. Bhavarth Mandrekar (headmaster), Mrs. Sharmila Naik (Teacher Representative), Shri. Gangaram M. Mathakar (P. T. A Representative), Shri. Shrikant M. Somji Kerkar.

The vision of the school is “We shall be forever indebted to him for building a strong foundation for Goa’s Educational Progress.” They dedicated this message for Dayanand Bandodkar.

This society looks after the High School with the feeder units of Nursery, Pre-Primary, and primary also has Goa’s only Akhil Bharatiya Gandharva Mahavidyalaya, an examination centre directly run under the banner of society. The school offers its students a facility of music such as tabla, harmonium, vocal, and marital arts, well equipped Science laboratory, computer Laboratory, Library, audio-visual room, indoor stadium

cum hall, sports room, and spacious playground. The school intends to initiate theatre art, kathak dance, counseling, Nsqf, and vocational studies in the coming time. New English High School places a strong emphasis on students' overall development in addition to academic performance. The medium of instruction is in Marathi for primary and for middle and high classes it is in English. There are Primary Schools in the area which are feeding schools to this institution.

The school prepares students for future academic success as well as personal and professional fulfillment by instilling principles like self-respect, honesty, leadership, and self-reliance. The school celebrates 'Students Day' on 12 March every year because it is the birth anniversary of Shri. Dayanand Bandodkar. The school believes that students are not just numbers, they are individuals who receive personalised attention and care from the dedicated staff. The school creates a nurturing atmosphere where students feel safe, supported, and encouraged to explore their potential to the fullest. They have also installed the statue of Dayanand Bandodkar on the campus of the school.

This school is community centered. There is a PTA and meetings were held. The active involvement of parents in the PTA and regular meetings serve as platforms for open communication, collaboration, and shared decision-making between the school and the community. The Devasthan program held on the campus of the school also strengthens ties with the local religious community. There are 6,000 books are there in the library and the Library of the school is open to the villagers, an awareness program was held in the village, and a group of the school was made open to the villagers. Regular visits to student's homes bring up strong relationships between teachers, parents, and students, promoting a sense of trust, understanding, and partnership in the educational journey. The

school also organizes various programs on different occasions in the village. There is Government Primary School built in 1963 in Talwada Keri which serves as a feeder to this high school

The Government Primary School Madhalawada, which opened in 1963, and the Government Primary School Naikwada, which opened in 1965, are crucial in giving the children of Paliem a strong educational foundation. These schools provide a foundational education and mold the early learning experiences of many children in Paliem, making them the first step in their academic journey. These institutions make a vital contribution to the intellectual and social development of the youth of the village by developing young minds and instilling essential information and skills, so preparing them for future academic aspirations and active engagement in society. There is Shree Bhumika English High School which serves the purpose of high education in Paliem village.

4.3.5.C Shree Bhumika English High School

Shree Bhumika English High School has a fascinating history, dating back to its establishment on June 4, 1972. Before its official founding, classes were held in the homes of villagers, showcasing a strong community commitment to education. Mangesh Ambiye, Tato Parab, and Mohan Parab played pivotal roles by hosting classes for different standards in their houses. In 1975, the school transitioned to its current building. This evolution highlights the dedication of both educators and villagers to provide accessible education to the youth of Paliem.

Since its founding in 1972, Shree Bhumika English High School has seen a consistent rise in student enrollment, which is indicative of the village's growing need for high-quality education. With 36 pupils enrolled in the fifth standard class in 1972, 56 in 1973, and 44 in 1974, it is clear that the school won the community's confidence quite rapidly. This increasing pattern implies that the school successfully served the community's educational needs, building a solid reputation for excellence and becoming the hub of the village's educational system.

Some elementary schools in the neighborhood serve as feeder schools for Shree Bhumika English High School, preparing kids for enrollment there in addition to Shree Bhumika. These elementary schools most likely have a significant impact on student's educational foundations, giving them the fundamental information and abilities they need to advance to higher education. By ensuring that students have access to high-quality education at every point in their academic path, this network of feeder schools supports the region's broader educational environment.

Shree Bhumika English High School serves not only as an educational institution but also as a vibrant social center that actively involves the community. Through various activities such as cultural events, sports competitions, parent-teacher meetings, and community outreach programs, the school fosters strong ties between students, parents, teachers, and the broader community. These interactions not only enrich the educational experience but also promote unity, collaboration, and social cohesion within the village of Paliem. By actively involving the community, Shree Bhumika English High School creates a supportive and inclusive environment that nurtures the holistic development of its students.

4.3.6 Parse/ Tuem/ Agarwada Cluster

In these villages, there is a Government Primary School, Harmalkarwada and Tuem. Government Primary School, Vaidongar built in 1963, The Government Primary school was built in 1962 to provide a base of education to the students in the village. Government High School Agarwada was renamed J. A. Chopdekar Memorial Government High School, Agarwada built in 1969. This is the first high school built in the village. The students from the surrounding villages came to study in the school. This High school has classes from V to X. There are Primary schools which are feeding to this institution in that area. In these villages, the Government Primary Middle School Goankarawada, Tuem, and the government primary school Madhalawada, Tuem are closed down.

4.3.7 Pernem/ Kondalwada cluster

In Pernem there is a Government Primary School, Bhirone built in 1973 but before that, there was one school in Pernem built in 1962. There is one High School built in 1968, Shree Bhagwati High School.

4.3.7.A Shree Bhagwati High School, Pernem

Shree Bhagwati Shikshan Prasarak Mandal's Shree Bhagwati High School Pedne was established on 6 July 1968 with the main objective of educating pupils belonging to

families of all economic classes.¹² Uttam Kotkar, a Pernem native, went to Mumbai with friends to get an education. However, upon returning to Goa, he realized that education could change a person's life. He asked the Chief Minister of Goa, Dayanand Balkrishna Bandodkar, to propose building a school in Pernem. Kottkar suggested the name Maratha High School, which was later renamed Shree Bhagawati High School.

Despite facing challenges, Kottkar's determination to start the school continued. Initially, the school was a hostel, providing accommodation, food, and clothing for poor students. Prabhakar Panshikar helped with the construction of buildings by staging the drama "Ashruchi jali Phule, tho mi caveat, the halale martyr."

The school began as a high school in 1968, with a medium of instruction in Marathi and English. By 1989-90, the school had 113 students, with divisions for Pre Primary, Primary, Middle School, and High School. The school eventually became a large institution, with a focus on leadership development and attracting teachers from various locations.

Shree Bhagwati High School, established in 1968, initially taught in Marathi and English. By 1989-90, the school had 685 students, with divisions for English and Marathi mediums. The school's growth was attributed to a small sample in 1978, which eventually transformed into a large institution.

The school is co-educational, with a playground shared with Hutatma Manohar Krishna Pednekar Government Primary School. The school has been granted permission by the

¹² Jayesh Dessai. "Shree Bhagwati High School", *Dainik Herald*, November 22, 2017.

Ministry of Education to introduce Vocational courses under the National Skill Qualification Framework (N.S.Q.F) from the Academic Year 2023-24 at standard IX.

The school has a spacious building with 25 well-ventilated classrooms, a well-equipped laboratory, a good library, a playground, and a sports room. The school has a team of trained and experienced teaching staff who encourage students' studies and overall development. The school is involved in various activities, such as Gokul Asthami, Saraswati Pooja, Guru Purnima, and historical events. There was a good approach for the students. The students from various parts of Pernem taluka came to study in this institution.

Students receive numerous prizes and scholarships, including cash prizes in memory of late leaders, scholarships for the best boys and girls, and cash prizes for the best Marathi students. Shree Bhagwati High School has also made significant achievements, such as performing the largest drama "Shambhu Raje" with 450 students in association with the Directorate of Art & Culture, Government of Goa.

4.3.7 Torxem/ Porescodem/ Varkhand cluster

In Toxem, there is a Government Primary school built in 1963 in Torxem, Sakral, and Khajne. Government High School was built in 1967. These institutions likely play a crucial role in providing education to the community, serving as the foundation for learning in the village. In Porescodem, there is a Government Primary School built in 1963, followed by the government primary middle school which was closed down due to no enrollment of the students. In Ugave there is a Government Primary School,

Government Primary Middle School established in 1963 but this middle school is closed down. There is a Government Primary School in Kadashi Mopa, fakirtapata, Patradevi built in 1972. In these villages, there is only one High school which is Government High School Torxem which was later named Sahid Ram Singh Memorial High School. Many schools in these villages are closed. Government Primary Middle School in Porescodem, Government Primary School in Mopa, and Government Primary School in Tambose.

4.4 Grants Given to the Schools by Samgrah Shiksha Abhiyan and Managed by Department of Education

Samagra Shiksha Scheme was proposed to improve the usefulness of schools measured by equal opportunities and impartial learning output. This scheme encompasses Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education. The school has transport facilities (Balrath) for children of classes 1 to XI. This grant was also provided to the Private Aided School. The school gets grants for upscaling infrastructure. This scheme has a provision for supporting Swachhta programs in schools. The school under the scheme gets enhanced teacher training. The school get library grants of ₹ 5,000 to 20,000. The composite school grants were increased from ₹ 14,500-50,000 to ₹ 25,000-1,00,000. It provides smart classrooms, DTH channels, and digital boards.

The school gets allocation for uniforms and raincoats and also provide scholarship of ₹ 400 to 600 per child annually under the RTE Act. This also encourage the parents to send their children to school for those who have financial issues. There was increased in the

annual grant for textbooks from ₹ 150-250 to 250-400 per child under the RTE Act. The school gets the annual grant for Children With Special Needs from ₹ 3,000 to 3,500 per child. The school also gets sports equipment worth ₹ 5,000 to Primary, ₹ 10,000 to Upper Primary, and ₹ 25,000 for Secondary and Higher Secondary Schools. Mid-day meal was also provided to the students from standard I to VIII.

4.5 Language

Dayananda Bandodkar's emphasis on primary education in Marathi was rooted in the belief that learning in one's native language facilitates better comprehension and retention. However, the current trend sees English overshadowing Marathi, leading to a decline in Marathi primary schools as parents opt for English-medium education for their children.

This change is not specific to areas where Marathi is spoke rather, it is a global trend as people value English proficiency more and more. Because they believe that English-medium schools provide greater prospects for future success, parents frequently give them top priority when choosing schools for their kids. This shift not only impacts the preservation of the Marathi language and culture but also poses challenges for those who may struggle with English proficiency. As a result, there's a need to reassess educational priorities and strive for a balance that respects linguistic diversity while also preparing students for a globalized world. This is the reason why many Government Primary School are being closed down in the Pernem Taluka.

Dayananda Bandodkar's visionary approach aimed to ensure that every child in every village had access to education through the establishment of government primary schools within a reachable distance of 3 kilometers. However, the closure of many of these schools represents a departure from his vision, attributable to various factors such as declining enrollment, inadequate infrastructure, and the allure of English-medium education. This situation not only undermines Bandodkar's noble vision but also widens the educational gap, particularly for rural children who are deprived of basic schooling opportunities. Efforts must be made to address the root causes behind the closure of these schools and revitalize Bandodkar's vision to provide equitable education for all children, regardless of their geographical location or background.

4.6 The Decline of Government Primary Schools

In the years 1972-73, Pernem Taluka boasted a total of 98 schools, comprising 59 government primary schools, 28 government middle schools, 2 government high schools, and 9 private aided high schools.¹³ This diverse educational landscape likely provided various options for students at different stages of their academic journey. In 2016, there are around 70 government schools in the Pernem taluka which is thrice the number of aided and non-aided schools but the enrollment rate in government schools is much lower. Private schools receiving government grants in Pernem are 22.¹⁴ Furthermore, it is critical to attempt to address the root causes of low enrollment, which include poverty, a lack of parental involvement, and a lack of community engagement. To guarantee that

¹³ V. T. Gune, "Gazetter of Union Territory Goa Daman n Diu." Vol.1. (Panjim: Gazetter Department 1979), 692-693.

¹⁴ "Low enrolments hit Pernem's Government Schools" *O Herald*, July 26, 2016.

every kid in Pernem, regardless of the school they attend, has the opportunity to get a quality education, collaborative Initiatives including local government, community organizations, and stakeholders may help identify and implement specific solutions.

Sr. No.	Cluster	No. Of Primary School	No. Of Middle School	No. Of High School	No. Of Closed School
1	Chandel/ Hasapur	-	2	1 (G)	1
2	Dhargal/ Virnoda	6	-	2 (GA)	-
3	Kasarwarne/ Ozari	2	1	1 (G)	-
4	Korgao/ Parashte	2	-	-	3
5	Mandrem/ Morjim	2	-	2 (GA)	2
6	Harmal/ Palye/ Keri	5	-	3 (GA)	+
7	Parse/ Tuem/ Agarwada	4	-	1 (G)	2
8	Pernem/ Kondalwada	1	-	1 (G)	-
9	Torse/ Porescodem/ Varkhand	7	1	1 (G)	3
	Total	29	4	11	11

Table No. 1 : Showing schools in Pernem Taluka built during 1963-73

G- Government, GU- Government Aided

Chapter 4:

Conclusion

Education has been a significant part of human life since ancient times, as we have seen. There were *Pathashala Agraharas*, *Brahampuri* and *Maths* to teach primary education and higher education during the pre-Portuguese era. The Portuguese also had their own educational system. Goa saw a boom in education during the Portuguese era, but the Bahujan samaj were left out since the language of instruction was Portuguese. While there were schools, they were mostly located in urban areas, and there was little development in rural areas. Republican regime brought establishment of committees or operating alone, and they also began opening schools in remote areas.

Dayanand Bandodkar significantly improved Goa's overall state after its liberation. Throughout Goa, educational progress was made during his time. He was elected from both Morjim. The study's foundation was several of the schools constructed in Pernem Taluka during his reign. In Pernem Taluka, however, many schools have closed and the state of these institutions is currently terrible. During the visit made to the institution, a few institutions offered assistance and demonstrated great kindness. However, not much information is offered at certain institutions. One teacher at one of the schools claimed that there are no school-related documents available.

Dayananda Bandodkar's intended primary education system in Goa is in decline, and this is a complicated problem with many underlying causes. In addition to the migration of

people from rural to urban areas and the shift in education towards English, other reasons make these school's problems worse. Lack of proper funds and resources is a major factor that affects teacher wages, infrastructure upkeep, and the accessibility of educational materials. Further discouraging parents and children may be the perception that the quality of education in these schools is lower than in English-medium schools.

However, the current trend sees English overshadowing Marathi, leading to a decline in Marathi primary schools as parents opt for English-medium education for their children. This shift not only impacts the preservation of the Marathi language and culture but also poses challenges for those who may struggle with English proficiency. As a result, there's a need to reassess educational priorities and strive for a balance that respects linguistic diversity while also preparing students for a globalised world.

Government run schools face a great deal of competition from the growing number of private schools, notably those that provide kindergarten through high school education, especially in remote areas. Due to alleged benefits including better facilities, smaller class sizes, and maybe higher academic standards, parents frequently favor private schools.

This problem is made worse by the fact that private schools are close to public ones. Parents may choose the comfort and reputed status of private education over the public options. This pattern adds to the drop in student enrollment at public schools, which in certain circumstances results in financial difficulty and even closure.

The difference in student enrollment across Pernem's government primary schools serves as a stark reminder of the unequal distribution of educational opportunities and resources

in the area. Some schools have strong enrolment rates, while others find it difficult to reach the 20 students needed for an effective school.

There could be a number of causes for this imbalance. Parent's selections regarding which school to enroll their children in can be influenced by several factors, including the school's location, socioeconomic position, infrastructure, and teaching staff quality. Schools in more rural or underprivileged areas could have a harder time bringing in and keeping students because of things like perceived educational quality and transportation accessibility.

To help schools with low enrollment numbers and guarantee that every kid has access to a high-quality education, specific actions are required to alleviate that disparity. Developing tactics to make failing schools more appealing and successful may entail doing things like building up their physical spaces, giving extracurricular activities or specialised programs, and providing incentives to draw in competent teachers.

Students now choose private schools over public ones because of the Bal Rath facilities expansion, which has changed their tastes and made them choose schools that are farther away from their homes. This change highlights the competitive environment in education and emphasizes the significance of mobility in school selection. To give children more flexibility and the chance to attend schools that best suit their requirements, regardless of ownership, the government wants to ensure that all students have equitable access to transportation services.

In terms of financial and infrastructure development, this also raises concerns about how resources are allocated and what this means for the public and private education sectors.

The local resident's desire for enrolling children in private schools is indicative of the view shared by many families who want better facilities and high-quality education.

Most of the parents are worried about the language used at government schools. Although Marathi-medium education is beneficial for maintaining cultural identity and building a solid foundation, it is impossible to emphasise the growing significance of English language competency in today's world.

Being able to communicate in English opens up a world of possibilities for work, education, and communication as most of the parents think. There are some government primary schools which are provided with only one teacher, leaving the teacher overburdened with four classes at the same time along with having to deal with administrative work. Due to this students don't get enough attention. Also, parents complain that if a teacher goes on leave, then there is no replacement.

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