CHAPTER V

SUMMARY

AND CONCLUSIONS
5. 1. RE-STATEMENT OF THE PROBLEM:

The Portuguese ruled Goa from 1510 to 1961. As Frederic Danvers authoritatively states the Portuguese were interested not in territorial expansion or any other activity but in trade and commerce. However from the mid-19th century they were compelled to divert their attention to other matters like education. Especially after the expulsion of the Religious Orders the Portuguese government in Goa was forced to take up the cause of education. Besides, Primary education to which the Portuguese paid the maximum attention there was also Secondary, Superior and Special (Technical) education. If official Primary education started in 1831 Secondary education in the form of Lyceum and “Escola Normal” (Normal School) began in 1841.

Normal School is an archaic term that was used for teacher training institutions. It was derived in the early 19th century from the French “ecole normale” with “nc:male’ standing for rules or norms. The teachers were expected to uphold and teach norms or rules. The Portuguese had started a similar type of school in Goa and it lived up to 1961. The fact that this institution lived for a period of 120 years which itself is an achievement of sorts speaks quite highly of its role. Hence by asking the question, ‘what was the standard of teacher education in Portuguese Goa’ we have discovered all the facts regarding this pristine institution and the type of programme it used to conduct including the various periodic changes that occurred from time to time.
5.2. DESCRIPTION OF PROCEDURES USED:

Data in the form of documentary evidence from both types of sources, Primary and Secondary were collected. After this, data was sorted out for subject relevance. It was subjected first to external criticism to establish its authenticity and the credentials of the writer for example Felippe Neri de Souza was a “Professor” of Latin the Lyceum around 1892. Subsequently internal criticism was used to establish the validity, reliability and accuracy of the data.

After the data was analyzed and interpreted it was documented as per the topical arrangement made in the report.

Finally, after a thorough eclectic interpretation, which is in tune with the interdisciplinary nature of my research, the final report has been drawn up.

5.3. PRINCIPAL FINDINGS:

The institution

Prior to the Government takeover of education the Religious Orders had converted Goa into a great knowledge destination of Western education which during the times of some of the liberal and enlightened priests allowed the cross-cultural flow of the Western and Eastern concepts. From 1510 to 1836, a period of over 300 years the Religious Orders tried hard to spread learning and education in Goa. Unlike the British in India who showed a lot of reluctance at least initially to support educational activities,
the Portuguese government directly or indirectly tried to promote education in Goa though it was more religious than secular. In the beginning however in India as well as in Goa it was solely due to the efforts of the Missionaries/the Religious Orders that the spread of education was made possible.

Goa was thereby converted into a sort of social, cultural and experimental laboratory. The attempts by Afonso de Albuquerque at social engineering through miscegenation having failed the Missionaries first and then the Portuguese government tried various experiments and tried to transplant European ideas and ideals, techniques and practices with the result that a hybrid culture gradually evolved evident today in the art, architecture, dress, the food, language, celebrations, attitudes, and other cultural and social signposts.

In the mid-17th century providentially Portugal had a great man at the helm of affairs. The Marquis de Pombal was both a capable and a competent person. He was a farsighted administrator and an avant-garde reformer. He has left an indelible mark especially in the field of education as his reforms stand out till today. His major educational reforms, which were faithfully and quickly implemented in Goa, can be listed as follows:

- He changed the nature of education from religious to secular.
- He introduced the competitive method of selection of teachers through “concursos” (contests/tests).
- Officially textbooks were prescribed.
- He set up the ‘Real Mesa Censoria’ (Royal Censor Board) to oversee education.
• Schools had to be granted official recognition thus bringing all schools under Government control.
• He introduced the “subsidiario litterario” or the education cess on wine and meat.
• Established a hierarchy in the administration of education by appointing a Commissioner of Studies at the head.
• Replaced the earlier method of “Ratio Studiorum” with the “The Correct Method”.

It is interesting to note here that initially in Goa there were teachers – those who had studied in the ‘colegios’ and the ‘seminarios’ of the Misionaries - but there were no schools hence they were called ‘teachers without schools’. These teachers however can be called the pioneers of education in Goa. Although education at that time was the preserve of a few they left behind a great legacy. Then came the Royal teachers appointed by the Government to teach Latin and Reading, Writing and Counting. They were paid from the ‘subsidiario litterario’ a tax imposed on meat and wine products inorder to finance education.

During this period it was a Latin based education that was imparted in Goa. It was predominantly in the hands of the clergy. Punishment was an integral part of the “Ratio Studiorum” pedagogy of the Jesuits, which was also adopted by the other Religious Orders. When the rest of India was still groping in darkness education in Goa had taken firm roots. Unfortunately however this was limited to only a small section of society.
From the beginning of the 19th century Goa was fortunate to have a clutch of enlightened Governors one after another like Joaquim Jose Lopes de Lima – perhaps he can be called the Apostle of Education in Goa - who promulgated various educational measures like establishing schools, appointing teachers and starting the “Escola Normal” (Teachers Training Institute) and setting up the Lyceum. Due to their efforts secular and official education not only made its appearance but started spreading all over Goa. Due to the vision of Lopes de Lima Secondary education started taking shape in the form of a Lyceum and the “Escola Normal” though the Military and Mathematics School had already been established a few years before that. From the documentary evidence it is clear that Governor J.J.Lopes de Lima started the “Escola Normal” in 1841 and after it had undergone a sort of after birth crisis it was re-started by Governor J. J. J. Lapa in 1854. That makes it the oldest Western style teacher training institution not only in India but also perhaps in the whole of Asia.

Escola Normal was originally housed along with the Lyceum in the Administrative Building where today the Police headquarters are located. This large quadrangular building was home to the ‘Biblioteca Nacional’, the National Library where it is still to be found till date. The Military and Mathematics school too was run in its premises. The classes of English and French started by J.J.Lopes de Lima were also being conducted in the same building.

Subsequently due to space constraints the Lyceum was shifted to the “oitheiro”, a small hillock on the way to Altinho about half a kilometer away. Since “Escola Normal” was initially a branch of Lyceum naturally it too got
shifted to the new place where a robust two-storied building had been constructed and is still going strong. When it was made an independent institution, it was shifted in 1938 to another quadrangular building in the city called Massano de Amorim (name of the Governor who ruled Goa from 1926-29). In 1959 the Primary school, which was functioning in the premises of this quadrangular building for the sake of convenience, was declared as the school of application as the “Escola Normal”. Later on in 1960 the “Escola Normal” was shifted to more spacious premises in Porvorim on the outskirts of the city from where it is still functioning. After the Portuguese were forced to leave Goa in 1961 it was called Teachers’ Training College or simple Training College. Now it is known as District Institute of Education and Training (DIET) though.

When it was shifted to the Altinho hillock it was housed in a solidly constructed spacious building on top of this small hillock, which had a salubrious atmosphere and a fantastic view. A well-stocked library and a well-equipped laboratory, toilets, a museum, and even gardens were part of the physical infrastructure. Teaching aids and teaching materials were sufficiently provided. The same infrastructure was also available in the new Massano de Amorim premises.

Being a military State there were absolutely no problems of discipline as the rules and regulations had to be strictly observed. Because “Escola Normal” along with Lyceum and the Medical College were always projected as the showpieces of progress under the Portuguese they were always maintained in a spic and span condition.
Syllabus

It is significant to note that Teacher education in Goa was keeping pace with the evolution of similar developments in Europe for example only a couple of years separated the founding of “Escola Normal” from the establishment of Kay-Shuttleworth’s teacher education school at Battersea in England. Whatever changes were being experienced in Europe were immediately transported to Goa just as easily as ideas and practices were crossing borders in Europe thus making Goa almost a part of the European continent.

Going through the series of curricula and syllabi down the ages, from 1842 to 1935, it is noticeable that the curriculum kept on evolving from time to time. For example the syllabus of 1856 – continued under the reforms of 1882 also - had Calligraphy, Portuguese Grammar, Arithemetic, Morals, Catechism, Civility, General Geography, Chorography and History both of Portugal and India for the students reading in the First Year making the syllabus basically content based. However in the Second Year there was Portuguese Grammar, Geography and Chronology, General and Sacred History, Theology and Philosophy, Arithmetic, Geometry, Drawing, Bookkeeping, and two subjects related to Pedagogy that is Teaching Methods and Legislation pertaining to Primary instruction. One remarkable feature of the 1844 syllabus was the instruction that no teacher should teach hatred towards another religion.

It was initially a Latin based syllabus and comprised more of moral education having not only Sacred History but also Theology since the philosophy at that point of time as explained by Cunha Rivara in his “Lectio
Sapiens” was that the teacher was more than a priest taking care of not only man’s spiritual needs but also physical and intellectual.

As changes were forthcoming quite rapidly in Europe in the field of education periodic revision of the syllabus became a necessity. The new practices and principles had to be incorporated so that the quality of teacher education and consequently education in general would improve.

In 1894 this syllabus underwent major changes. Besides the subjects mentioned above there were Prose Reading, Poetry Recitation, Elements of Agriculture and Notions of Hygiene. Added to this was the subject dealing with the Rights and Duties of Citizens. But the significant change under these reforms was the introduction of the subject of Pedagogy and Methodology which meant that Teaching had come by now to be considered as a Science.

By 1907 the syllabus was oriented more towards cultivation of skills and development of all the faculties, the cognitive, psychomotor and affective. The subjects in this syllabus of 1907 were Portuguese language and literature, French language, Practical Arithmetic and Elementary Geometry, Physics, Chemistry and Natural History, Bookkeeping, Cosmography, Calligraphy, Map drawing, First Aid, Pedagogy and Special Methodology. Music and Singing, Embroidery and Needlework and the main subjects from the previous syllabus. It can be seen that lot of stress was being given now to practicals under this syllabus. The introduction of Music and Singing too is very significant. The last two subjects were introduced because of the girl students but it did not preclude boys from taking up the same. From the
historical point of view the introduction of the French Language assumes importance.

As the syllabus was developing two features of it stand out, the expansion of it and the bias towards practicals. The syllabus under the reforms of 1935 included besides those found in the previous syllabus such subjects as Psychology, Didactics and Special Didactics. School Hygiene, Model making, Craft, Pedology, Home Economy and Cookery. These subjects were basically skill oriented which meant that the emphasis in the syllabus had shifted from content-based subjects to skill-based ones. A detailed programme for the conduct of Practice lessons with provision for recording the observations on a duly approved format was also chalked out.

The significant changes in the curriculum included the introduction of the “trabalhos manuais educativos” (educative manual work), an altogether new concept from the Swedish educational method of Sloyd introduced from 1921 with each teacher being allotted 3 hours per week. The admittance of women as regular candidates from 1894 for the course (earlier they could appear for examination as external candidates) and the conversion of the course first into a three-year one in 1907 and back again into a two-year course in 1935 were major steps taken in the evolution of the programme in “Escola Normal”.

The syllabus clearly aimed at the all round development of the students. The cognitive, the psychomotor and the affective including the spiritual aspects were well taken care of. Besides, there was a balance between the arts and sciences in the content subjects. There were special subjects for girl students.
Pedagogy was introduced as a subject from 1894. Initially rote methods were stressed upon but later on more emphasis was laid on exposition and practice. Lot of importance was given to practical subjects like Calligraphy, Drawing, Gymnastics, Surveying, Agronomy and Practice teaching.

The introduction of Calligraphy was necessitated by the need to maintain records. The introduction of Agriculture was because Portugal was basically an agricultural country. They tried to encourage Agriculture and Horticulture in Goa too.

The syllabus had a balanced mix of Humanities and Science subjects along with skill based subjects. This type of situation is mostly obtainable in the later years especially under the reforms of 1935. But even prior to that since the Portuguese roughly followed the French system of training (the reports and records besides the Portuguese language also has French alongside) the syllabi kept on including both content based and skill-based subjects. The Portuguese too knew the concept of locale specific content.

From 1894 textbooks came to be prescribed for the students. Earlier passages from different books were used as textual material and notes were frequently dictated in the classroom. Later on the “Professors” started compiling their notes and published them in the form of compendiums’. Another major development during this era was the introduction of the metric system of mensuration again a pointer to the leaning towards the French. In fact a lot of importance was given to this metric system and even separate examinations were held for the students.
Lot of stress was laid on the learning of the Portuguese Language, Literature and History for obvious reasons. Goans especially after the declaration of the Republic in 1911 were no longer considered as subjects but as citizens of Portugal. Efforts were continuously and constantly made to draw Goans towards the mainstream of Portuguese life. Hence students were trained not only to become teachers but were indoctrinated to become also ‘agents’ in the propagation of the Lusitanian culture. The Curriculum especially in the later years with a variety of subjects, well-designed practicals and a fitting school experience programme consisting of pedagogical exercises, internships and other activities gave a thorough professional grounding to the students.

The syllabus was framed by taking the construction principles into account. Apart from the aspect of flexibility that was very well taken care of from time to time it had all the other necessary features that go into the making of a good syllabus like utility, variety, individuality and updatedness. The all round nature of the syllabus is to be appreciated. It had general subjects like History, Language, Geography, etc. It had special subjects like Pedology, Pedagogy, Psychology and Didactics. It gave equal importance to content and to the development of skills. Besides the main subjects the syllabus also included such practical subjects as Calligraphy, Craft, Music, Bookkeeping and personal and school Hygiene. The practice lessons and the practicals were all conducted as per a well chalked out advance schedule and recorded as per a pre-designed format.

The Portuguese laid a lot of store - and rightly so – by physical activity and practical work. If Gymnastics would take care of the physical aspect
Agronomy and Craft would inculcate in the trainees love for work and help in developing the much needed work culture so that the pass-outs do not hanker only for white-collar jobs. Besides the government wanted to encourage agricultural activities since Goa would always import even rice from the neighbouring places. In order to impart a work-centred education the Portuguese in keeping with the global trend introduced the Sloyd.

Sloyd or educational Sloyd as it was correctly called was a system of woodworking education, which was started in Finland but was spread worldwide by Sweden from 1870 onwards. Literally Sloyd means handy or skillful. Gandhiji’s craft-centred education has many similarities with this system. Through the craft of woodworking the character of the child would be built, his moral behaviour would be developed, intelligence would be cultivated and industriousness would be fostered.

Sloyd was not an aimless activity but was based on sound pedagogical principles. Through Sloyd the maxims that instruction should move from known to unknown, from simple to complex, from concrete to abstract were convincingly demonstrated and brought to fruition. It also reiterated that the products should be practical in nature and build relationship between school and home.

Later on this method included working with wood but also other materials like paper, cardboard, metal, chord, wire, etc. It included carving, making of chords, preparing collages, making articles from cardboard, learning how to use the lathe, making articles of wire, paper, engraving, ornamental applications, etc. A variety of handicrafts that would not only help the
student to develop the hand skills but also the intellect and the Froebellian hand-eye coordination were produced. The whole idea was to equip the students with manual skills so that they would come in handy not only in the teaching profession but also elsewhere. Hence in Portuguese these crafts came to be known as “Trabalhos Manuais Educativos” meaning Manual Educative Work.

Pedagogy as a subject was introduced in the syllabus only in 1894. In fact by this time the syllabus, which earlier used to be heavily tilted towards arts had nicely veered off to a nice balance between Arts and Science subjects. But subjects like Calligraphy and Drawing continued to be part of the syllabus.

A good look at the vast array of subjects convinces a person that the Portuguese teacher education system aimed at preparing a complete person. The programme in “Escola Normal” not only took care of the intellectual aspects but also the moral (Morals), the physical (Gymnastics), the social (Rights and Duties of Citizens), aesthetic (Singing and Music) and the spiritual (Philosophy etc).

**Methodology**

It’s interesting to know how the teaching methods developed and evolved. Initially there was only personalized or individual instruction. In such a type of situation the “Professor” would call up the students one by one and teach them himself. This way if he had devoted 5 minutes to every student and if there was 20 students in the class and if the duration of the schooltime was 5 hours then the teacher would be teaching each student for 15 minutes only.
In the ‘Ensino Simultaneo’ method the “Professor” would call up students one by one and make them teach the others. In this method what used to happen was this. The “Professor” did not at times due to either prejudices or constraints want to call up all the students and on the other hand the students might not be paying attention to whatever was taught all the time. It was also difficult for the “Professor” to know for certain who was paying attention and who was not. It was found to be an inefficacious method.

The third method then appeared on the horizon popularized by the Bell-Lencaster duo called the “Ensino Mutuo”. In this system the students were divided into groups and put under the charge of a brighter student who was called a Monitor. Whatever was to be learnt was put up on a board placed in front of each group. It was the Monitor’s duty to see that it was learnt thoroughly by all the members of his group. Since this system had a number of benefits as for example there was cooperative learning and more students would learn at the same time. Since the groups were manageable units invigilation by the “Professor” could be easily carried out. Hence the Mutual system of teaching, “Ensino Mutuo” had a longer life span than the others.

All the above methods were single - teacher based.

This was the method that was adopted in the Normal School when it was founded in 1841 by the interim Governor Lopes de Lima. Prior to that, it had been converted from “Escola Simultaneo” to “Escola d’Ensino Mutuo” and then into “Escola Normal d’Ensino Mutuo” and located in the capital city of Nova Goa.
The introduction of the system of “Chairs” came next. A “Chair” was made up of a group of subjects. However one subject at a time would be taught. Only after its completion another subject from the same “Chair” would be taken up. And only after the completion of one “Chair” the other “Chair” would be dealt with. Such a pattern had to be followed because there was only one “Professor” managing the whole school adopting the Lencastrian method. This was later replaced by the “Cycles”. These again comprised of a group of subjects. However the difference lay in the fact that either all the subjects in a particular group could be taught one after another or subjects from two different “Cycles” could be taken up simultaneously. This was possible now because instead of one “Professor” there were two. Thereafter under the reforms of 1907 the class system as we understand it today was introduced. Consequently the strength of the teaching staff rose to four “Professors”. This was also the year when the course was extended to three years and the concept of elementary level and complementary level was done away with.

Though Marquis de Pombal had eliminated the “Ratio Studiorum” method of the Jesuits yet some of its features made their appearance in the new method like for example the use of punishment, which became an integral part of the teacher education system. Punishment as a strong deterrent was not only clearly spelt out for both students and “Professors” but was also graded as per the offence. It was however used sparingly and “Professors” were strongly advised not to make use of the “palmatorio” (palmer).
In language learning the syllabic method was followed. The pedagogical principles of going from easy to difficult like taking first words of one syllable and then of two and then of three were followed. Teaching aids like flash cards were used in the classroom. The language learning skills were taught in their proper order with Listening followed by Speaking and then by Reading and finally by Writing. Discussion and debates were very much encouraged though memorisation as one of the methods was sparingly used. In fact Saturdays were especially reserved for them. A period would necessarily be divided into three parts. The first part would be devoted to

The copying of the text for the next day, the second part would be used for explanation and during the last part the students would be engaged in asking questions, clarifying doubts or discussing some points.

Initially memorization and rote methods were followed especially when the Lencastrian method was used. Later on discussion, argumentation and even project methods were used.

In all the subjects including Mathematics/Arithmetic the methodology used was from simple to difficult. Consolidation of the principles was done by performing lots of exercises. In the early years under the 1841 and 1856 regimes it was a Latin-based syllabus, which was gradually changed into a Portuguese-based one.
Evaluation

It is interesting to take note of the various changes that took place in the field of testing and evaluation. Initially reporting was done by awarding any of the two remarks, “passed” or “failed” but then the grading/classification was introduced both by marks and remarks with more categories introduced.

With respect to the system of testing and evaluation in the “Escola Normal” the following has to be borne in mind:

There were both oral and written examinations. Orals normally were given more weightage than the written examination.

The examinations were conducted by a duly appointed jury who after examining the students would vote secretly, passing or detaining the student. Later on the stipulated grade was assigned to each student.

The period of Examination would be around 15 days and testing of the students would be done in stages. Only a pass in the first stage would make the student eligible to appear at the next and so on. A sort of filtration policy was followed.

Examination could be conducted even during nighttime.

Post 1935, a student from Escola Normal had to first appear and pass in the internal examination. Thereafter he had to appear for the final school examination at the end of Class II. If he had to get through that then he had to appear for the State Examination to be eligible for appointment as a Primary teacher.

However evaluation was quite comprehensive as even the class performance of which a thorough record was kept was compulsorily taken into consideration. In later years the oral Examination was
optional for those who had scored 14 marks or more in the written examination.

Detailed instructions were given from time to time on how to conduct examination. For example the oral Examination had to be not less than 20 minutes with all the three members of the jury asking questions on different topics as decided prior to the holding of the Examination. Also the lots system was followed in the asking of questions.

The evaluation system of the “Escola Normal” was both comprehensive and well arranged. It tested both theory and practice and even the pedagogical skills. Besides, the class performance throughout the year of the student was taken into account while drawing up the final report. This included not only the scholastic achievement but also the regularity of attendance and the behaviour of the student in the class during that whole academic year. A jury of three evaluated the complete performance or more members called “vogais” appointed officially by the Governor. Hence one can safely say that evaluation was continuous, formative and comprehensive.

During the course of the examination the students were given the opportunity to pick lots to choose their questions. The Examiners looked for exposition, argumentation and discussion during the process of Examination and not rote memorization. The testing was also done in a sequential manner with one subject followed by another. Though the evaluation process was tough it was thorough and demanding and gave a chance to the student to prove himself. The tests were known as “provas”, which literally means proofs. The oral system of testing had more merits than demerits vouched for by those who underwent that system of education. It helped them to
cultivate such qualities as thinking on one’s feet, expressing one’s thoughts, public speaking, articulation, fearlessness, facing an audience, etc.

The orals were public examination in all senses of the word. People would attend the sessions to watch the jury members who were supposed to be from the intelligentsia pit their wits against the upcoming masters. It was quite a spectacle and the tussles or mental jousts were much talked about for days together in the educated society circles.

Two aspects of these examinations have to be noted besides the composition of the jury: the way the students were awarded grades and the confidentiality and sanctity of the whole process. The final result was drawn up with each member of the jury casting a secret vote.

The Portuguese followed the system of “concursos” right from the admission stage to the passing stage in the school. “Concursos” were oral tests conducted to test the ability and competence of the candidates. It was based purely on merit. Any candidate irrespective of formal qualifications even would stand a chance of getting selected if he proved his competence in the “concurso”. In all other matters too like appointment or promotion or confirmation of service or even transfers the candidates had to undergo the “concurso”. A duly appointed jury conducted this test.

**School Administration & Supervision**

When it came to administration there were two types, internal and external. There was the School Council or Committee with a Secretary and a
Treasurer headed by the Director, which managed efficiently the day to day functioning of the institution. The Portuguese were clear about most things and had a well laid out Code of rules and regulations. The manner in which meetings had to be conducted, the duties of the “Professors”, the duties of the Director, the Secretary, the Treasurer, the Staff members, the non-teaching staff, the students etc were all written down and clearly spelt out.

According to the Plan of Studies the educational head in every State had to be the Commissioner of Studies who in the case of Goa was normally the Secretary of the State. The Heads of the various Secondary level institutions were called Rectors and later on the class teachers, a concept introduced in 1907 were called class directors.

Though the political dispensation was autocratic and authoritarian, the administration in “Escola Normal” was run on democratic principles. Besides the Director there was a school committee presided over by him, which would take all the required decisions for the smooth functioning of the institution. The non-academic duties in the school were also distributed among the teaching staff members like one of them had to function as the Secretary of the school looking after the office. Another would be appointed as Treasurer and a third would be in charge of the library and the laboratory. Of course this was possible because the number of students was small. Even in later years after the reforms of 1935 the intake capacity was not more than thirty, which means the PTR was ideal.

Another noteworthy feature that was to be found in the Portuguese system of teacher education was the appointment of substitute teachers. Knowing full
well the difficulties faced in the event of any teacher remaining absent the Portuguese had already found a solution to the problem. This was adopted even in the case of Primary schools where a group of five or six schools in the vicinity of one another had a substitute teacher. This ensured that the functioning of the school would not suffer and schools or classes would not be closed. At the same time granting of whatever leave was due to the teacher would not be a problem. In the event of sickness too of the teacher teaching would not be affected. The porter marked the attendance of both the teacher and the students.

One has to grant the Portuguese their due. There was another area in which they really excelled and that is in codifying rules and regulations or laws and maintenance of records. The Common Civil code immediately comes to mind because everybody has heard about it. The same was true in “Escola Normal”. All the duties assigned to the different staff members were clearly spelt out and written down. The various procedures from admission to the conduct of the examination were to be found in the book. The functions of the various personnel at various times were also clearly written down and informed to the office bearer/s. Everything was put in black and white so that there was no confusion or misinterpretation. So thorough were the Portuguese in their approach to administration. Everything was scrupulously written down and kept including the minutes of the Examination sessions of each and every candidate.

Supervision and monitoring emerged as a part of the same administrative regimen. Inspections were both regular and strict. Reporting would be done not only to the next higher authority but also to the Governor. Teachers who
were appointed either on temporary basis or on probation were constantly under the scanner as the inspectors would pay regular visits knowingly or unknowingly to monitor them. This helped in maintaining high standards both among the teachers as well as the students. If any teacher was found wanting action would be immediately initiated.

There was a keen sense of discipline among both the students and the teachers born out of the system.

5.4. CONCLUSIONS

Quality parameters

Ours was a search for the quality indicators that were present in the teacher education system of the Portuguese. But before we embark upon the task of singling out these quality indicators it would be pertinent to point out what quality indicators actually are. The authority in this regard in our own times is none other than the National Council for Teacher Education (NCTE).

According to the National Policy on Education, 1986 and subsequently revised in 1992 “the status of the teacher reflects the socio-cultural ethos of a society as no society can rise above the level of its teachers”\(^\text{129}\). In 1998 the National Council for Teacher Education developed a framework for teacher education of various stages. Under the framework for primary teacher education it states in its rationale that (1) teachers have to be aware of the contextual realities (2) courses on Psychology of teaching and Learning.

\(^{129}\text{NPE, New Delhi, 1986, p. 43.}\)
Health and Physical Education, etc should be introduced (3) in the training programmes theory and practice should be organically integrated (4) it should be content relevant and region specific.

The same policy suggested that for quality improvement the transactional strategies had to be interactive, participative and activity-oriented. Further the mastery of subject matter and the pedagogical insights when thoughtfully integrated will lead to improving the quality of education. Regarding practicum, qualitative improvement will come about if practical activities centre on school experiences, work education, school community interaction and action research. Finally there should be continuous comprehensive evaluation.

All the above policy indicators then were succinctly and methodically put forth by R.C. Das in his monograph titled “Quality Concerns in Elementary Education”. After dealing with the objectives of teacher education which he says should be formulated taking into consideration the objectives of school education, he discusses the methodology of teaching which he says should not only be lectures but “for effective teaching the lecture should be supplemented by discussion and other learner participatory methods”.

Regarding the practicals in the teacher education course he states “the institution has to provide practical work for the trainees in several areas”. Under Socially Useful Productive Work the trainee has to know to handle

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111 Ibid, 38 & 39.
simple hand tools and "to prepare some useful objects"\textsuperscript{333}. He then stresses upon the usefulness of Art and Music in the Curriculum, which help in promoting aesthetic awareness and appreciation. Finally besides the usual teaching practice he insists on the efficacy and benefits of the internship programme.

These indicators can ensure quality pertaining to the programme. There are other norms and standards that refer to the other aspects of the teacher education system. A proper spacious building with adequate number of rooms of sufficient size, an area in the close proximity for recreational activities, and other facilities like drinking water etc should be available. Besides, there should be a proper laboratory and a library, which should have the necessary materials and equipments for subjects ranging from Psychology to Art, from Socially Useful Productive Work to Music and Sports. The need to have a well-stocked library is a must.

The third aspect that should be considered for achieving quality in the teacher education course pertains to its organization. Since the course consists of four pedagogic subjects and six content-cum-methodology subjects adequate number of qualified staff should be appointed. The workload should neither be too little or too much. Practical work has to be organized in certain subjects and practical teaching should be sufficiently assigned to each trainee.

Other aspects of quality consist of Admission Criteria where “it is desirable that candidates are selected on the basis of a State level selection test”\textsuperscript{333} Das, R.C. Quality Concerns in Elementary Teacher Education, NCTE, New Delhi, 1998, p. 16.
because “the quality of teacher education depends on the quality of students admitted to the course”\textsuperscript{334}. The minimum educational qualifications should also be adequate. The other aspects include the instructional calendar and the financial health of the institution.

The correct objectives of teacher education, the way the curriculum is transacted in the classroom, the availability of sound infrastructural facilities, the provision of human and non-human resources and the manner in which the programme should be arranged all add up to bring quality to any teacher education course.

**Quality indicators in “Escola Normal”**

This fifty-year period from 1856 to 1907 was the most hectic and most demanding with all sorts of path breaking changes being introduced at periodical intervals trying to keep abreast of the transformation that was taking place in Europe. This was the time when the ideas of Herbart, Pestallozi, Froebel, Montessori, and even Dewey were sweeping across Europe whose effects unknown to them were being felt in such a far off place as Goa. A close look at the various changes like the introduction of “trabalhos manuais educativos” or the introduction of Agronomy and Horticulture in the syllabus reiterates the above fact.

The changes introduced at periodic intervals were done with the sole aim of infusing quality into the whole education system especially in the Primary

\textsuperscript{334} Das, R.C. Quality Concerns in Elementary Teacher Education, NCTE, New Delhi, 1998, p. 31.
education sector. To be fair to the Portuguese they did achieve the desired results. However the system was too tough and ended up deterring many a student from seeking admission to the course. Hence the enrollment was always low. In turn paradoxically it helped in the raising of standard of the course as the PTR was ideal and personal attention could be given. But at the same time it built up an exclusive society. The “Professors” constituted a class by themselves. Access was not universal and discrimination was the order of the day.

The whole Examination system was another tough nut to crack. The jury system, which was supposed to eliminate bias and conduct the examination in a fair and transparent manner, was found wanting many a time. The oral Examination was a healthy practice, as it would contribute to the building of the whole personality of the trainee besides enhancing the proficiency of the language. This was also a salient feature of the Primary education. Orals were conducted all over the State at a predetermined time. It was a great event in the social calendar.

Discipline was one area the Portuguese insisted upon for which many of those who passed through the system are till today grateful. Both among the students and the teachers discipline was strictly observed. For this reason there were clear rules and regulations regarding all the activities conducted by the teachers for the students. Appropriate behaviour from the students was not only expected and demanded but it was also evaluated. In all areas like dress, attendance, homework, respect to the teachers both from their own school and from the other schools, examination, etc were all well regulated and the students in “Escola Normal” were expected to obey all the
rules in this regard. Discipline was one of the hallmarks of the teacher education system, which was then reflected in the dress, the behaviour, and the performance of the teacher both in the school and in society. However it went to the extent of muzzling dissent and suppressed creativity. Freedom of expression was curtailed especially if it meant criticism of the establishment and hence innovative ideas never saw the light of day.

A well designed syllabus throughout, right methodology to transact the curriculum, stress on practice and practicals, the attention given to Sloyd, the unique but effective evaluation system, the kind of smooth administration all combined to raise the standard of teacher education in Portuguese Goa. Besides, the infrastructural facilities were duly provided like a proper building, spacious classrooms, a well-stocked library which used to subscribe even to foreign journals, a laboratory having not only materials and equipments but also maps, globes, charts and other teaching aids, a museum for models and artifacts and even gardens. Furniture, equipment and books were adequately provided.

The stress and attention given to the practicals especially was giving the right direction to education. The introduction and perseverance with the educational sloyd or the “trabalhos manuais educativos” was meeting the right aims of education. Today’s education following the British model is geared towards producing only white collared workers, as a false concept of education is being understood by the students. They think that working with their hands is below their dignity.
The school calendar was chalked out in advance and equitable distribution of workload was regularly done. Subjects were evenly spaced out in the timetable and homework was assigned judiciously. Admission was based on a selection test conducted through the jury system. After experimenting with a three-year course and realizing its drawbacks the programme was prudently converted back into a two-year course.

All the quality parameters were present in the teacher education system that was prevalent in Portuguese Goa. There were some strong reasons for the Portuguese to make “Escola Normal” and other Secondary or Superior education institutions into ideal schools. But in the bargain educational standards were raised as high as possible.

**Impact on Education**

The system followed in “Escola Normal” naturally contributed to the all round development of teachers who would carry their formation, their attitudes and their aptitudes to the classroom of Primary education. Hence the Primary education system too followed the same programmes, policies and the practices that were promoted and established in the “Escola Normal”. The insistence on discipline, the deterrence of punishment, the deportment and behaviour, the transaction in the classroom, the observance of the various stipulations, the maintenance of records and the attempts at peak performance were some of the attributes found in the Primary teachers.

However as stated earlier the teachers were always apprehensive and performed under a cloud of fear because of the high handedness and
duplicit of some of the inspectors. Sometimes teaching was done more out of compulsion than out of love as the language was foreign and authorities were oblivious of the difficulties of the teachers.

But the quality of teaching did not suffer as proved by the fact that a child completing the Primary course which in later years was of four years - at the end of the third year the Examination that was held was called “Primeiro grau” (first degree) and at the end of the fourth year the Examination that was held was called “Segundo grau” (second degree) – could speak, read, and write Portuguese not unlike the proficiency developed by students in Marathi Primary schools post – liberation which was a legacy of the system followed in Portuguese Primary schools.

**Some drawbacks.**

However the people viewed the measures skeptically as they always had a sort of distrust of the rulers. Besides it is questionable whether the Portuguese really had the welfare and education of the people uppermost in their minds. What were the real reasons? Was it to showcase their colonial superiority? Was it to take care of their own by providing both education and employment to them? Or was it to create a pool of human resources to aid the rulers to carry on with their colonial designs? Or was it an experiment whose results would be made known in Portugal and its other colonies?

The main intention of the Portuguese was the imposition of their education and culture on the Goan people. The Europeans always had this feeling of superiority and they thought that all other cultures in the world are inferior to
theirs. Afonso de Albuquerque had the grandiose idea of wiping off totally any vestiges of the Goan culture and hence adopted the policy of miscegenation. They might have succeeded initially but only up to a certain point. People in Goa were no barbarians and Albuquerque himself was aware of this fact. However the Portuguese continued with their lopsided and discriminatory policy and used education as a powerful tool for the purpose of acculturation of the Goan people.

From 1911 onwards Goa was no longer being considered a colony but an overseas province by Portugal. Hence there was all the more need to see that Goans behaved as true Portuguese citizens owing allegiance to the king or the queen, respecting the Portuguese flag, knowing the Portuguese language and its history and observing all the modes and manners of the Portuguese. The Portuguese spent a great deal of time and effort to enforce the process of Lusitanization on the Goan people. The effects of this policy can be seen to some extent even today proving the poet – he said that East is east and West is west and the twain shall never meet - wrong. Thus we can say that the ruling class succeeded to some extent in transforming Goan society.

There appears to be sometimes some contradictions in the line of thinking of the Portuguese for example on the one hand they had put in place a very tough system of examination but on the other hand they used to allow both internal and external students in the school. Initially at least this education was free with the students having to pay only some nominal fees during admission and for certificates, diplomas etc. This amount would be deposited into the school fund. This money from the school fund was spent afterwards to provide notebooks and writing materials to the students.
Despite all these incentives the enrolment figures barring the last few years were mostly much below the capacity. Out of a maximum of 30 there would be on an average ten to twelve candidates passing out of the institution.

Did the Portuguese make genuine attempts to spread education or was it lip service? If they had made sincere efforts then how come even after more than hundred years there was no universal enrollment in Goa? Education had become the exclusive preserve of the upper class. The common people were blissfully unaware of it. The upper class connived with the government officials to keep them ignorant and illiterate for selfish reasons.

Inspite of a few drawbacks the system and the programme in “Escola Normal” did have many quality dimensions, which have to be duly acknowledged. They say even the devil should be given his due and the Portuguese definitely deserve to be complimented for setting high standards in the “Escola Normal” in Goa.

**Impact on Goan society**

A gradual and sustained transplantation was pursued in Goa by the Portuguese in the fields of architecture, food, dress, language and even manners. Goa was the first part of India to be conquered by a Western country and was converted into a laboratory of sorts. In education for example when the “Ratio Studiorum” of the Jesuits was banned “the Correct Method” of Verney was imposed in all the schools in Goa.
Though the Religious Orders /Missionaries tried to spread education it was more out of vested interest than out of love for the natives. They had their own hidden agenda, that of Christianization and Lusitanization. The British thought that by keeping the natives unlettered and uneducated they would succeed in controlling them whereas the Portuguese thought that by bonding them with their own culture they would have no problems in subjugating them. The latter evidently were more successful than the former. But in the course of their subjugation process a lot of atrocities were committed. The idea was to strip the natives of all their past social signposts, uproot them from their cultural setting and then replace them with the Portuguese language and culture so that they could exercise over the natives not only political control but also social and cultural hegemony. Instruction as it was rightly called then was used as a tool for the submergence of one culture by another. In fact “Escola Normal” was used more for ‘indoctrination’ rather than education.

But this scheme may not have materialized if it was not for the caste system, which always played a prominent role during the Portuguese times. The Brahmin caste especially because they were the first to foresee the merits of education took most of the plums of office. Even in matters of admission or passing in “Escola Normal” caste was a potent factor and discrimination was obviously prevalent. There was a perennial tussle going on between the two upper castes, the Brahmins and the Chardos who were always suspicious of one another. The lower castes were nowhere in the picture. The upper castes saw to it that they remained ignorant and illiterate so that they could take advantage of them. Only after 1935 the lower castes slowly started coming out of their cocoons. The upper castes because of their shrewd schemings
had already gained proximity to the rulers. They used the situation for their self-aggrandizement and economic development.

The examination system of the Portuguese was praiseworthy as it was supposed to go by merit and merit alone. However it was circumvented and misused to promote caste prejudices. The examination was used as an occasion to either ‘teach a lesson’ to a candidate belonging to another caste or was used as an opportunity to favour one of his or her own. As time went on it became the rule rather than the exception and by the time the Portuguese left Goa the examination system had degenerated almost to a farce where favoritism and nepotism remained as its only hallmarks.

Every situation has its own compulsions. These were colonial times and vested interests were paramount. It was no different with the Portuguese. Though Goa was fortunate to have a few well-meaning and concerned Governors there were always selfish motives and hidden agendas. If not the Governors then there would be a group from the ruling class, which would have their own axe to grind. It happens even now and during the Portuguese times too it was no different.

Though the ruling class had at times the well-being of the Goan people at heart it normally did not translate it into action as the Portuguese even of a lower social standing always considered themselves superior to the Goans just because of their white skin. Even in matters educational they considered themselves superior since Portuguese was their mother tongue. And to support this line of thinking the Portuguese Government as a rule saw to it that the top positions were always occupied by the whites. It was no
different in education. The Director of “Escola Normal” was always a Portuguese. Only once they made an exception. The appointing of a Portuguese was also done for reasons of security and not because they lacked confidence in the competence of Goans. But they were not sure of the commitment to carry out the policies of the Portuguese especially that of acculturation. Thus education was used to foster the superiority of the ruling class.

The effects of this aggressive policy of acculturation are more noticeable among the Catholic community till today. These people who mostly belong to the Velha Conquistas (old conquests) came under the Portuguese rule for more number of years than the rest of Goa, almost 450 years. It was due to the work and influence of the priests and the Missionaries who again driven by the faulty thinking of the times worked overtime to convert the Goan people to the Catholic religion. If initially the Missionaries resorted to force and other tactics to convert the people and ‘civilize’ them (or so they thought) later on they had recourse to education to further their schemes and carry on the process of Christianization. So the Religious had their own vested interests in the promotion of education in Goa.

By the time education came into the hands of the Government a period of almost three hundred years had elapsed. It is easily understood that a lot of interaction must have taken place between the rulers and the ruled during the lengthy period of time. And those who were the first to seize the situation would be the main beneficiaries. Besides the Portuguese were interested in instructing the locals so that their services could be utilized in the military and in the administrative services. The upper caste members of Goan society
especially the Brahmins grabbed this opportunity. They saw that they could use education to showcase their superiority. They used education to grab positions of power and to climb the ladder of success. They also made use of education and their bureaucratic positions to acquire movable and immovable assets left, right and center. In the bargain they also resorted to oppressing the poor and the lowly in order to extract work and other services from them.

Caste had become a big issue among those who by now had acquired some qualifications. There was a constant tussle going on between the Brahmins and the Chardos (Kshatriyas?) probably for the plums of office and area of influence. Unfortunately the rest of the people were still illiterate and the uppercastes especially the Brahmins saw to it that they remained unlettered so that they could oppress them not only by making them work in their landed properties sometimes for meager salaries and sometimes even free but also to cheat and rob them. Education thus led to a clear division and led to the complete stratification of Goan society – the literate and the illiterate, the haves and the have-nots - which effects are being felt even to this day. Inspite of all these aberrations, which relate generally to education and not to “Escola Normal” in particular the system as such, was not to be blamed. The system and especially the programme at “Escola Normal” on the contrary had many outstanding features that are worth emulating.

That the institution had set high standards can also be verified from the fact that a legion of Goans who passed through the system made a name for themselves not only in Goa but also in other parts of the world. P.J.Peregrino da Costa in his book “A Expansao do Goes pelo Mundo” has drawn up a
comprehensive list of all the Goans running into more than a thousand who have not only contributed handsomely in almost all fields of human endeavour like medicine, politics, economics, health, education, law, engineering, academics, etc. but some of them have also left indelible marks of their greatness like Gama Pinto known for his pioneering work in ophthalmology, Abbe Faria in hypnotism, Mons Dalgado in linguistics, the Kossambes in Prakrit and many others in diverse fields.

Indeed in spite of some of these drawbacks teacher education in Portuguese Goa definitely contributed to the development of education and Goan society.

**Implications for the present:**

It is said that teaching is both a science and an art. However a look at the present day syllabus of the diploma in education course meant for initial preparation of Primary teachers shows little in that regard. As rightly pointed out in the NCF-2005 the emphasis has been wrongly placed on ‘knowledge mongering’ and its monotonous transmission in the classroom leading to rote learning and memorization.

As was done by the Potuguese in “Escola Normal” there is a need to introduce more subjects that deal with the Science and Art of teaching rather than subjects that refer to school disciplines. Besides the subjects relating to Arts and Sciences the syllabus in “Escola normal” consisted of Pedagogy, Psychology, Pedology and Didactics. The emphasis has to shift from content to skills. Give a man a fish and he will eat once.
Teache him to fish and he will eat a lifetime. This should be the principle upon which the future Curriculum should be based as proved by the Curriculum adopted in “Escola Normal” more than half a century ago.

As a colonial hangover we are saddled in India with the British legacy, which post-1961 was unfortunately extended to Goa. The accent as per Lord Macaley’s vision was an assembly-line mass production of ‘white-collar workers to be installed in clerical positions. On the other hand “Escola Normal” had such subjects as Agriculture, Educational Sloyd and later on “trabalhos manuais educativos” in order to purge the white-collar image.

The syllabus in “Escola Normal” also included Music and Gymnastics. A holistic education in “Escola Normal” was aimed at. Besides taking care of Aristotle’s ‘mens sana in corpore sano’ the teaching of music, which also included choral singing, had pedagogical significance. The inclusion of Hygiene both personal and school was another great idea as most of our problems emanate from a lack of proper education.

Dwelling on the second part of teaching that is the art aspect the saying practice makes perfect was put to good use in the “Escola Normal”. Attached to the “Escola Normal” there always used to be a Primary school for the practice, observation, and for carrying out other allied activities. Three important objectives were achieved through this. Training was not a one time activity or one-day-in-a-week activity, observation, supervision and guidance of the students was done by the Primary teachers who were definitely in a better position and were part of the “Escola Normal”. Of course this was done under directions from the Pedagogy “Professor”. The
concept of co-operative learning was fostered as the students were divided into small groups each group headed by a leader who would at the end of the day present a written report to the Pedagogy teacher educator. This would help in both monitoring and improvement.

Instruction was not only through lectures but also through assignments, projects and more importantly through discussion and argumentation. In fact a lot of importance was given to discussion and debate as not only a part of the period was supposed to be set aside for discussion but also the whole of Saturday was reserved for debates which were open even to the general public. Such type of radical ideas could find a place in the future curriculum as parents and others too are stakeholders in education today.

This exercise would probably help the students in their examinations. The evaluation system at some point consisted of written, oral, pedagogical and practical tests, an elaborate assessment process. However, among these a lot of importance was given to orals and justifiably so. Written examinations invite the students to cram and are not a fair manner of assessing students’ all round abilities. In orals it is not only the knowledge that can be tested but also the whole personality. Though there may be a few drawbacks on the whole the oral way of testing has many merits. The teacher who throughout his career will have to face audiences has to purge the fear factor, build confidence, cultivate the quality of thinking on his feet, develop public speaking skills, and generally learn to maintain his composure in the face of even difficult odds.
The jury approach was another facet of the examination system in “Escola Normal” was probably derived from the judicial system. The Portuguese were great lawgivers evidenced by the fact that they were the architects of Goa’s Common Civil Code. It was probably applied to the teacher education system because of the tenets of impartiality, confidentiality and sense of justice implicit in the system. The high level of secrecy that was maintained naturally increased people’s faith in the system.

Today we are only talking of continuous comprehensive evaluation. The teacher education system in Portuguese Goa had put this in practice almost more than a hundred years ago. Today the evaluation and grading of teacher trainees is done based on mostly the summative evaluation. If there is any formative evaluation it is only in the shape of periodic class tests. On the other hand the class performance of students in “Escola Normal” was duly recorded on prescribed formats and then given sufficient weightage at the time of the final examinations. This class performance assessment was a comprehensive exercise not unlike the cumulative record method. Students were observed, tested and marked in all subjects including Morals and Manual work.

For any institution to blossom certain amount of autonomy is a must. One of the reasons “Escola Normal” grew into one of the finest institutions of its time was because the Director and “Professors’ were at liberty to suggest whatever they wanted through their School Council for the betterment of the institution and they would be promptly attended to by the higher authorities. Many of the reforms came about through the “Professors”. Through the School Council and the various functionaries like the Secretary and the
Treasurer overseen by the Director the school managed its own affairs. All this contributed to the growth and development of “Escola Normal” in no small measure. The benefits of decentralization and autonomy were clearly demonstrated by this singular institution.