CHAPTER XI

TEACHER TRAINING
Though a chapter on teacher training does not lend itself to any comparison, it is certainly an important aspect of education, which tells itself on the general expansion of education and instruction. Facilities for teacher training and the vicissitudes through which the training of teachers has gone has most likely affected the general development of education in this territory.

Normal school

Upto the time of liberation in 1961, there existed in Goa only one training school, which was called the Normal School. The school was solely for the training of primary teachers. There was no provision in Goa for the training of secondary school teachers in any language.

Normal School was established in the year 1841 during the governorship of Lopes de Lima. However, details of the teacher turnover are available only from 1856 onwards. Following is a table which shows the total number of teachers produced by Normal School from 1856 to the year of Republic.
### TABLE XXXV

**Turnover of Teachers from**  
**1856 to 1910.**

<table>
<thead>
<tr>
<th>Years</th>
<th>One year Course</th>
<th>Two year Course</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1856-57 to</td>
<td>90</td>
<td>41</td>
<td>131</td>
</tr>
<tr>
<td>1880-81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1881-82 to</td>
<td>129</td>
<td>44</td>
<td>173</td>
</tr>
<tr>
<td>1892-93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1893-94 to</td>
<td>84</td>
<td>74</td>
<td>158</td>
</tr>
<tr>
<td>1905-06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1906-07 to</td>
<td>25</td>
<td>52</td>
<td>77</td>
</tr>
<tr>
<td>1909-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1910-1911*</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>328</strong></td>
<td><strong>211</strong></td>
<td><strong>541</strong></td>
</tr>
</tbody>
</table>

*Note - 5-year course*

The total number and turnover of teachers can be assumed to be an indicator of educational expansion in any place. Judging from this it can be observed from the above table that during a course of fifty-four years five hundred and forty-one teachers were trained by the Normal School. That works out to an average of ten teachers per year. This figure is absolutely unsatisfactory. It can only mean that either the education expanded very slowly or untrained teachers were recruited to meet the requirement of teachers.

Since its establishment the school offered two types of courses, viz., one year and two year courses. A two year training
was considered as a complete course and it qualified a candidate
to teach up to Grade II. The first year of this Course qualified
a candidate to teach up to Grade I. In 1907, the entire educational
set up was reorganised. The course offered by Normal School also
also underwent changes. The training course now comprised of three
years. This reorganisation of instruction took place during the
governorship of Archbishop D. Antonio Sebastiao Valente, who was
evidently intolerant towards other religions. The reorganisation
of 1907 excluded the Hindus from entering Normal School because a
teaching profession was closed for those who did not practise the
State religion. The State religion during the monarchical period
was Roman Catholicism. This clause automatically prevented Hindus
from joining Normal School as well, because a diploma of Normal
School would not entitle them to secure a job in the government
primary schools.

Admissions

Admission to Normal School was restricted to those who had
passed Grade II examination. The minimum age requirement was 18.
And the maximum twenty seven. This age restriction was applicable
to both the sexes. In 1910, when the Republican Government
reduced the minimum age for admission of girls to sixteen.

Regulations of 1907

The most important law governing the teachers' training
was passed in 1907. The Regulations of 1907 stated that primary
teachers' training was to be imparted in the Normal School of
Nova Goa (Panaji). The Normal School was co-educational.
The minimum legal qualification for a teacher's post was the One Year and Two Year course according to the previous regulations in force up to 1907. A full Three Year course was introduced by the new regulations. The previous courses were abolished however, teachers with One Year Training courses already in service, were to be allowed to continue teaching in the schools as assistant teachers.

Supervision and inspection - The school was placed directly under the provincial government for supervision and was to be housed in an independent buildings without any interference from outside.

Staff and Administration - The Director or Principal of Normal School was to be the seniormost teacher of the Normal School. The salary expenses were to be met from the government budget whereas the furniture and educational equipment was to be financed from the School Fund.

Practice Lessons - Practice lessons by teacher trainees were to be given at the co-educational annexe schools. Both the primary schools of Panaji city were to be considered as annexe schools for the purpose of practice lessons by teacher trainees.

Time-Table - Teaching periods were to be of one hour's duration each and there was to be an interval of fifteen minutes between two periods.

Admissions - Admissions were to be granted to new students fulfilling the following conditions:
1. Candidates who had completed the age of eighteen or would be completing the same by the 1st of June that year. Candidates with more than twenty seven years of age were not to be admitted.

The following certificates were to be attached to the application for admission:

1. Birth certificate
2. Medical certificate stating that the candidate suffered for no contagious disease and did not suffer from any physical handicap. The Certificate was to be issued by the local health authorities.

Academic year - The Normal School was to function between the 1st of June to the working day of February. Examinations were to be held during the month of March.

Attendance - Attendance was to be marked for every teaching period. Students abstaining for more than one fifth of the total teaching periods in any subject, without any cogent reason, were to be disqualified and would lose the year. With a view to enable the students to know the minimum necessary attendance, the school secretary was to prepare a list of total periods in each subject during the year and display the same on the notice board at the commencement of the academic year.

Discipline - Students were subjected to the following disciplinary actions:
1. Admonishing
2. Reprehension by the Principal
3. Reprehension by the Teachers' Committee
4. Expulsion.

Admonishing could be resorted to by any teacher in the course of his duties. Reprehension was to be done either by the Principal or the Teachers' Committee. Such reprehensions were to be duly registered. Expulsion powers were vested in the Governor General, who was to exercise the same on hearing the accused and the Teachers' Committee.

The following table gives the enrolment and output of the Normal School during 1901-1902 and 1910-1911:

| TABLE XXXVI |
| ENROLMENT AND OUTPUT OF NORMAL SCHOOL |
| IN 1901-02 AND 1910-11 |

Sexwise and religionwise

<table>
<thead>
<tr>
<th>Sexwise</th>
<th>1901-02</th>
<th>1910-1911</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Passed the final year</td>
</tr>
<tr>
<td>Male</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religionwise</th>
<th>1901-02</th>
<th>1910-1911</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Passed the final year</td>
</tr>
<tr>
<td>Catholics</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>Hindus</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>28</td>
</tr>
</tbody>
</table>
Observations

1. The course of Normal School was of two years' duration in 1901-1902, whereas in 1910-11 it was made of three years' duration by the law enforced in 1907.

2. One may note from the above table that the female students had shown an interest in the teaching profession even in 1901 when they were more than 50 percent of the total enrolment in the school. The position was 40 percent of the total enrolment in 1910-11.

3. The total number of teachers passing out the final year of Normal School was very low both in 1901-02 and 1910-11 viz., only two.

4. Religionwise, it may be noted that Hindus were almost a non-entity in 1901-1902. There was only one student in the school who was a Hindu and in 1910 also there was one, though one cannot understand why in 1910 the Hindu student enrolled, in spite of the fact that he would not be qualified to complete for a teacher's post in view of the ban imposed on non-catholics in 1907.

Practice schools

In 1913 it was found that the teacher pupils of Normal School felt themselves greatly handicapped for want of a proper practising school. To do away with the difficulty, the government annexed two Schools, one of male sex and the other of female sex, for enabling the students of second and third year of Normal School to give practise lessons.
Enrolment Study

Following is a table that shows the enrolment at the Normal School from 1910 to 1915.-

**TABLE XXXVII**

ENROLMENT FROM 1910-11 TO 1914-15
Sexwise and religionwise

<table>
<thead>
<tr>
<th>Sex</th>
<th>1910-11</th>
<th>1911-12</th>
<th>1912-13</th>
<th>1913-14</th>
<th>1914-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>27</td>
<td>49</td>
<td>57</td>
<td>74</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>12</td>
<td>20</td>
<td>29</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>39</td>
<td>69</td>
<td>86</td>
<td>134</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religionwise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics</td>
</tr>
<tr>
<td>Hindus</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Observations

By looking at the above table we can say the following:--

1. The total number of students increased almost five fold from 1910 to 1915 and that the increase was maintained every year.

2. The number of girls increased over seven fold from 1910 to 1915. The increase in case of girls enrolment also was progressively increasing over the five years. Not only was the number of female students increasing, but it almost formed the 50 percent of the total strength. It is an indication that primary school teaching career was
becoming popular among women.

3. From the point of view of religion, Catholic students were always in a majority in the Normal School. Hindus formed a small fraction of the total strength.

4. The number of Hindus increased upto twenty-one in 1914-15 and the increase had been continuous. As was to be expected there was not a single Hindu student in the year 1910-11.

Outturn of teachers

The total number of teachers who completed the course of the Normal School during the five years shown in the preceding table is very pathetic. The total number of teachers who passed out from 1910-11 to 1914-15 was just forty-five, which means on an average nine teachers per year. This output of teachers would be considered backward and insufficient in any country at any time. Following is a tabular statement of output of teachers.

<table>
<thead>
<tr>
<th>TABLE XXVIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTTURN OF NORMAL SCHOOL FROM 1910-11 TO 1914-15</td>
</tr>
<tr>
<td>Sexwise and religionwise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexwise</th>
<th>1910-11</th>
<th>1911-12</th>
<th>1912-13</th>
<th>1913-14</th>
<th>1914-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Total:</td>
<td>2</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religionwise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics</td>
</tr>
<tr>
<td>Hindus</td>
</tr>
<tr>
<td>Total:</td>
</tr>
</tbody>
</table>
Observations

1. Out of forty-five teachers produced during the five years, there were only twelve females, which is nearly 25 percent of the total output.

2. Of the forty-five teachers produced, the Hindus were only four, which is less than 10 percent of the total.

Normal School from 1915 to 1920

Following is a review of the progress recorded by the Normal School during the five years from 1915 to 1920.

TABLE XXXIX
THE ENROLLMENT OF NORMAL SCHOOL FROM 1915-16 TO 1919-20
Sexwise and religionwise

<table>
<thead>
<tr>
<th>Sexwise</th>
<th>1915-16</th>
<th>1916-17</th>
<th>1917-18</th>
<th>1918-19</th>
<th>1919-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>76</td>
<td>56</td>
<td>47</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>43</td>
<td>38</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>Total:</td>
<td>125</td>
<td>99</td>
<td>85</td>
<td>59</td>
<td>36</td>
</tr>
</tbody>
</table>

Religionwise

<table>
<thead>
<tr>
<th>Religionwise</th>
<th>1915-16</th>
<th>1916-17</th>
<th>1917-18</th>
<th>1918-19</th>
<th>1919-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics</td>
<td>105</td>
<td>83</td>
<td>69</td>
<td>49</td>
<td>26</td>
</tr>
<tr>
<td>Hindus</td>
<td>20</td>
<td>14</td>
<td>16</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total:</td>
<td>125</td>
<td>99</td>
<td>85</td>
<td>59</td>
<td>36</td>
</tr>
</tbody>
</table>
1. One can see from the above statistics that the total enrollment was falling every year from 1915 onwards.

2. The total number of female students, on the hand has increased every year and in 1919-20 they were 50 percent of the total strength of thirty-six.

3. The total number of Hindu students does not seem to have increased substantially. Twenty Hindu students in 1915 seem to be the highest number since 1910. Thereafter the number had been falling.

The following statement will throw more light on the availability of teachers every during the period 1915-1920. We could draw some inferences from the statistics presented below:

<table>
<thead>
<tr>
<th>TABLE XL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTPUT OF TEACHERS FROM 1915-16 TO 1919-20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexwise and religionwise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexwise</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Religionwise</td>
</tr>
<tr>
<td>Catholics</td>
</tr>
<tr>
<td>Hindus</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Observations

1. The total number of teachers produced by Normal School during the quinquennium 1915-16 to 1919-20 was fifty-seven only. It exceeds the figure of the previous quinquennium by twelve teachers but it cannot be considered as a great progress because it works out at eleven teachers approximately per annum.

2. There were twenty-one lady teachers among those fifty-seven teachers, which means that they were nearly 33 percent of the total, which is an improvement over the previous quinquennium, when they were nearly 25 percent of the total output.

3. The total number of Hindu teachers qualified during the period under review were only eleven, which is about 20 percent of the total output. This represents an improvement over the previous period by 10 percent.

4. One has to also note that during the year 1918-19, not a single teacher qualified, which should be considered an unhealthy incident in the development of education.

Recommendations of Provincial Congress

 Provincial Congress was an officially sponsored conference to discuss problems relating to various aspects of economic and social life of Goa. The first such Congress was held in 1916. A working paper on teachers training read at the said congress, made the following suggestions:
1. Normal School should be autonomous and should be renamed as 'Primary Teachers Training School.'

2. Subjects like pedagogy, moral, science, stitching and embroidery, painting, gymnastics and music should comprise course of one full year's study.

3. A new subject viz., 'A comparative study of Portuguese and Konkani' should be introduced in the curriculum as a special subject. Headmasters of Primary schools with fifth year of lyceum studies and associate teachers with three years of lyceum studies should be allowed to undergo special courses of one year's duration mentioned under number (2) above.

It may be noted however, that the school continued to be called the Normal School till the time of liberation and that no change in its name had been brought about at any time with the exception of dedicating it to the memory of the great Portuguese poet laureate, Luis de Camoes. The school was then known as Luis de Camoes Normal School.

Supervision and Inspection of Practising Schools

The two practising schools put at the disposal of the Normal School were not properly supervised and inspected. This was due to an uncertainty about fixing the onus of inspection either on the Normal School or the Inspectorate of Primary Instruction. The teachers were at times subjected to two inspections and faced embarrassment. To avoid such ambiguity, it was decided that the responsibility of inspecting and supervising the two annex schools was of Normal School.
Admission to the Normal School

The Government order No. 121 dated 18th April, 1906, it was stated that the qualification of first cycle of lyceum, then comprising of three years, would enable a student to seek admission to the Normal School and there would not be an entrance examination as laid down by an earlier Decree Law No. 1 of 19th September 1902. The Regulations of 1907 laid down that the entrance to the Normal school would be given to all students with Grade II of Primary course, but after passing an entrance examination.

The New Lyceum Regulations of 1920, reduced the first cycle of lyceum to two years instead of three. These changes amounted to a lot of confusion and injustice to some students. Therefore by an order No. 908 dated 13th October, 1925, it was ordered that the students with a passing certificate of the second year of lyceum were to be admitted to the Normal School with an entrance examination and those students who had passed and had been promoted to the fourth year of lyceum were to be admitted without an entrance examination.

Enrolment in Normal School in 1930

In 1930 there were four teachers in the Normal School out of whom three were male and one was female. The position with regard to the enrolment in the Normal school during the same year was as follows:
TABLE XLII

ENROLLMENT IN THE NORMAL SCHOOL IN 1930

Sexwise and religionwise

<table>
<thead>
<tr>
<th>Sexwise</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>9</td>
<td>7</td>
<td>35</td>
</tr>
</tbody>
</table>

Religionwise

Catholics

Hindus (Religionwise data was not available)

Total:

Observations

1. It may be noted from the above that the total enrolment of thirty-five for all the entire course was not satisfactory.

2. Another factor that could be noted is that female students had outstripped male students.

Output of Normal School in 1930

In 1930 there were thirty-five students in all the three classes as we have seen in the previous table. Twenty students passed in the various classes. Their distribution according to sex and religion is as follows:¹⁴
TABLE XII
OUTPUT OF TEACHERS IN 1950
Sexwise and religionwise

<table>
<thead>
<tr>
<th>Sexwise</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>20</td>
</tr>
</tbody>
</table>

Religionwise

<table>
<thead>
<tr>
<th>Religion</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics</td>
<td></td>
</tr>
<tr>
<td>Hindus</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

(Religionwise details were not available)

Observations

1. It may be noted from the above statistics that only six teachers passed during the year 1950, which should be considered very inadequate. The situation had not much changed since 1910 or 1920.

2. Another factor that would be noted is that the female teachers were more among successful candidates than the male candidates.

Enrolment in 1955

In an order, No. 2,265 dated 22nd January, 1955, the government announced that there was an unprecedented rush to the
Normal School. The order also observed that a large number of students, having passed successfully through the Normal School and possessing Teachers' Diplomas, were without jobs. In view of this it was recommended that the minimum academic requirement to seek admission to the Normal School should be raised from the existing third year of lyceum to the fifth year of lyceum.\textsuperscript{15} It was also specifically laid down that the total number of students in any class of Normal School should not exceed thirty.

Observations

It is surprising to note that the government was not able to absorb into service even the palty number of teachers outturned by the Normal School, viz., twenty in 1950. This could mean there was either no initiative on the part of the government to open more schools or the teachers were not accepting jobs in the rural areas. The first part could be assumed to be more proper, because there is no evidence to state that the teachers had declined to join the rural schools.

New Regulations 1955

The New Regulations of 1955\textsuperscript{16} brought about some important changes in the set up of the Normal School. One of the important changes was that the school was put directly under the care of Department of Administrative and Civil Services. The Government would meet the expenses incurred in running the school. Teaching equipment, furniture and library were to be financed from the allocations made from the General School Fund.
Admissions, number of students, etc.

Admissions to the course of the Normal School were to be accepted between first and fifteenth of May every year. For the admission to the first year candidates were required to attach the following to their application forms:

1. Age certificate to prove that the candidate was not more than thirty-two years old, and less than sixteen.

2. Certificate of passage from the 5th year of lycée with minimum score of ten marks.

3. A medical certificate stating that the candidate did not suffer from any contagious disease or any physical deformity.

4. A certificate of vaccination against typhoid and cholera.

Enrolment in 1935

In 1935, the government ordered that the total number of students were to be admitted in such a way that there would not be divisions in any class. The maximum number of students in any class was to be thirty and in special circumstances and with the prior permission of the government it could be thirty-five. A student failing for two consecutive years in the first year and failing to obtain the minimum average marks to qualify for the second year examination was to be struck off the rolls.
<table>
<thead>
<tr>
<th>Sex</th>
<th>Enrolled</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>22</td>
</tr>
</tbody>
</table>

Observations

1. It may be observed that the total enrolment in 1950–51 was thirty-two in the entire school as against thirty-five in 1950.

2. The women had swept the enrolment figures. Male candidates were only twenty-five percent of the female strength.

3. Twenty-one female candidates had been successful in 1951 as against only one male.

In 1950 also the picture was similar or rather worse. There were only eighteen students on the rolls of whom one was male and the remaining females. Sixteen students passed out whom one was male and the remaining fifteen were female. This is sufficient proof that the women had dominated the teaching position at the primary level.

Centenary of the Normal School

The Normal School celebrated its centenary in 1959. To commemorate the occasion the government instituted a prize in the name of Dona Prosperina Correia Afonso de Figueiredo to honour the
services rendered by that teacher, whose performance was outstanding during her career as a member of the staff. The prize was to be awarded to any student securing the highest number of marks in the examination of the final year.

Position of enrolment and out-turn during the last decade of Portuguese rule

The following table traces the progress of the Normal School during the last decade of Portuguese rule in Goa-

TABLE XLIV

ENROLMENT AND OUT-TURN OF NORMAL SCHOOL FROM 1951-52 TO 1960-61

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Out-turn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1951-52</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>1955-56</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>1960-61</td>
<td>23</td>
<td>54</td>
</tr>
</tbody>
</table>

*Note: Figures are taken from Fact Book on Manpower for Goa, Daman & Diu, General Statistics Department, Government of Goa, Daman & Diu, (January 1968, Panaji), p.120.

Observations

1. It may be noted from the above table that male enrolment had dropped considerably throughout, except in 1960-61.

2. The out-turn of the Normal School was very poor, compared to the requirements, even in 1960-61.
3. Compulsion of primary education was enforced in 1955-56. However, no provision seems to have been done to train more teachers, visualising such a need. The enrolment in 1955-56 was only thirty-four. It is only in 1960-61 that the Government seems to have become aware of more trained teachers.

COURSES OF THE NORMAL SCHOOL

1907 Syllabus

In 1907 the syllabus and the entire set-up of the Normal School was reshaped. The curriculum of the entire course of the Normal School was as follows:

- Portuguese language and literature
- French language
- Practical arithmetic and elementary geometry
- Elements of:
  - Commercial and agricultural book-keeping
  - Christian doctrine and morals - rights and duties
  - Citizenship, Domestic economy and Home science
  - Chronology, geography and history with special reference to Portugal
  - Calligraphy, Linear drawing and Map drawing
  - Natural sciences and their application to agriculture and hygiene
- Notions of practical agriculture
- Pedagogy and methodology of education at the primary level
- Legislation of Portuguese primary schools.
The classwise details of the syllabus were as follows:

First Year

School organization: Situation, component parts, area and capacity of the school building. Light and ventilation, hygienic and pedagogic conditions.

Important methods of school furniture and other equipment

Means of teaching - Libraries, school museums, maps and other teaching aids.

Teacher - Qualities of a good teacher, time table and properties of a good time table.

Students - Registration of students. Methods, forms and proforma of registers to be maintained in each class, advantages and disadvantage of different methods.

Registers and statistical tables to be maintained by school office. Exercises on correspondence to be carried on with educational authorities, whom directly or indirectly supervise the school work.
2nd Year

**Psychology**: Reflex action, impressions, sensations and ideas, how they formed and how they develop, differences between organized and disorganized action, differences between sensations and ideas. Intelligence, reason, state and working of intelligence.

Associations - mental, by repetition, by resemblance, constructive and complex associations, principles involved in associations.

Reasoning - Inductive and deductive methods, reasoning and its types, natural laws followed by the same.

Volition and pain, different types of sentiments and their origin. Faculties of moral actions. Differences between voluntary and instinctive actions.


3rd year

**Education** - Analysis of elements in the definition. Divisions of education in physical, intellectual, moral, technical, professional and aesthetic, domestic and public. Characteristics and the aims of each one of them.

**Pedagogy** - Place it occupies in the life of human beings. Educators and centres of teaching; qualities which the educators should possess.

Laws of education and knowledge; basis of evolution of human history; maxims of education such as simple to complex, from definite to indefinite,
from concrete to abstract, from homogenous to heterogenous, from empiric to conceptual.

**Physical Education** - Elements of physical education and the methods of its application with a view to develop a healthy and robust body. Methods of exercising the different organs of the body proportionately through the methods of exercises, gymnastics and games.

**Intellectual Education** - Education of senses as means of acquiring knowledge. Means of realising the aims of intellectual education. Classification of the institutes of education. Conditions which the institutes of infantile education, primary schools and institutes of other contemporary courses should fulfill. Philosophy and denominations.

**Moral Education** - Means of strengthening the habits of virtue and developing feelings like pride, honour, dignity solidarity, mutual help and to conserve the energy towards these ends; inner urge for a moral behaviour and an urge to respect the laws of the land and the individuality of others.

Advantages of application of the principle of natural law.

Revision and study in details of the matter studied during the previous two years.
Compulsory education and free education.
School funds
Means of enforcing the compulsion of education.

Handicrafts

History of pedagogy - Characteristics of education in the Orient, Rome and Greece.
Pedagogy in the middle ages. Phases through which pedagogy has passed since Reformation till the present day. Characteristics of pedagogy of pedagogy of Germanic and Latin people.
Principles philosophies of education and reforms in the system of education especially Luther, Comenius, Jansenists, La Salle, Francke, Rousseau, Hasedow, Condillac, Pestalozzi, Forebel, Bell and Lancaster, Fr. Giralal, Herbart, Pepe Carpentier, Spencer and Bain.
Pedagogy of Jesuits and its character. History of Portuguese popular educationists. Education from the beginning of Monarchy upto Marques de Pombal. Reforms of 1771 and the phases through which universal education has passed to date.

Remodelling of Normal School course

In 1935 the government felt that the Normal School was expensive for reasons of having less number of periods during the course of the year and by stretching the course for three years.
It was therefore decided to reduce the entire course to two years. The subjects taught for the teachers' training course were to be the following:-
Group 1: Portuguese, History of Portugal
Group 2: Psychology, pedagogy and child care
Group 3: Didactic methods, general and school hygiene, painting and home economics and home science.
Group 4: Model making and drawing, educational handicrafts.

The subjects to be taught during the first year were:
Portuguese, history of Portugal, pedagogy, didactic methods, painting, model making, drawing, educational handicrafts.

The subjects for the second were to include, in addition to all the subjects of the first year, psychology, general and school hygiene and child care.

Practice lessons were to be given during the second year of the course in the annex school of Normal School under the guidance and the supervision of the Principal of the Normal School. The total number of practice lessons, was however not mentioned.

Any students failing to obtain the minimum average marks for passing during the first year for two consecutive examination or failing twice for the 2nd year examination would be removed from the school and disqualified.

The Regulation of 1955 turned the course of Normal School into two years instead of previous three.

Duration of periods and practice lessons - Practice lessons were of fifty minutes duration, of which twenty-five minutes were for introduction and explanation and the remaining twenty-five minutes were meant for recapitulation and application. The lessons
were to be entered in the proper journals and the teacher in charge of special methods of teaching was to immediately give his remarks and classification of the lesson. The teacher had also to make a note of the same in his own note book.

Practice lessons were to be held only during the end year of the course and the total duration of practice lessons was to be twelve hours per week per pupil.

Lesson notes had to be approved by the teachers concerned in advance during the periods of Special Methods. After the lesson was given, the lesson notes were to be filed as a record in the school office.

Eligibility to teach in Portugal

In 1950, the government granted the Normal School diploma holders eligibility to teach in Portugal. This was done in response to an appeal by one Mr. Filisberto Balerno Osorio dos Anjos, a teacher holding the two year Normal School Teacher's Diploma, who requested the Ministry of Education in Portugal that the said course should enable him to obtain a teacher's post in Portugal. The Ministry ruled in favour of Mr. Anjos on the ground that the admission to the Normal School was given to only those candidates who had completed the General Course of the lyceum with a minimum average score of twelve, that the candidates underwent twenty-three teaching periods during the first year of their training, and nineteen during the 2nd year. The Ministry upheld the decision given by the Permanent Committee for Educational Actions (Conselho Permanente da Accao Educativa) and granted equivalence to the course of Normal School with the Diplomas of Teaching awarded in Portugal.
NORMAL SCHOOL
EXAMINATIONS

Regulations of 1907

The following rules regarding examination and promotion were in force at the time of the Republic:

Examination and promotion - A student securing a majority of 'Very Good' remarks in the subjects of pedagogy, Portuguese and arithmetic and a remark of 'Sufficient' in the remaining subjects was to be promoted to the next higher class without any examination. This facility did apply to the Course Examination i.e., the final year examination.

The final examination of the course was held at the end of the 3rd year. Final examinations consisted of written tests and oral tests. The examinations were based on the prescribed syllabus in each subject.

The jury for the final year course examination consisted of four teachers and one lady teacher. The principal of the school presided over the jury.

The marking scheme was as follows:

Answer scripts in each paper were assessed in the scale of fifteen to twenty marks. The papers drawn were based on the prescribed matter. The question papers were drawn by the jury of teachers at a secret sitting. The question papers were sealed.
and handed over to the president of the jury who set the same at the examination.

After the written examinations were over, the jury considered the answer scripts to decide, whether or not, the students should be admitted to the further special examination. Students securing the remark 'Good' in Portuguese, pedagogy and arithmetic and a minimum of 'Sufficient' remark in the remaining subjects was admitted to the special examination.

Upon answering the special examination, the students were asked to give a practical lesson in the annexe school on any subject of the examiner's choice. For practical examination the jury prepared as many copies of papers as there were candidates. Students securing a minimum remark of 'Sufficient' were admitted to the Oral Examination.

Oral examinations dwelt upon the subjects included in the course of the 3rd year. General questions on the matter of the first and second year also were asked.

The members of the jury questioned students, as a rule, on the subjects taught by them during the year. The interrogation in each subject was not more than fifteen minutes and in case of twin subjects (having two parts) not more than half an hour.

Student failing in the final year course examination could be admitted to the examination for another two years, after which they were disqualified.

Stagnation - Students failing once were allowed to continue the studies. However, a student failing twice was required to leave the school.
Examinations after Republic

It was considered that the annual examinations for promotion during the first two years of the course, prescribed by Art. 19 of the Decreto of 23rd May, 1907, were useless since they did not allow students sufficient time to study and no pedagogical purpose was also served. It was further noted that the Decree of 1907 was based on the practice prevailing in the Metropolitan schools, where there was no provision for examinations during the first two years. It was therefore decided to abolish these examinations and revert to the practice followed in 1902 by which sufficient attendance during the course of those two years was considered satisfactory for passage from one class to the other.

In 1915 the government made a slight alteration in the composition of the jury for the Normal School examinations. It was suggested in 1907 that the jury should comprise of four male teachers and one lady teacher. However, in 1912 the post of one teacher was reduced and therefore it was decided that the jury should comprise of three teachers and one lady teacher. The Principal was to preside over the jury as before.

The following changes were brought about in 1932:

Students of the Normal School were to lose their year if their total weekly absence in the school was greater than the product if the total number of periods per week was divided by three.
The scale of marks for evaluation and promotion was also laid down as follows:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 4 marks</td>
<td>Bad</td>
</tr>
<tr>
<td>5 to 9 marks</td>
<td>Mediocre</td>
</tr>
<tr>
<td>10 to 13 marks</td>
<td>Sufficient</td>
</tr>
<tr>
<td>14 to 17 marks</td>
<td>Good</td>
</tr>
<tr>
<td>18 to 20 marks</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

Students securing an average of thirteen marks in all the subjects during the year Portuguese, pedagogy and mathematics and with a minimum remark of 'Sufficient' in the majority of the remaining subjects, were to be exempted from the final examinations and were to be promoted to the next higher class.

The examination jury for the Normal School examinations was to comprise of the following with effect from 1935 onwards:

- Principal of the Normal School as the president.
- One professor of any institution of higher studies.
- Two permanent teachers from secondary section.
- One primary school teacher with a minimum of ten years of good and effective service to his credit.

The jury was to be appointed by the Governor General.

Rules of promotion in 1935

In 1935 the following changes were made in the examination methods and contents:
The final examination was to be in the following subjects:

1. Literature and culture
2. Pedagogy

Examinations in culture and literature were written and oral, whereas in pedagogy they were to be written and practical. Examinations in pedagogic ability were to be written, practical and oral.

Oral examinations were to be held for eight students per day. Orals in culture and literature and Portuguese were to last fifteen and twenty minutes respectively.

It was laid down that not more than twenty-four hours should pass between the drawing of the question paper and administering the same. Discussion tests in the oral examination were to be public and were to last twenty minutes and could be extended up to thirty minutes.

1950 pattern

The following pattern was laid down for the Normal School examinations in 1950:

a) Written papers
b) Oral examination in Portuguese
c) Practical lessons
d) Tests of pedagogic capacity

Written examinations were to spread over four days. Oral examination of Portuguese was to be held in batches of eight
candidates and the interrogation of each candidate was go on for fifteen to twenty minutes.

Practical examinations i.e., practice lessons of all the students were to be completed in two days. Discussion tests i.e., tests of pedagogic capacity were open to public and were to last for twenty-five minutes and maximum thirty minutes. Candidates securing less than 9.5 marks on an average were to be eliminated. Written and practical tests were not to disclose the identity of the candidate on the answer book.

Qualifying examination for teachers

In 1958 the government decided that there should be two examinations for those who wished to join the teaching profession. These two examinations were:

a) Examination of Completion of the Course
b) Qualifying Examination for the Teacher's post

Examination of the completion of the course were to be held by the Normal School. This examination would only vouch for the theoretical knowledge of the candidate. The Qualifying State Examination was to be open to all candidates who had passed their Completion of the Course Examination in less than three attempts. The Qualifying State Examination was to be conducted by a jury comprising of the following:

1. Director of Services of Instruction and Health President
2. Director of Normal School Secretary
3. Professor of special methods from Normal school - member
4. An Inspector of Education - member
5. A teacher from government primary school with a minimum of ten years experience - member
Candidates successfully passing the Qualifying Examination of the State were to be given certificates of competence for the job by the Directorate of Services of Instruction and Health.

TEACHERS OF THE NORMAL SCHOOL

Regulations of 1907

Principal - The Principal of the Normal School was the senior-most member of teaching staff in the Normal School. He was the chief of the entire establishment and was directly responsible to the provincial government. His annual salary was 600$00.

Teachers - The teaching staff of the Normal School consisted of four teachers of whom one was a female. The salary of the teachers was 360$00 annually of which 240$00 was pay and 120$00 were allowances.

Hours of Work

The Regulations of 1907 in its Article 182 laid down that the teachers' training course would be of three years duration, but did not lay down the total hours per class per week. Article 182 was suitably amended by Government Order No. 359 to say that the total hours of tuition for all the three classes were to be fifty-four hours weekly, distributed over five teachers. The minimum weekly hours of work per teacher were to be ten hours and a maximum of six hours of teaching work was to be assigned to the Principal of the School.
It was also laid down in 1907 that the duration of each period would be one hour. The present order No. 359 changed the same and stated that the teaching periods were to be of fifty-five minutes and there was to be an interval of ten minutes after each period.

**Portuguese Teacher**

Though the Regulations of 1907 had not made it compulsory to appoint Europeans as teachers of Portuguese language, the government felt in 1907 that it would be in the best interests of students to compulsorily appoint European teachers to teach Portuguese language, so that the students, whose mother tongue was not Portuguese, would acquire correct guidance in the speech and pronunciation of that language. Such a teacher would be recruited by holding a public interview. The successful teacher would be paid a salary of 800$00 per annum, 400$00 being the salary proper and 400$00 being the allowances. The order further stated that the language teacher so appointed would be the Principal of the Normal School.

**1921 - Teacher for hygiene and child care**

The government in Portugal issued a decree in 1921 with regard to the Normal schools in all the colonies. The government felt that since the teachers of primary schools dealt with children, it was indispensable that they knew something about hygiene and child care. This subject was already being taught in the normal schools of Portugal and it was felt that such a knowledge would really make a teacher more complete and capable. It was ordered, that a teacher should be appointed in all the normal schools in the colonies.
Unfortunately, the same year the Goa government, by its own decree, stayed the execution of the order of Ministry of Education stating that the government had no money to finance the post of a new teacher and secondly, no details about the work of the proposed teacher were available.

Casual leave

Teachers of the Normal School were to get a casual leave of five days per year, either in sequence to any other holidays or interpolated with holidays. The leave was to be sanctioned by the Principal on advance application. The total number of days a teacher could remain absent during any month was the coefficient of the total number of periods per week divided by five.

Teacher of Kokani

Never before 1961 had the government thought of introducing Kokani as a subject at the level of Normal School. It was felt that the local or indigenous languages should be used, especially in rural areas, to facilitate the teaching of Portuguese language. The government notification stated that the Organic Law of Portugal had acknowledged the fact that the vernacular languages could serve as instruments of promoting Portuguese language and culture in the colonies. It was therefore that the Normal School should have a teacher of Kokani, whose salaries would be on a par with those drawn by other teachers of the same school.
CRITICAL APPRAISAL

The training provided by the Normal school of Panaji, comprising a two-year course, was apparently quite satisfactory in theory and practice. The course of study was quite intensive and extensive. The following points are, nevertheless, worthy of note:

The school admitted only thirty students in each class from 1933 onwards. This naturally resulted in a lower output of trained teachers. A low output of trained teachers certainly affects the expansion of education.

The Government never related the admissions to the Normal school to a possible expansion of primary education in the territory. No steps were taken to train additional teachers before enforcing the compulsion in primary education in 1956. As a result of this, the Government was compelled to recruit untrained teachers. Additional seats were created in the Normal school only in 1961.

Female enrolment in the Normal school was very high. This was due to the fact that the Government accorded greater preference to female teachers while filling the vacancies of Government primary teachers.

Normal school offered only a Diploma in teacher training. There were no facilities in Goa for obtaining a degree in education. There were no training facilities for secondary school teachers.

In conclusion it may be said that, though the course offered by the Normal school was satisfactory, the school was insufficient to cope up with the demand for trained teachers. However, the fault was with the Government and not with the school as such.
NOTES


8 The First Year Book of Normal School, Loc.cit. and Menezes Braganza, Loc.cit.

9 Menezes Braganza, Loc.cit.

10 Ibid.


17 Ibid. 87.
18 Ibid.
23 Ibid. pp.85-86.
32 Ibid.