CHAPTER TWO

REVIEW

OF

RELATED LITERATURE.
2.1. A BIT OF HISTORY:

The topic of my study is “Teacher Education in Portuguese Goa” which is interdisciplinary in nature. Education by its very nature is interdisciplinary. Since it impinges on the areas of Psychology, Sociology, Philosophy, Anthropology, Linguistics, etc my study becomes clearly multi-disciplinary or interdisciplinary. To add to it the topic combines the two subject areas of History and education. Hence it necessitates that I take into account the historical events that took place during that period as also the educational developments that evolved from time to time. Thereafter I will confine myself to that branch of education dealing with only the Teacher.

It all happened because of an historical accident. The Portuguese had never planned to sail thousands of nautical miles to a small but beautiful place called Govapuri, capture it and make it their own. However destiny had decided otherwise and by some quirk of fate Afonso de Albuquerque being in the vicinity was coaxed by some locals to attack Elá (a place close to Old Goa), which he captured from the Muslim ruler, Adil Shah. J.A.J.da Costa has recounted these and other events in his book “A History of Goa” which he states is “from the earliest times to the day of its Liberation in December 1961”.

A detailed and complete history of the Portuguese in India which includes Goa as a major part of it is to be found in the book “Historia Colonizacao Portuguesa na India” (the History of Portuguese colonization in India) a work in five volumes by Alberto Carlos Germano da Silva Correia which

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deals with the Portuguese military campaigns not only in Goa but also in different other parts of India. But exclusively related to Goa is the work in two volumes by M.J. Gabriel da Saldanha titled "Historia de Goa - Politica e Arqueologica" (History of Goa – Political and Archaeological) as it dwells not only on the political aspects but also the archaeological. His second part dwells on the many towering monuments and imposing buildings the Portuguese had put up in Goa, which of course have their own story to tell.

In "An Historical Sketch of Goa" Denis L. Cottineau de Kloguen describes the various places visited and the events he witnessed during his sojourn in Goa. Jose Nicolau da Fonseca’s "An Historical and Archaeological Sketch of the City of Goa" is restricted to the old capital city, which today is known as Old Goa. Sponsored by the “Sociedade de Geographia de Lisboa” A. Lopes Mendes embarked on a sailing expedition to Goa. He recounts his sea journey in his book “A India Portugueza” capturing some facets of Goan life as found at the end of the 19th century.

Writers like P.D. Xavier who has researched the social conditions in Goa have highlighted certain other aspects of the history of Goa from 1510 to 1640 in his book titled Social History of Goa. To quote him he states in his preface "The work probes into the social, cultural and religious transformation that took place in Goa during the period 1510 to 1640"\(^{80}\) In this work of his he has one chapter dedicated to education in Goa during that period. Here he traces the founding of the different Colleges by the Religious Orders and then has a word about the Parish schools. But nothing is said about teachers.

\(^{80}\) Xavier, P.D. Social History of Goa, Rajhauns Vitaran, Panaji, 1993, page VIII.
Cristovam Pinto’s *A Colonizacao Portugueza da India* (The Portuguese Colonization of India) in the magazine ‘A India Portugueza’, the book by Frederick Charles Danvers, *“The Portuguese in India”* in which he traces the rise and decline of their Eastern Empire as most of the of the battles were a perennial tussle for the control of trade in the East and R.P. Rao’s *“Portuguese Rule in Goa, 1510-1961”*, faithfully recount the historical events that took place in the colonial life of Goa with their own comments at regular intervals.

### 2.2. EDUCATION:

Since the study deals with one of the branches of education naturally it would be in the fitness of things to dwell for a short while on the various aspects of education itself which is of course a vast subject. However V.R.Taneja in his book *“Educational Thought and Practice”* gives in brief the meaning, functions and aims of education as expostulated by some of the leading educational philosophers like Jean Jacques Rosseau, Friedrich August Froebel, Dr. John Dewey and our very own Rabindranath Tagore and M. K.Gandhi.

In the *“History of the Problems of Education”* John S. Brubacher talks about the various aims of education, the various philosophies of education, the different methods of education that were used from time to time, the construction of different types of curricula, types of education, the various stages of education and more importantly on the professional education of teachers and ends up with the progress of the school system and the
administration and supervision needed in these institutions. Explaining his position he states that "historical materials are selected and introduced because they are relevant to an understanding of the current education"\(^{81}\) and a little later says that "in organizing the history of education so as to shed light on the present there is of course the risk that the present will change and thus put the proposed organization of materials out of date"\(^{82}\).

The opening lines of the preface to the work of Edward J. Power, "*Main Currents in the History of Education*", run as follows:

"The history of education is a theoretical study. It has the same relationship to contemporary education that general history has to contemporary life. History does not solve our problems for us although it may illuminate our efforts to find solutions. The history of education offers no guarantee that it will answer the pressing present-day questions concerning goals, curricula, methods, costs and administration. It can however provide us with some insights into the way these or similar problems have been handled in the past. ...... no one can doubt that the history of education like any other kind of history is a relevant study"\(^{83}\). Thus it is seen that he strongly supports historical studies in education as it has its own value.

He then goes on to detail the various educational movements, their plans, their theories and the schools they gave rise to from time to time and the persons who exercised the greatest influence during that period of time.


\(^{82}\) Ibid, page XI.

On the other hand A.D.C. Peterson’s “A Hundred Years of Education” in his own words “is limited to the systems of the USA, and Western Europe particularly those of England, France and Germany”\(^{84}\). As the name itself suggests it talks about education from around 1850 to 1950. It is also not an in-depth study but gives one a fairly sufficient insight in an easy manner into the type of system existing at a particular point in time and shows the changes that took place from time to time. It has a chapter titled “The Supply and Training of teachers” in which he traces the evolution of the teaching profession and their status in a few countries like Great Britain, France, etc.

“Educational reforms since the First World War are so intimately connected with politics, with race, nationality, language and religious and social ideals that they ceased to be of narrow professional significance and have become a matter of general interest as the main problem of democratic governments”\(^{85}\). This exactly is the theme of Nicholas Hans in his book “Comparative Education” in which he deals with various traditions in education and ends up giving an overall view of the systems of education in some important countries like USA, England, France and USSR.

We then come across works that treat of only Teacher Education. Austin D’Souza and J.N. Chatterjee tell us about Teacher education in their book “Training for Teaching in India and England”. It is a type of comparative studies though the training of teachers in England makes one part of the

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book and the training of teachers in India makes the other part which ultimately leads to a sort of comparison. In their own words the “two authors have attempted to present a survey of each and indicate in what direction the progress goes on”\textsuperscript{66}. But a more comprehensive work is that of George Z.F. Bereday and Joseph A. Lauwerys “The Education and Training of Teachers” treating of the same subject in a more wholesome and complete manner. Though there is a reference to the system of training of teachers down the ages and in many countries there is no particular mention of the training of teachers in Portugal.

However that void is partly filled in by the work of Antonio Alberto Banha de Andrade whose book “A Reforma Pombalina dos Estudos Secundarias” lets us have a peep into all the measures and policies introduced and implemented by the various reformers especially by Marquis de Pombal. But it is limited to the 18\textsuperscript{th} century only. Therefore the work of Henrique Medina Carreira titled “A Situacao Social em Portugal” assumes significance as it gives a good picture of education in Portugal including that of teacher education. However it is very brief and there is absolutely no mention of education in Goa or of teacher education in Goa though a passing reference to education in the colonies is to be found.

Though here and there a reference to Goa may be found however the education system and especially the teacher education system finds no mention even in books like “Dicionario tematico da Lusofonia” by Fernando Cristovao and others.

Education in India:

Dr. A.S. Altekar’s “Education in Ancient India”, one comes to know the different methods followed by different communities in India to impart education. So too the worth given to education as well as its extent. This same topic is also dealt by Santosh Kumar Das in his book “The Educational System of the Ancient Hindus”, albeit restricted only to the Hindu system of education. Then you have the book by M.N. Mazumdar titled “A History of Education in Ancient India” dealing with the methods and means employed in the hoary past in the field of education. One cannot overlook the work of stalwarts like J.P. Naik and Syed Nurullah who have to their credit the book “Students’ History of Education in India” recounting the various milestones in the progress of education in India during both the British and the post independence eras. Suresh Chandra Ghosh’s “History of Education in Modern India” extends up to 1986 pointing out the main events in the development of education in India.

There is no dearth of literature on education in India. Though treating of the same subject different authors have taken different routes like Sir Phillip Harby writes on “Some Aspects of Indian Education” and Arthur Mayhew talks of “The Education of India”. Kartick Mukhejee deals with some of the problems in Indian education in his book titled “A Comparative Study of Some Educational Problems”, comparing the Indian system with that of Sri Lanka. On the other hand R.K Mukhejee writes about ancient system of education in India in his book “Ancient Indian Education” and S.N. Mukherjee writes about education in the modern and post modern period in his second volume titled “Education in India – Today and
"Tomorrow" in which he has devoted a full chapter to Teacher education in which he states that "education of teachers is of recent origin in the country."\(^{87}\) He then traces the development of teacher education in India. There is also "The Development of Modern Indian Education" by Bhagwan Dayal Srivastava or Dr. D.D. Tiwari’s "Thoughts on Education". "In 1912 there were only 15 training schools with 1400 pupil teachers"\(^{88}\) writes Dr. S.P. Chaube in his book "History of Indian Education" which is am complete guide to the history of education from the Vedic period to the post-modern one in 1990. However, very little attention is paid to teacher education. Since Goa was not a part of the Indian educational scenario nowhere can one find any mention of the system of education followed in Goa.

The recent works on education are rather theoretical than historical. The theme in most of them is quality of education. S.C. Gupta’s book "Emerging Challenges in Education" dwells on the various contemporary challenges that education has to confront today if it wants to progress in the right direction especially in India where the spectrum of people is really varied. Along similar lines is the one by Prem Nath "Perspectives in Education". But there are others like the one by Marmar Mukhopadyay titled "Total Quality Management in Education" which focuses exclusively on the quality dimension in education.

\(^{87}\) Mukherjee, S.N. Education in India – Today and Tomorrow, Acharya Book Depot, Baroda, 1964, p.324.
\(^{88}\) Chaube, Dr. S.P. History of Indian Education, Vinod Pustak Mandir, Agra, p.141.
Teacher education:

Teacher education is the most important branch of education in my opinion. S.N. Mukherji in his preface to the first volume of "Education of Teachers in India" postulates, "it is on the quality of teachers that a country’s citizenry primarily depends for excellence in all walks of life. The teacher not only transmits the set norms of culture but in so doing he recreates, embellishes and improves them to a large extent".89 Besides outlining the origin and development of Teacher education in India, through a write up by R.S. Devi, the book includes various State specific developments in the field of teacher education. In an article in Edutracks, Dr. Mustiary Begum et al quoting V.S. Mathews states "no system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers".90

The book by G. Havers on the travels of the Italian Pietro della Valle has in his book "The Travels of Pietro della Valle in India" a portion that explains in detail the instructional method followed by the temple priests in the education of their wards. This is important because the first method used in Goa for the education of teachers was the Lencastrian system – one of the earliest systems in the world - which is nothing else but an adaptation of the system that had been followed in India by the temple priests for many many years hence also known by the name of Madras system and later on the Monitorial system.

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89 Mukerji, S.N. Education of Teachers in India, S.Chand & Co., Delhi, 1968, p. iii.
All books on the history of education in India invariably have one or two chapters dedicated to Teacher education in India. Besides NCERT has been coming out with a series of State specific books on teacher education called “State Studies on Teacher Education” pertaining to every State of the Indian Union where most often than not one comes across a page or two speaking about the history of teacher education in that particular State for example “Teacher Education in Tamil Nadu” has a chapter titled Teacher education in Tamil Nadu in retrospect in which it states “March 1, 1856 is a red letter day in the history of education not only for Tamil Nadu but also for the whole country. The first Normal School was opened at Vepery, Madras with an enrolment of 13 students. The object of this Normal school was to provide competent teachers for employment in vernacular schools. A Normal school established in 1853 combined training of school teachers with provision for general education”.91

Various issues pertaining to teacher education are being raised time and again with the main focus being the qualitative improvement of teacher education in the country. A lot of publications including the National Curriculum Framework – 2005 by NCERT and the “Curriculum Framework for Teacher Education” by NCTE have been targeting the professional and proper preparation of teachers so as to raise the teaching standards. In this direction one must mention P.R. Nayar, P.N. Dave, Kamla Arora, eds. “The Teacher and Education in Emerging Indian Society”, A. Subramaniam Pillai’s “Impact of Practicing Schools on Quality Teaching Practice of Teacher Trainees”, in “Journal of Indian Education” or R.C. Das’ “Quality concerns in elementary teacher education” or Dr. Mustiary Begum’s and,

91 Dhar, Dr.T.N. ed. Teacher Education in Tamil Nadu, NCERT, New Delhi, 2000, page 17.
L.M. Nayana’s *Teacher – A Role Model and a Motivator* in “Edutrack”, ed. G.S. Reddy.


By a historical quirk of fate Goa located on the Western coast of India remained untouched by whatever was happening in the rest of the country and nobody even paid any attention to it with the result that nothing about its educational measures and progress was known to anybody in the rest of the country as Goa remained isolated. Only when the Indian system was being extended to Goa a Committee was set up to go into the existing system and recommend its modification and absorption into the Indian system.
Unfortunately it only replaced the Portuguese system by the British one, which had already been widely adopted in India.

**Education in Goa:**

The Portuguese conquered Goa in 1510. However their main interest at the outset was trade and commerce. Matters such as proselytization and education were left in the hands of the Religious Orders who had followed immediately behind. The Missionaries immediately set up schools, “Colegios” and Seminaries. P.D.Xavier in his researched work “A Social History of Goa (1510-1640) and Caetano Francisco De Souza in his “Instituicoes Portuguezas de Educacao e Instrucao no Oriente” (Portuguese Institutions of Education and Instruction in the East) speak about the various ancient educational institutions that were set up in Goa by the Missionaries. Sertorio Crisologo Lobo in “Organizacao do Ensino na India desde o seculo XVI” (Organization of Teaching in India from the 16th Century) in “Memoria Historico-Eclesiastica da Arquidiocese de Goa” (The Historical Ecclesiastical Memoir of the Archidiocese of Goa) and more importantly Felipe Nery Thome Caetano do Rosario Souza in “Noticia Historico e Legislacao da Instruca Publica-Primaria, Secundaria: Superior na India Portugueza” (Historical Notes and Legislation on Public Instruction, Primary, Secondary and Superior in Portuguese India) present enormous data in these books with regard to education in Portuguese Goa. The last-named had made available in a chronological order legislation issued from time to time with regard to education. He was a teacher of Latin in the Lyceum till around 1890.
However all these works have a limited time period and so none is complete in the sense that they are restricted by the time factor. Moreover with the exception of the first book, which is the result of a thesis, the remaining though primary sources are pure narratives as the time was not favourable to any critical comments. But all these works are very reliable as especially the primary sources were works written by highly respected and acclaimed writers and are first hand accounts.

After the setting up of the institutions by the Missionaries in the first phase of educational development in Goa, the second phase began with the starting of the Parish schools either run by the Missionaries or by the local priests. This development has been captured by Luis de Menezes in “A Instrucao Primaria nas Escolas Paroquias” (Primary Instruction in the Parochial Schools), which was published in the journal “Primeiro Congresso Provincial da India Portugueza” (First Provincial Congress of Portuguese India) and to some extent by Feliciano C. Coelho in “Escolas de Primeiras Letras” (Schools of Primary letters). These Parish schools started not unlike the Sunday schools in England as Catechism classes and later on Music and the “Primeiras Letras” (Literacy) were added. However this measure did contribute in building awareness and introduced the local people to Western alphabets and Western culture.

The third phase is the development of government – run educational institutions or government sponsored courses of study. The School of Navigation, which later on metamorphosed into the Military and Mathematics School, was the first institution of higher learning to be set up in Goa around 1760. It is the mother of all the institutions that subsequently
came up in Goa like the Engineering College, the Architecture College and even the Medical and Pharmacy College. We can get information on this topic in the work of Miguel Vicente de Abreu's "Breve Noticia da Creacao e Exercicio da Aula de Principios de Physica, Chimica e Historia Natural de Estado da India Portuguesa" (Short Note on the Creation and Conduct of the Class of the Principles of Physics, Chemistry and Natural History in the State of Portuguese India) and Joao de Mello Sampayo's "Breve Noticia da Origem dos Estudos Superiores em Goa por Methodos Europeus e em lingua Portugueza" (Short Note on the Origin of the Higher Studies in Goa by European Methods and in the Portuguese Language).

With the expulsion of the Religious Orders the local Government was forced to shoulder the responsibility of Primary education. The first Government run Primary schools were established in 1831. This and all the various measures and reforms that were introduced from time to because the Portuguese seemed to be fully aware that Primary education was the main foundation of all studies and thus gave it top priority as can be seen in the works of Antonio Caetano Pacheco's "Plano Geral da Instruccao Publica nos Estados Portugueses da India" (General Plan on Public Instruction in the Portuguese States in India) detailing the Plan drawn up in Portugal for the promotion of Primary education in the country and in the colonies.

Joaquim Jose de Macedo e Couto's "Regulamento e Instruccoes para o Provimento das Cadeiras de Instruccao, primaria e secundaria no Estado da India Portugueza com os respectivos programmas" (Regulations and Instructions for the Setting up of the 'Chairs' of Instruction, Primary and Secondary in the State of Portuguese India with its respective programmes)
followed by Manuel Antunes Amor’s “Instrucao Primaria”, Proporcia Correia Pereira Afonso’ “Bases de reorganisacao do ensino publico primario” (Bases for the re-organization of primary public teaching) in the journal called “Primeiro Congresso Provincial da India Portugueza” brought out the various aspects of education in Goa barring teacher education. She being a “Professor” herself then wrote another scholarly article in the centenary issue of Primary schools titled “Centenario da Fundacao das Escolas Primarias no Estado da India”.

We also have two dissertations on Primary education pertaining to different periods. Reña Gomes traces the growth of Portuguese Primary education in Goa in her work “Primary Education in Goa” from 1825 to 1925 and Amalia Quadros evaluates the developments in the field of Portuguese Primary education in Goa from 1910 to 1961. There are others too who have touched upon the subject of Primary education in Goa like Aloysius Soares who wrote “Our Portuguese Primary Schools” and Verissimo Countinho who compiled his research on “Education and Development in Goa” or A.M.da Cunha who contributed an article to the journal “O tempo” titled “Educacao e Ensino” or even the learned Secretary, Claudio Lagrange Monteiro de Barbuda who compiled the Orders of the King with respect to education and then wrote in “Boletim Instituto Vasco da Gama” a treatise titled “Instruccao e Educacao” and finally Constancio Mascarenhas’ “A insrtuuccao publica a India Portugueza”. There is also the authoritative write-up by Jose Benedito Gomes as an introduction to the centenary issue of the Primary schools in Goa.
There was a body of writing, prior to this on the various reforms that were introduced by Marquis de Pombal. Antonio Alberto Banha De Andrade lists down all his reforms regarding secondary education in “A Reforma Pombalina dos Estudos Secundarias” (Pombaline Reforms in the Secondary Studies) and Myra Pinto Mascarenhas in her doctoral thesis recounts in detail all of his reforms not only in the educational sector but also in others as well in her work titled “The Pombaline Era in Goa (1750 – 1777)” and Kenneth Maxwell in “Pombal, Paradox of the Enlightenment” tells the rest of the story about this great man.

From Primary education the focus then shifts to Secondary education. Now, Secondary education in Goa in the initial period meant just one institution, the Lyceum. It was the pride of both Portuguese as well as Goans. “Escola Normal” was in its infancy days a part of this institution. There are many works dwelling on this subject like the one by Antonio da Salvador Fernandes who wrote “O liceu Nacional Afonso de Albuquerque em Nova Goa” or the Lyceum Latin “Professor”, Felipe Nery Thome Caetano do Rosario Souza’s above mentioned work “Noticia Historico e Legislacao da Instruccao Publica-Primaria, Secundaria e Superior na India Portugueza”.

One must understand that there was a military regime in place and censorship was the order of the day. Hence critical appraisal of any of the measures or events or institutions is difficult to come by. However we do have a few pieces of criticism albeit in the later days from some intrepid souls like the one by Tristao Braganza de Cunha titled “The Denationalization of Goans” or the somewhat camouflaged write–up “O sentimento da Justica na educacao” (The sentiment of Justice in Education)
by Antonio da Miranda or that comparative piece which has some veiled criticism “O Ensino na India Antiga e Contemporanea” (Teaching in Ancient and Contemporary India) by M.Ermelinda dos Stuarts Gomes or better still the more bold piece of writing by Rosario Octaviano Jorge titled “Politica em Goa: Educacao e Instrucao” (Politics in Goa – Education and Instruction) where he criticizes the Portuguese education system or the politically correct work of Marian Saldanha under the topic of “Lusitanizacao de Goa” (Luzitanization of Goa).

**Teacher Education in Goa:**

As Primary education not only took roots but also went on expanding the need arose to have trained teachers. It was the same need that was felt at that point in time in other places in Europe. This was precipitated when Governor Lopes de Lima opened something like 41 Primary schools in an inspired moment at one go. The subsequent founding of the Teachers Training Institute called “Escola Normal” and all the events connected with it regarding its various aspects have been recorded by Jose Benedito Gomes in his two Annuals “Escola Normal de Goa, Primeiro Anuario” and “Escola Normal de Luis de Camoes, segundo Anuario” more importantly in the first one. The first annual was brought out in 1913 and contains all details regarding the Normal school including those of the infrastructural facilities. The second however highlights a few educational problems and is limited upto 1930. Then comes the work of Felipe Nery Thome Caetano do Rosario Souza titled “Noticia Historico e Legislacao da Instrucao Publica-Primaria, Secundaria e Superior na India Portugueza” which as stated
earlier is a compilation of the various pieces of legislation dealing with the various aspects and levels of education up to the end of the 19th century.

Further more we have the two indispensable Government publications of great help, the “Boletim do Governo do Estado da India” or in short “Boletim Oficial” and the “Legislacao do Estado da India” which did not have many issues and was stopped altogether in 1924. The “Boletim” and the “Legislacao” naturally contain all the Government decrees, instructions, directions, Orders, announcements, etc.

One comes across data pertaining to “Escola Normal” in some other writings too like in Luis de Menezes Braganza’s “A Educacao e O Ensino na India Portugueza”. His services had been hired by the Government to write a complete report on the state of Education in Goa. “The History of Education in Goa” by P.S.Varde or the write-up “Gloria a Escola Normal by Lourenco Faleiro in the magazine named “O Tempo” or another write-up by Venceslaus Carlos de Amelia Soares, a well-informed personality of that time, who also wrote “Reforma da Escola Normal” in the journal “Primeiro Congresso Provincial da India Portugueza” give some fragmentary details of teacher education in Goa. Barring a few stray or veiled comments most of the works are straight and toe the government line understandably because of the military regime, which would not tolerate any criticism.

But the real data could have been gleaned from the treasure of information of unpublished Primary sources which include “Livro do Lancamento de Notas de Frequencia e Aproveitamento dos Alunos” (Book of Attendance and Progress of the Students), “Livro as registo dos resultados de
examinationes do Ensino elementar do sexo feminino de 1909” (Record book of the results of the examinations of the girl students of the elementary course), “Livro de Matriculas dos Alunos” (Book of the record of students’ promotion), “Livro do Assentimento do Ponto dos Professores” (Class log book to be signed by teachers), “Livro das notas dos examinationes” (Book of the record of examinations), “Livro das Actas das Sessoes do Conselho” (Book of the Minutes of the meetings of the School committee). Though these books would have given a complete picture of both the “Escola Normal” and its training programme however most of these books are not traceable at all. Only a few are found.

Though all the above works do contain a wealth of information there are a few limitations. First of all they are all in the Portuguese language, which is accessible to a few people who know that language. Secondly they are all incomplete in the sense they pertain only to their period of time for example Jose Benedito Gomes’s first “Anuario” is up to 1914 and the second one which is not as informative as the first one is up to 1931. So too are the others mostly limited by time. The second factor that should be borne in mind is the fact that since an authoritarian regime was at the helm of affairs only the bare factual data are to be found or at times a rosy picture is created. No critical appraisal or any study as such, as far as I know, of “Escola Normal” has indeed been carried out.

There is also no comparative study between the system found in the rest of India and that found in Goa which could have pointed out the worthy features in the Portuguese system since the latter was based on the French system unlike the former which was based on the British system.
No worthwhile evaluation exercise has been done so far to find out whether the Portuguese system proved good for the whole education system in Goa or it was retrograde and had no merits in it. If it was found good then the factors that contributed to its efficacy could have been highlighted.

Any comment either favourable or unfavourable regarding its impact on society too is far or few in between. A critical evaluation of the programme and the institution will throw up many interesting facets of the system.

Though my study too deals with the same subject of Teacher education the period of my study extends from 1841 to 1961. The purpose of my study is both to trace the growth and development of the course as well as the institution as also to critically evaluate each and every aspect. The salient features then will stand out clearly. These can be made use of in improving the present system of teacher education either in the State or even in the country. Hence my study is basically a search for those outstanding quality indicators that I expect to find in the teacher education programme of the Portuguese as I assume that the Portuguese system of Teacher education went a long way in infusing quality in Teacher education itself and thereafter in Primary education in Portuguese Goa.