CHAPTER II

REVIEW OF RELATED LITERATURE AND PREVIOUS RESEARCH
Ever since the conquest of Goa by the Portuguese in 1510, education in Goa has undergone various transformations in the field of primary, secondary and higher education. The Portuguese were the first European power to come to India and the last to leave viz., in 1961. In a way, the efforts of the Portuguese rulers in the field of education were a reflection of the state of education in Portugal itself from time to time. It is a fact, which is obvious in various Portuguese legislations adopted from time to time, that the Portuguese shaped the educational system in Goa on the lines of the one in Portugal. All the changes with regard to the administrative set up, syllabi, etc., that took place in Portugal, were introduced in Goa.

Unfortunately, no research nor any detailed survey has been made on the subject of educational development in the territory of Goa. The Portuguese government in Goa published no annual reports on educational progress similar to those published by the Departments of Public Instruction of various provinces in British India.
The only book, which is available on the educational development of Goa, is a commemorative publication of the Government of Goa. The book is entitled *Education and Instruction in Portuguese India*, by Menezes Braganza, and was published in 1923. It contains 206 pages.

*Education and Instruction in Portuguese India* was one of the commemorative publications published in 1923 to commemorate the quadricentenary of the Portuguese rule in India. The other publications dealt with the multifarious aspects of Goa's life and progress under Portuguese rule. The writers of these commemorative works were persons of erudition and scholarly bent of mind.

Menezes Braganza has been considered as one of the great nationalist leaders of Goa. His loyalties and sympathies for the people of Goa were never in doubt. As a mark of appreciation of the work done by this noble son of Goa, an association of intellectuals of a high standing, founded during the Portuguese regime and named after Vasco-da-Gama, was renamed "Institute Menezes Braganza" after Goa's liberation.

*Education and Instruction in Portuguese India* traces the history of primary, secondary, higher, technical and commercial education in Goa from the time of the arrival of the Portuguese in India up to 1921. Undoubtedly, a detailed information of all these aspects of education stretching over four hundred years, has not been possible for the author. The work of Menezes Braganza contains ten chapters.

Menezes Braganza was considered as a great scholar during his days. However, he was presumably not a scholar or research student in the strict meaning of the term. His study is more of a popular book of knowledge, written for a casual reader, rather
than for a research student. The author did not quote his sources. In the absence of these, it is difficult for a student to refer to the original books referred to and quoted by him. Of course, a select bibliography is appended containing forty four books of reference, none of which is available for reference in the Government Central Library, nor are those books relevant from the point of view of this investigator's study.

Notwithstanding what has been stated in the previous paragraph, it has to be made clear that Menezes Braganza has been and is being quoted as an authentic source of information for the period upto 1921. The following are the reasons:

a) The book under review was written at the instance of the Government and all the relevant material and data was made available to him.

b) The book was published by the Government of Goa and printed in the Central Government Printing Press of Panaji, which published only government or government sponsored publications.

c) All printed matter, way back in 1925 and upto the time of liberation, had to be authentic even if it were printed in private printing presses. There was a Board of Censors, which would prohibit printing of facts and figures unless they were official.

d) The last reason may be found in the personality of the author himself. Menezes Braganza had the reputation of being meticulous and studious.
Education and Instruction in Portuguese India has already become a rare book. Very few private individuals are likely to be in possession of this book. However, the Central Library of Goa Government at Panaji, has a copy available for reference.

The following is a gist of the contents of the book under review:

1) Afonso de Albuquerque, the first Viceroy of Goa, was the first European to open Portuguese primary schools with a view to assimilating the local population with the culture and religion of Portugal. Another aim of Afonso de Albuquerque was to prepare clerks, who could be useful in the administration of the conquered territories.

2) The real beginnings in the field of primary and secondary education in Goa were made by the missionaries, religious congregations and parishes.

3) The Government was not really serious in the matter of education, as in 1869, there were only thirty seven government primary schools in Goa.

4) The government created two posts of teachers in 1779, nearly 250 years after coming to Goa, which was an indication of government's inaction in the matter of education.

5) Real and sustained efforts in the matter of education on the part of the government began only after the Constitutional Monarchy was established.
Primary education was not secular. Barring the period between 1910 and 1923, it was always tagged with religious education.

Compulsory primary education was introduced in 1869, though in a half-hearted manner.

New conquests were backward in education compared to the old conquests since 1869. There were only sixteen primary schools in the new conquests during that year and they included official, private and parish schools.

Local languages like Kokani and Marathi were never encouraged. Kokani died its natural death due to the intolerance shown towards it by the priests, though Marquis de Fombal, tried to encourage it. Even Cathecism was taught in Portuguese, when the people who understood Portuguese were very few.

Primary education was free from the time the government took it over. There is no mention of any fees being charged by the government schools at any time. It was a credit to the government that primary education was undertaken as the responsibility of the state.

Evaluation of the book under review

After going through the ten chapters, which comprise the volume Education and Instruction in Portuguese India, the present
investigator has formed the following opinion:

1) The study under reference is only a factual narration of all the phases through which education and instruction in Goa has gone through.

2) The study does not cover all the important legislations pertaining to the development of education in Goa.

3) The book does not deal with educational finance.

4) There is no reference to educational administration, supervision and inspection.

5) Facts and figures presented in the book are offered without any comments. The author has refrained from offering any comments and has not tried to draw conclusions or generalizations from the data presented by him.

6) The author does not say whether the development of education was adequate or inadequate.

7) No critical appraisal is attempted about any aspect of educational development in the territory.
8) The author only makes a general comment that education expanded during the first decade under the Republican regime. This is presumably done by the facts and figures available pertaining to the enrolment in the government schools, both primary and secondary. However, the author has not tried to establish whether it was a real increase compared to the expansion of population and the population of the school-going age group.

9) The author has not dealt with the private efforts in the field of education at any level. To that matter the author has not stated the scope of his study at the outset.

In conclusion, it seems to this investigator, that the book was produced solely for the purpose of serving as a chronicle of facts which the author could collect or which were furnished by the government. The author has avoided controversy of any type, probably not to antagonize the rulers, at whose instance the job was done.