CHAPTER XIX

SUMMARY AND CONCLUSIONS
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Problem restated

The proclamation of Republic and the abolition of Monarchy in Portugal on the 5th of October, 1910 was a welcome event to Goans in general and Hindus in particular. The elation of Hindus was due to the fact that they had suffered many humiliations during the monarchical regime. Portuguese monarchy was theocratic in its attitude. Republic brought in secularism, though temporarily. The change in the government was a great consolation to Hindus and other secular minded Goans. Hindus had, to a large extent, kept themselves away from education and instruction imparted in the government primary and secondary schools, either due to religious instruction that was imparted as a part of curriculum or due to the difficulty of medium of instruction. The medium of instruction was Portuguese in the government managed institutions. As a result of this tendency among Hindus, they were isolated from the public and social life, from administration and from representation in government bodies before the advent of Republic.

The Portuguese rulers actively encouraged the missionaries in their mission of spreading the Catholic faith. Education was used as a tool to propagate the religious beliefs. In spite of the well-known motives of missionaries, one has to accept the fact that the pioneering efforts in the field of education in Goa came from the missionaries. It is claimed that Afonso de Albuquerque,
the first viceroy of Goa, set up an institution at Panaji with the help of a few citizens for the propagation of Christian faith and to fight idolatry.

Due to the helpful attitude of the Portuguese rulers, the missionaries were able to convert a large number of Goans to Christianity in the early days following the conquest of Goa. The conversions were carried out with a great zeal in the Old Conquests i.e., the coastal territories of Goa which the Portuguese conquered during 16th and 17th centuries. When new territories were added later during the 18th century, the initial enthusiasm of rulers in the missionary activities disappeared and the missionaries were expelled. As a result of this, the so-called New Conquests were able to retain their Hindu character. The Hindus, however, remained a depressed community up to the time of the Portuguese Republic in 1910. Such a situation gave rise to a number of socio-economic problems.

This investigator has tried to study the changes, through this thesis, that took place in the field of education after the Republic. The liberation of Goa came in December 1961. The liberation of Goa marks another milestone in the educational development of Goa. This study, therefore, covers a period of fifty one years. The aspects of education which have been chosen for the study are as follows:

1. **Primary education**
   a) Historical aspect of development of primary education
   b) Government efforts in primary education
   c) Private efforts
   d) Missionary efforts
   e) Private efforts in Marathi primary education
   f) Administration, supervision and inspection of primary schools
g) Primary teachers, their recruitment and their service conditions
h) Primary teachers' training

2. Secondary Education
   a) Government efforts
   b) Private efforts
   c) Missionary efforts

3. Women Education
4. Literacy
5. Education under the Portuguese Constitution.

Since the New Conquests and the Old Conquests are sort of a territorial line dividing Hindus and Christians in Goa, it has been sought to study the post Republican developments in the field of education according to this territorial division.

For the sake of this study the problem has been stated in the following three parts:

a) During the period between 1910 and 1961 primary education in Goa was not universal. Goa was educationally backward as a whole.

b) Educational development in Goa was greater after the Republic as compared to the same under the Monarchical regime.

c) Educational development in all its aspects covered by this study in the New Conquests was much less in comparison to the same in the Old Conquests.

Procedure

The present thesis is a historical one since it deals
with the development of education in Goa during fifty one years between 1910 and 1961. The procedure used is, therefore, historical.

The critical approach to the past events has been emphasized in relation to historical research in education. It is so because education is a social process with a long history and as such, the problems of to-day can be traced to the development in the field in the past. The present investigator has adopted a critical approach in the presentation. Sufficient care has also been taken to critically assess the data and the sources of available data.

Sources of data

The following sources have been used in the compilation of this thesis:

Primary Sources
1. Goa Government Gazettes
2. Legislation Yearbooks of Goa Government
3. Statistical Yearbooks of Goa Government
4. Yearbooks of Goa Government
5. Statistical Yearbooks of the Metropolitan Government of Portugal
6. Reports of Educational Reforms and Projects of Goa Government
7. Census Reports of Goa Government and Government of India
8. Annuals and Prospectus Booklets of various Government and private educational institutions
9. Annual Reports of various schools
10. Official Records of various institutions
11. Bombay University Calendars
12. Yearbooks of the S.S.C.E. Board of Poona
13. Portuguese Constitution
Secondary Sources

2. Books and surveys published by semi-official bodies.
4. Reports of semi-official or private conferences on education.

Tertiary Sources

1. Magazines in Marathi, English and Portuguese published in Goa during the period covering the research projects.
2. Newspapers published during the relevant period.

Methods of gathering data

The investigator has used questionnaires, interviews and notations as the main methods of collecting data. The following two questionnaires have been made use of:

1. Questionnaire used to interview old teachers and others connected with Marathi education in Goa (Vide Appendix 'C').

This questionnaire has been mainly used to interview the subjects personally. It was administered to 175 persons who were either teachers during the Portuguese regime or who were connected with Marathi education in Goa in some way or the other.

2. Another questionnaire was used to obtain data from thirty nine secondary schools, recognized by the S.S.C.E. Board of Poona, at the time of Goa's liberation (Vide Appendix 'D').
3. The success of questionnaires and even interviews being rather limited, considering the time has to be spent to persuade the subjects to answer, the main method of gathering data for this thesis has been the annotation method.

Extensive notations have been made by this researcher from various sources named earlier. All possible and available sources of data have been tapped from various public and private libraries in Goa and in Bombay.

Summary

The present thesis is divided into three main parts viz.,

a) Preliminary Section
b) Body of the Report
c) Reference Section

The Preliminary Section contains the following:

1. Title page
2. Acknowledgement
3. Table of contents
4. List of tables
5. List of figures

The Body of the Report contains nineteen chapters. A chapter-wise summary is presented on the following pages. Reference notes are presented at the end of each chapter.

The Reference Section contains:

a) Bibliography
b) Appendix

1) Appendix A - Glossary of important terms
2) Appendix B - Privately managed Marathi primary schools in 1937.
5) Appendix C - Questionnaire used to interview old teachers and others connected with Marathi education in Goa.

4) Appendix C1 - A part list of one hundred prominent persons connected with Marathi education in Goa - Interviewed by the investigator.

5) Appendix D - Questionnaire used to make a survey of secondary schools in Goa recognized by the secondary school certificate examination board of Poona upto 1961.

6) Appendix D1 - A list of thirty nine high schools recognized by the S.S.G. E. Board of Poona upto 1961.

7) Appendix E - Biographical notes.

Chapterwise Summary

Chapter I - This chapter contains the following:

a) Statement of the problem
b) Significance of the problem
c) Purpose of the study
d) Scope of the study
e) Definition of important terms used in the thesis.

Chapter II - A Review of Related Literature

This chapter analyses the work of the noted Goan thinker and nationalist, late Mr. Menezes Braganza. The work under reference was published in 1923 by the Government of Goa, Daman & Diu, to commemorate the quadricentenary of the Portuguese rule in Goa. The work is entitled 'Education and Instruction in Portuguese India'. It is only a compilation of facts and figures relating to education in Goa, in all its aspects, from 1510 to 1921. There was no effort on the part of the author to draw any conclusions or offer any critical comments.
Chapter III - Design of the study

This chapter states that the historical procedure has been adopted to compile the thesis with due respect to the critical approach, which is essential in educational research of historical type.

The chapter also gives an outline of the primary, secondary and tertiary sources used in the compilation of the thesis.

The methods of gathering data and enumerated and described. Questionnaires, interviews and notations have been used as the main methods of collecting the data.

Chapter IV - Geographical, administrative and historical aspects of Goa.

Goa is divided into eleven talukas of which four comprise the Old Conquests. These talukas are Bardez, Ilhas (Panaji), Mormugao and Salcete, conquered by the Portuguese during 16th and 17th centuries. The remaining seven talukas viz., Bicholim (formerly known as Sanquelim also), Canacona, Ponda, Perenem, Quepem, Sanguem and Satari, comprise the New Conquests. These places were conquered during 18th and 19th centuries. The population of the Old Conquests is mostly Catholic whereas the New Conquests are predominantly Hindu in terms of religion. Historically, Goa had been under Kadambas in the past. Later it formed a part of the Vijayanagar empire and at the time of the coming of the Portuguese, it was under the Bijapur Sultanate. Goa was conquered by the Portuguese in 1510. At the end of the 19th century and also at the beginning of this century there were sporadic upheavals of Ranas, the Maratha chieftains of north Goa. In 1946 a liberation movement was set afoot by late Dr. Ram Manohar Lohia. That movement culminated in the liberation of Goa in 1961.
Chapter V - Historical aspect of primary education

The development of primary education in Goa can be studied by dividing it into four convenient periods. These periods correspond to certain landmarks in the development of education based on historical and political events, which shaped the destiny of education in the territory of Goa. The four periods are as follows:

Period I - 1510 to 1759 - During this period education was completely dominated by the religious orders which arrived in Goa following its conquest by the Portuguese.

Period II - 1759 to 1835 - During this period Pomalian reforms uprooted the religious orders from Portugal and colonies. The order affected the Jesuits the most. This was followed by a period of uneventful calm in the field of education.

Period III - a) 1835 to 1869 - Portugal came under Constitutional Monarchy and the Government took over education in Portugal as well as in colonies for the first time.

b) 1869 to 1910 - Primary education was reorganized. A limited compulsion was introduced for the first time at the primary level. All children in the age group of nine and twelve and residing within a radius of three kilometres of any government primary school were to be compulsorily enrolled in the schools. This order was enforced in 1869.

Period IV - 1910 to 1961 - This is the last period of the Portuguese rule in Goa, which is the period of this study. This period deals with the events that took place in the field of education after the proclamation of the Republic in 1910 up to the time of liberation of Goa in 1961, after which Goa opened up for itself new vistas in education.
Chapter VI - Government efforts in primary education

The Regulations of 1907 are the basis of all educational reforms and changes that took place in the field of primary education up to 1961, the year of Goa's liberation. The chapter traces all the legislation pertaining to the development of education since 1910, when Republic was proclaimed. The Republican Government was secular in its attitude to education. Religious instruction was kept out of all the Government managed educational institutions. Religious instruction was, however, reintroduced during the Salazar regime. More schools were created in the New Conquests following the Republic.

Primary education comprised of five classes, which made up the complementary primary course. The first examination was at the end of the fourth year and it was called Grade I examination. The Grade I examination was at the end of the elementary primary course. The complementary course comprised of one year and it led to the Grade II examination. The examinations were conducted by a jury of examiners comprising of three members of which the class teacher was always a member. The examination jury was nominated by the Government. Examinations were in two stages viz., oral and written. Oral examinations were open to public.

There were segregated schools for the two sexes up to the time of Republic. The trend reversed in 1911 and by 1921 all the Government primary schools were turned into co-educational schools.

There were a few Marathi medium primary schools run by the Government in the New Conquests. These were mainly meant
for Hindu population. In 1924 they were turned into Marathi-
Portuguese mixed schools, wherein Portuguese was a compulsory
subject. The mixed schools had a course of four years leading
to Grade II examination, but the Grade II examination of the
mixed schools was considered equivalent to Grade I of the
Portuguese medium primary schools.

Examinations up to Grade I were held in the school itself
but the Grade II examination was held at the taluka centre.

Education was made compulsory at the primary level in
1869, though in a limited manner. However, it was seriously
enforced only in 1956. Enforcement of compulsion was done
without any pre-planning with the result that the Government
found itself in difficulties with regard to the availability
of teachers and schools. Circumstances forced the Government
not only to recruit untrained teachers but gradually even those
with Grade II of primary examination certificate were recruited
as teachers.

New Conquests were behind the Old Conquests throughout
the period covered by this thesis in every aspect of primary
and elementary education.

Government primary schools were insufficient and
inadequate to extend educational facilities to all the children
of school-going age group. Enrolment at the primary level in
Goa was not universal. Apart from being nowhere near to cent
per cent enrolment, the available data shows that Goa was the
most backward territory in the field of primary education in
India during the years 1950, 1955 and 1960.

Contrary to the belief there was no real expansion of
primary education in Goa after the Republic. In fact, at
certain stages there was a fall in the enrolment at the primary level as compared to the enrolment during the Monarchical period. However, substantial expansion took place 1956 onwards, when the Government enforced compulsion without any pre-planning.

This chapter presents a reference section preceded by a critical appraisal.

Chapter VII - Private efforts in primary education

This chapter traces the contribution of private efforts to primary education in Portuguese, Urdu and Konkani media. The contribution is not substantial. The Government was, in principle, not against private enterprise in primary education. In spite of this, the number of private Portuguese schools in Goa were very few. It was only after the Government was faced with serious problems in the wake of the hasty enforcement of compulsion at the primary level, one finds that some private Portuguese medium schools were established but the magnitude of their contribution could not be assessed due to lack of data.

The chapter also points out that Konkani as a medium of instruction at the primary level was not popular in Goa during the Portuguese rule.

The chapter is followed by a critical appraisal and a reference section.

Chapter VIII - Private efforts in Marathi primary

Marathi education at the primary level had been entirely in the hands of private enterprise with the exception of a few Marathi schools run by the Government, which were later turned into Portuguese-Marathi mixed schools.
The chapter deals with the early beginnings of organized Marathi schools in Goa and also traces the origins of these schools to 'Shenai Mama' schools, which were the domestic schools providing instruction in Marathi medium. The 'Shenai Mama' schools were conducted by Brahmin Hindu families.

Marathi primary schools were exempted from the order requiring non-admission of children to any type of school without first completing the Grade I examination of the Portuguese primary.

Marathi schooling was mostly confined to the Hindu community alone. Due to the Government rule, that without Grade I of Portuguese primary no further studies could be carried on, Hindu children had to perforce repeat their primary education in Portuguese language.

In the field of Marathi private primary schools, it is difficult to obtain proper data since the efforts in that field were more often individual rather than organized. In 1957, according to data presented by All Goa Marathi Education Conference, there were in all 159 Marathi medium private schools of which eighty two were in the Old Conquests and the remaining seventy seven were in the New Conquests.

It has been noted that even in the field of Marathi medium schools the New Conquests were behind the Old Conquests. During the year of liberation there were in all 159 Marathi primary schools but no conquestwise data was available. In 1960 the enrolment in all the Marathi primary schools was 16,455.

There is a lot of controversy in Goa regarding the number of schools in Goa in Marathi medium. After going through all the available data it looks like that the Government figures of 159 schools in 1960 was correct. The workers in the field of Marathi education claimed that a number of schools were not taken into consideration by the Government. These were in essence floating
schools with no organization behind them and they existed for some time entirely depending on the requirements of a few families in a small or remote place. Such schools disappeared after their purpose was served.

Marathi schools did not receive any grants from the state. They were at times faced with the hostile attitude of the Government. They did not have duly qualified teachers nor they had any curriculum and syllabi systematically laid down. There was no action taken at any time to bring about a co-ordination among the schools. The sole reason that led to the survival of Marathi in Goa was due to the determination of Goan Hindus to maintain their cultural links with the rest of India through Marathi.

The chapter is followed by a reference section and a critical appraisal preceding the reference section.

Chapter IX - Administration, inspection and supervision of primary education

The earliest form of supervision of Government primary schools was the Military Command, under whose care schools were established in 1829. A Corps of Inspectors was formed in 1841. In 1879 a post of Inspector of Schools was created. The Inspector was to carry out the instructions of a Supervisory Committee on Public Instruction created in 1869. The post of the Inspector of Schools was abolished in 1904 but the Supervisory Committee on Public Instruction continued.

After the proclamation of Republic, the Government created two posts of Sub-Inspectors for schools. The posts never really came into existence. In 1915 three Inspection Circles were created for supervision and administration of primary
schools in the territory, which apparently did not come into existence.

In 1917, the Supervisory Committee on Public Instruction was reorganized and was called the Public Instruction Committee, which was headed by the Governor General of Goa. This was the apex body with regard to supervision of primary, secondary and higher education in Goa till the time of liberation of Goa. However, the powers of this Committee were only recommendatory.

A full-fledged Directorate of Education was proposed in 1920 but the proposal was never accepted by the Metropolitan Government.

In 1925, the Government created the Department of Primary Instruction with a Head of the Department and two Sub-Inspectors to assist him. In 1946 the Department of Primary Instruction was abolished. In 1960 the Government set up a separate Directorate of Services of Instruction and in 1961 the Public Instruction Committee was replaced by Advisory Committee on Public Instruction.

From the foregoing paragraphs it will be observed that Goa never had a full-fledged Directorate of Education till the closing year of Portuguese rule in Goa. Whatever machinery there existed before that was inadequate and unfit to motivate an enlightened expansion of education and extension of educational facilities to the masses.

The chapter carried a critical appraisal and a reference section.
Chapter X - Government primary school teachers

The first teachers to be appointed by the Government were in 1772 following the closure of educational institutions run by the Jesuits. The Government took over the primary education in 1835 following the establishment of Constitutional Monarchy in Portugal. In 1841 a Normal School for training primary teachers was established at Panaji.

Only trained teachers were recruited to the posts of Government primary teachers. This was a policy the Government adopted right from the beginning. In 1907 the Government turned the teachers' training course into three years.

The service conditions of teachers were on par with those of the civil servants. Their duties were well defined and the work load was also determined in advance. However, the teachers were not allowed to form any association to discuss their mutual problems. There were no educational conferences and no in service training was available. Refresher courses and content courses were unknown. Though the teacher was initially well equipped for the job, once in the service he was totally isolated from his counterparts and also from the contemporary educational developments.

The Government gave greater preference to the recruitment of female teachers. As a result of this policy male teachers were discouraged and the male enrolment at the Normal School fell down to a negligible number.

A critical appraisal and a reference section follows the chapter towards the end.
A survey or findings on teacher education does not lend itself to any comparison within the scope of this thesis. However, it is certainly an important aspect of education having its bearings on the general expansion of education and instruction. Facilities for teacher training and the phases through which the training has to undergo does have an effect on the education in general in any place.

The present chapter traces the development of teacher training course from 1841, the year of the establishment of the Normal School, up to the time of liberation. All the possible data that was available has been reviewed.

The enrolment of female students at the Normal School was very high due to the encouragement given to female teachers by the Government. The number of Hindu students went up after the Republic whereas for some time before that Hindus were not allowed to take up teaching jobs resulting in no Hindu students in the Normal School.

The Diploma offered by the Normal School was quite sufficient for the job for which the teachers were being trained. However, the school was not sufficient to produce the desired number of teachers every year. This was felt in 1956 when the Government enforced compulsory primary education and faced a dire shortage of trained teachers.

The Normal School did not make provision for any in-service or refresher courses for the teachers. The school was closed down after liberation.

The chapter is followed by a critical appraisal and a reference section.

Chapter XI - Primary Teacher Training
Chapter XII - Government efforts in secondary education

The Government efforts in secondary education were mainly confined to the running of the Lyceum at Panaji, which was established in 1854. It was a National Lyceum which was turned into a Central Lyceum in 1919 so that it could conduct the full seven year complementary courses of the lyceum.

In 1915 there were two more lyceums established at Margao and Mapusa respectively. They were called Municipal Lyceums and only the first cycle of the lyceum comprising of two or three years. Both the Municipal lyceums were closed down in 1944 due to want of sufficient number of students.

The chapter gives details regarding the following aspects of Government secondary education in Goa:

a) Early history
b) Admissions
c) Administration
d) Courses
e) Examinations
f) Teachers and
g) Prizes.

From the enrolment figures and based on the fact that there was a lone Government Lyceum in Goa up to the time of liberation a safe conclusion has been drawn viz., Portuguese secondary education was not popular in Goa. Another conclusion is that, just as in the case of primary education, the secondary education also aimed at denationalizing the Goan youths. The insistence of the courses on history and geography of Portugal and the provision of religious instruction amply points in that direction.

There were no facilities in Goa for secondary teacher training.

A critical appraisal and a reference section follow the chapter.
Chapter XIII - Private efforts in secondary education

Private efforts in secondary education refer mainly to the achievements in English medium schooling. There were a few schools imparting such instruction in Marathi and Portuguese media as well. However, the main findings of this chapter relate to English medium private secondary schools.

The first English medium schools in Goa were started after the Anglo-Luso Treaty of 1871. In 1910, at the time of Republic, there was only one full-fledged recognized English medium school in Goa and it was affiliated to the University of Bombay. In 1961 there were thirty nine such schools all affiliated to the S.S.C.E. Board of Poona. New Conquests had only four such schools at the time of liberation.

English medium secondary schooling was popular in Goa. English medium schools provided the poorer sections of people with opportunities of higher education at lower expenses. English language also served the purpose of a vocational subject for the migrant population of Goa.

The chapter ends with a critical appraisal and a reference section.

Chapter XIV - Missionary efforts in education

Missionary efforts in the field of secondary education came only in forties and fifties of this century. However, the congregations and religious orders of priests and nuns together, accounted for nearly forty per cent of of the total private secondary educational facilities.

Missionaries were the largest single contributors to the cause of women education in Goa at the time of liberation.
The New Conquests were provided with no educational services by the missionaries with the exception of one or two cases.

The contribution of the missionaries to primary education has not been assessed properly. Further research is necessary to study the contribution of missionaries to the educational development of Goa in greater details.

All the missionary bodies that functioned in the field of education had, as one of their aims, the civilization of 'pagans' and to spread the gospel of Christianity among them. Educational institutions and education proper were concerned the best means of spreading the gospel.

The chapter has a critical appraisal and a reference section in the end.

Chapter XV - Women education

This chapter deals with the development of women education in the territory during the relevant period of the thesis. Data is presented to show that women literacy was lower than literacy among men and the literacy among women in the New Conquests was lower than that in the Old Conquests.

The only contribution of the Government to women education was the National School for Feminine Sex, set up in 1911 and closed in 1952. Private efforts in this field were not very striking. Missionary contribution to women education was significant compared to the contribution of others. A detailed study of women education in Goa during the period of this thesis is suggested by this investigator for further research.

The chapter has a critical appraisal and a reference section.
Chapter XVI - Literacy in Goa

A survey of literacy in the Old and the New Conquests of Goa has been made based on the census figures on 1910, 1921, 1931, 1940, 1950 and 1960. It has been pointed out that throughout the period from 1910 to 1960 there was a larger number of literates in the Old Conquests than in the New Conquests. In 1960 also, out of every thousand persons in the Old Conquests 407 were literates in the sense of being able to read and write one's own name in any language. The figure for the New Conquests for the same year was 150 literates out of every thousand of population.

Goa ranked sixth in 1960 compared to the other states in India in terms of literates per thousand of population.

Chapter XVII - Education under Portuguese Constitution

During the Monarchical rule religious education was a compulsory part of education. The Constitution stated that Catholicism, which was declared to be the state religion, was the foundation of the Portuguese nation.

The Republican Constitution was more secular and it declared primary education to be free and compulsory. Compulsion was not enforced till 1956. Religious education was abolished from all educational institutions managed by the Government.

During the regime of Prime Minister Salazar, i.e. after 1926, secularism became a thing of the past and the Constitution was amended to make Catholicism once again the state religion. Religious education was introduced at all levels of education for all as a part of curriculum. Only Hindus were exempted from the religious instruction. They were made to study moral science in place of religion.
Chapter XVIII - Causes of educational backwardness of
the New Conquests

Having shown in the foregoing chapters that the New
Conquests were educationally backward, the investigator has
enumerated the following factors contributing to the backwardness
of that area:

a) Economic backwardness of the New Conquests in
terms of their participation in professions,
trades and industries

b) Geographical factor - New Conquests were less accessible.

c) Religious factor - Religious instruction in the govern-
ment primary schools deterred the Hindu population of
the New Conquests from sending their wards to those
schools.

d) Fear of Assimilation and Denationalization on the
part of the Hindus from the New Conquests.

e) The medium of instruction was Portuguese and not
Marathi, which was preferred by the Hindu population.

f) Lack of missionary efforts in the New Conquests
hindered the spread of educational facilities in those
areas.

g) Lack of migratory habits on the part of Hindus of
the New Conquests and Hindus in general in contrast
to the Christians of the Old Conquests.

The chapter carries a reference section in the end.

Chapter XIX - Summary and Conclusions
Main Conclusions

The main conclusions of this thesis are the following:

1) During the period of study viz., between 1910 and 1961, education in Goa was not universal at the primary stage. Goa was educationally not only backward at the primary level but based on the number of students per thousand of population in primary classes, Goa was the most backward territory among all the Indian states in 1950-51, 1955-56 and 1960-61.

2) The New Conquests were more backward in primary, secondary and women education as compared to the development in the Old Conquests. New Conquests were behind the Old Conquests in literacy as well.

3) Educational facilities did not expand phenomenally in Goa after the Republic. Whatever expansion there was, was quite normal but the expansion was more apparent than real. There was no increase in terms of percentage immediately. Republic brought in only psychological relief to a vast section of oppressed community viz., the Hindu community.

Subsidiary findings

1. Primary and secondary education imparted in Portuguese medium in the Government and private institutions was aimed at the assimilation of Goans with western ways of life. What is more, the Portuguese education was aimed at the denationalization of Goans.
2. The spread of Marathi education at the primary level was higher in the Old Conquests than in the predominantly Hindu areas of the New Conquests.

3. The Governmental machinery of administration, supervision and inspection in Goa was ineffective as an instrument of systematic propagation of education in the territory.

4. Facilities for teacher training were not adequate at the primary level. There were no facilities at all for the training of secondary teachers in Goa before liberation.

5. Secondary education in Portuguese medium was not popular in Goa. In contrast, secondary education in English medium was more popular.

6. Education of women was backward, compared to the education of men, during the period reviewed by this thesis.

7. Missionary contribution in the field of secondary education in English medium was significant. Their contribution was also significant in the field of women education.

8. At the time of liberation, Goa ranked sixth among all the Indian states in literacy per thousand of population.

9. Religious instruction was a part of the curriculum at all levels. The Portuguese constitution made it compulsory to impart instruction in state religion to all. Hindus were exempted from the religious instruction.

10. Under the Portuguese constitution elementary education was free and compulsory for all children. Compulsion was first introduced in 1869 but was firmly enforced only in 1956. The age group covered by the compulsory education requirement was not defined.
Suggestions for further research

This investigator feels that there is ample scope for further research in the following aspects of education in Goa which have been covered by this thesis:

1) Private efforts in Marathi education at the primary as well as the secondary level.

2) Missionary efforts in primary education in Goa.

3) Women education.

Apart from the above three aspects the following two aspects of education may also be studied since this investigator has not at all dealt with them:

1) Higher education in Goa in all its aspects
2) Vocational education

While going through various sources and during the interviews held by this investigator another aspect of education in Goa suggested itself viz.:

1) Education in Goa before the arrival of Portuguese.

Sambhaji (Vasco-da-Gama),
Goa.