CHAPTER I
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Statement of the problem

Contrary to the known practice of other European powers in India, the Portuguese actively encouraged the missionaries in their mission of spreading the Catholic faith. Education was used as a tool to propagate the religious beliefs. Inspite 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 attitude of the Portuguese rulers the missionaries were able to convert a large number of Goans to Christianity. The conversions were carried out with a great zeal in the Old Conquests i.e., the coastal territories of Goa, which the Portuguese conquered initially. When new territories were added later the initial enthusiasm of the rulers disappeared and the missionaries were expelled. As a result of this, the so-called New Conquests remained overwhelmingly Hindu. The Hindus, however, were a depressed community up to the time of the Portuguese Republic in 1910. The aforestated situations gave rise to a number of socio-economic problems. This investigator has tried to study
the problem relating to education and the changes that set in following the Republic. For the sake of this study, the problem has been stated in three parts as follows:

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

b) Compared to the education development of Goa under the Monarchical rule improvement in education was greater after the Republic.

c) Compared to the Old Conquests the development of education in the New Conquests was far less in all aspects of education under study.

Significance of the problem

Under the Monarchical rule, the Portuguese government accorded a favoured treatment to the Catholics, whereas the Hindus were discriminated against in every walk of life. Administrative posts in the government service were available to the Catholics to a very large extent whereas teaching posts were entirely reserved for those practising the state religion i.e., Catholicism, with effect from 1907 onwards.

Portugal became a Republic in 1910. Goa was liberated from the Portuguese rule in 1961. In 1910, on Portugal becoming a Republic, discrimination against Hindus ended. Educational opportunities were available to them more liberally. The New Conquests, which were predominantly Hindu in population, were expected to have a better deal under the Republican regime. The Republic in 1910, therefore, has to be considered as a landmark in the development of education in Goa. Again, the liberation of Goa in 1961 ushered a new era in the field of education in Goa. The period of this study, which is a little over fifty years, is therefore considered significant.
The entire territory of Goa, as it is known to-day, did not come under the Portuguese in 1510, as is erroneously believed by many. Only a few coastal places were under the Portuguese rule at that time and the rest of the territory was conquered at various times in later years. The territories conquered during the 16th and the 17th centuries are known as the Old Conquests and the territories conquered later, during the 18th and the 19th centuries, are called the New Conquests. The Old Conquests were under the Portuguese rule for more or less 450 years and the New Conquests were under their rule for a period varying from 150 to 200 years at the time of liberation. The Old Conquests were and are predominantly Catholic whereas the New Conquests are overwhelmingly Hindu. A comparative study of the development of education in these two areas is expected to enable us to prove that the New Conquests were neglected in terms of educational facilities. The reasons for the backwardness of the New Conquests could also be studied.

Knowledge of history helps in shaping our attitudes. Our approach to the solution of our educational problems is decided by our attitudes. A scientific knowledge of the growth of education in Goa during the crucial period under study is expected to help us in adopting proper approach to the problems of education facing the territory.

Another purpose, which the present study is expected to serve is to prove that the Portuguese government was never sincere or interested in implementing developmental schemes in the educational field. The compulsory education, which was first introduced in 1869, the proposed reforms of 1920, the creation of a full-fledged department of education, etc., were never implemented seriously or wholeheartedly.
The instruction that was provided in the Portuguese medium schools, primary as well as secondary, was a deliberate and planned attempt to weed out the mother tongue, detach the pupils from the cultural background of their own country and thereby to denationalize the Goans.

Another purpose the study is expected to serve is in the fact that it is the first ever survey of educational development of Goa and should therefore be of interest to people in general, in addition to educationists, planners and teachers.

Scope of the study

The study covers the growth of education in Goa during the period under review, at the primary and secondary level. Higher and technical education has not been taken into consideration. The teacher education has also been covered. The following aspects have been studied in all their available aspects:

1. Physical and administrative divisions of Goa
2. Primary education
   a) Historical aspect of development
   b) Government efforts in primary education
   c) Private efforts in primary education
   d) Missionary efforts in primary education
   e) Private efforts in Marathi education
   f) Administration and supervision of primary education
   g) Primary teachers, their numbers, recruitment, service conditions, etc.
   h) Primary teachers' training.
3. Secondary Education
   a) Government efforts
   b) Private efforts
   c) Missionary efforts
4. Women Education
5. Literacy
6. Education under the Portuguese Constitution.

Definition of important terms

A detailed list in alphabetical order is presented. It contains a number of terms used with specific meaning in the context of the period under review (Vide Appendix 'A').
Raison d'etre of certain chapters in this study:

This study is a comparative study of the development of primary and secondary education in the two territories of Goa, viz., the Old Conquests and the New Conquests. As such the inclusion of the following chapters in the study may look unnecessary:

a) Administration and Supervision of Primary Education
b) Primary Teachers, their numbers, recruitment, etc.
c) Primary Teachers' Training

In addition, it may also be felt that detailed information regarding examinations, fees, etc., is out of place as the same does not lend itself to comparison. However, there are two reasons why the above information has been included in this study, viz.,

a) New Conquests remained educationally backward in spite of the fact that there was no discrimination in the matter of administration, supervision, etc., and the examination set-up was the same for the two territories. There was no change in fees. The teachers supplied to the schools in the two territories were of the calibre as far as the training was concerned.

b) The reason number two is this; the Government did not do any special effort at the administrative or supervisory level to bring about a rapid educational development of the New Conquests. There was no special training provided to teachers posted in the New Conquests. There were no facilities of a special nature in examinations or fees to the New Conquests.