

Emancipation of the marginalized through Education in the perspective of Mar Ivanios, Servant of God.

John C C¹, Dr.Sunila Thomas²

¹Principal, ² Associate Professor,

¹St.Mary's Higher Secondary School, Pattom, Thiruvananthapuram, Kerala,

²Titus II Teachers College, Thiruvalla,kerala

Email-¹frjohncc1@gmail.com,²sunilajoji@gmail.com

Abstract: This article highlights the great influence of Mar Ivanios, Servant of God in emancipating a vast community including women who are marginalized in the society. The educational scenario during the time of Mar Ivnios was under the clutches of different kinds of inequalities in India especially in kerala. Mar Ivanios presumed that the future of the nation is vested not in the hands of high class people but with the common people and the marginalized. Hence he advocated the necessity of bringing up the marginalized the forefront of nation building. For that he gave education to the low class ordinary people and women flock. He started elementary, primary, secondary and higher education for the needy people. He started Balikamadom and Penpallikudam for women to liberate from the ignorance and darkness. He attempted to emancipate the downtrodden people from the barriers of caste colour and creed.

Key Words: Education, Women, Marginalized, Emancipation, Nation building.

1. INTRODUCTION:

The caste system prevailed in India created a very strong barrier against the common people to achieve their goals through education. The Indian caste system separated people into different groups and subgroups, the high class and the low class. He lived in a time where education was monopolized by the high class and well to do people. In Kerala, during his time existed different types of inequalities due to caste system. He has gone beyond all these obstacles and attempted to impart knowledge to his generation and coming generations. Being an ardent person of equality he put forward the necessity of women empowerment through education. He firmly believed that liberation of a person means the integral development through education. As an apostle of quality education he lighted the lamp of hope to different sects of people in Kerala and even abroad. It is he who made great attempts to make education become common. He addressed and represented a society had no strong educational edifice. He brought in a challenging educational contributions in the field of quality education to the common and marginalized people of his society.

2. NEED AND SIGNIFACANCE OF THE STUDY:

The intellectual development alone dose not bring real and true education. Education is the integral development of a persons body mind and sprit. Education that begins there in the womb of ones mother and it ends at his tomb. Education is for self realization. Persons who are charismatic can alone help us to achieve this goal of education. Hence we need eminent person like Mar Ivanios to enlightened the world of education. Morality having a pivotal role in moulding a character of a person and it is imparted through education. National curriculum development council and NCERT took the responsibility of improving the morale of students through imparting moral sciences, co-curricular activities, yoga, meditation, spiritual talks etc.

The investigator feels that it is need of the time to liberate common people who are denied their proper education and establishment. There was a disparity existed between the have and have-nots. Majority of the population in India having no chance to go to school and have proper education. The rich and high class people considered common people as their slaves. Even the British rule educated Indians for their clerical works. Centuries passed but having not a ray of hope came to liberate this people. But certain educationalist like Sri. Ramkrishnaparamahamsa, Swamy Vivekanda, Nityachaithanya Yati, Raveendranath Tagore, Mahamtma Gandhi, Sree Narayana Guru and Mar Ivanios Servant of God who attempted to liberate the common and marginalized people. So the investigator intended to focuses on the attempts of Mar Ivanios Servant of God in the emancipation of the marginalized through the education.

3.STATEMENT OF THE PROBLEM:

The study intended to identify and reveal the educational contributions of Servant of God Mar Ivanios relevant in the present scenario. The study is entitled as "EMANCIPATION OF THE MARGINILISED THROUGH EDUCATION IN THE PERSPECTIVE OF MAR IVANIOS, SERVANT OF GOD".

4. OBJECTIVES OF THE STUDY:

- To identify the contribution of Mar Ivanios in the upliftment of the common people through education.
- To analyse the contributions of Mar Ivanios in empowering women through education.
- To evaluate social changes achieved through educational institutions started by Mar Ivanios.

5. SAMPLE:

- Students who have been taught by Mar Ivanios
- Students who have studied in various institutions those were established by Mar Ivanios.
- Teachers who are teaching/taught in various institutions established by Mar Ivanios.
- Higher religious authorities of Malankara Syrian Catholic community.

6. METHODOLOGY:

Documental analysis cum normative survey method was adopted to collect data for the present study.

7. TOOLS USED FOR THE STUDY:

- Documental Analysis
- General data sheet
- Interview Schedule
- Interview
- Questionnaire
- Opinionnaire

Mar Ivanios commenced a number of school in number of places at different levels to educated the common people and marginalized. He is the proponent of universal education. The educational institutions started by Mar Ivanios even changed the face of Kerala society. Some of the Educational institutions started by Mar Ivanios is given in Table No: 1

Table No: 1
Educational institutions started by Mar Ivanios

Type of Institution	Number of Schools	Approximate Number of students	Approximate Number of Teachers
Lower Primary Schools	78	2800	60
Upper primary Schools	18	8000	140
High Schools	15	4000	100
Colleges	1	1500	75
Total	112	16300	375

Sources :Arch Bishop Mar Ivaïos Vol I & II by Fr. Inchakkalody

The investigator has collected data for his study interviewed fifty high school teachers and 10 expert personalities. He selected the samples from Thiruvananthapuram district in Kerala using the random sample technique. He analysed the data collected from the sample and interpreted in Table No. 2

Table No. 2

Relevance of Mar Ivanios perspective on the emancipation of the marginalized through education – Opinions of high school teachers

Sl.No	Levels of Relevance	(Male) No=25 No & %	(Female) No=25 No & %	(Total) No=50 No & %
1	High	23 (92%)	22 (88%)	45 (90%)
2	Medium	2 (8%)	3 (12%)	5 (10%)
3	Low	0 (0%)	0 (0%)	0 (0%)

The above table reveals the fact that 90% of the high school teachers under study have the opinion that Mar Ivanios' perspective on the emancipation of marginalized through education is highly relevant in the present society. At the time of Mar Ivanios, certain social and cultural handicaps operated against Women Education. He knew that there would be no prosperity for the family if the wife were illiterate. If women are not educated, it will adversely affect the upbringing of children. Such women cannot do their duties in a satisfactory manner. She cannot play her multiple roles well without education. Hence Mar Ivanios gave paramount importance to Women Education. All the ten eminent personalities agreed with the opinion that women should be given education for a self-reliant world. They said that education is essential to the empowerment of women in our society. It will give them mental strength. It can bring them to the main stream of society. Educated women can play an important role in building up the nation.

8. MAJOR FINDINGS AND DISCUSSIONS

The document analysis and interviews revealed the followings findings and conclusions;

8.1. EMANICIPATION ATTEMPTS AND RESULTS:

The age old humanity had a raw temperament and uncouthed behavior when it was in the cave age and stone age periods. As time passed the animal nature of man gradually changed. Humanity has witnessed a number of generations and each one had placed remarkable signatures of their own for the coming generations. Man started learning by doing in their daily surroundings and situations. The inquisitiveness of man made him become investigator, scientists, socialist, spiritualist, educationalist etc. He expounded a number of realities through his inventions. Real educations prompted him to achieve the goal of life. A minority controlled and exploited the majority of population. There was no equality any where found. Human beings were treated just as animals. The human compassion of Mar Ivanios prompted him to take the challenge of bringing up the poor and uneducated become acknowledged and accepted by the society as valuable human beings. Hence he started a number of schools, colleges women hostels and sending women abroad to get proper education which may bring them a markable changes in the society. The dazzling educational precepts of Mar Ivanios paved way for university education for his own people who were not been attained even higher secondary education since then.

8.2. EDUCATIONAL OUTLOOKS:

From his early childhood Mar Ivanios showed a remarkable interest in the field of education. While in the school he was the monitor and leader of his group. His religious background made him to become a priest in the Orthodox Church. His indomitable enthusiasm of learning made him become the first MA father among Kerala Priests.

His activities as the principal of the MD seminary high School and his professorship at the Serambore College, Calcutta placed him at the peak of educational excellence. He was crazy in imparting knowledge to the coming generations. While in the primary school he was acting as the monitor teaching and supporting weak students in the school. The Ezhuthassan found him as a promising student and urged him to take care of other students in the school. He taught other weak students in the school and made them become smart students. He firmly believed in the spiritual edifice of good education. To have proper education it is essential that a set of moral values are to be included in the syllabus of the of the students. He always found satisfaction to in imparting knowledge the poor illiterate and marginalized people.

Mar Ivanios was really a mediator of education. The mediation he made with Sir CP opened new avenues to start a number of Christian Schools in different parts of the State. During his tenure there was no Lower Kinder Garden or Upper Kinder Garden. English Schools existed. It was he who initiated to start English medium schools all over Kerala. His spirit prompted him to start English medium schools in other States of India. He realized education as medium for culture and personality development. He insisted the fact that instead of giving money, provide education to students then they will become great torch bearers. A good citizen is formed through good education. He can be called as a mediator and prophet of socialization of the 21st century. Education for him is socialization. How to behave in a society is understood when a person acquires sufficient education. To behave in a society needs good qualities and good behaviour. Education for him is meant as behavioural change. The owned nature of man should be changed into human level. The person who receives good education will be beneficial to oneself and to other selves will necessarily contribute something positive for the betterment of the society. But the spiritual element in each man too should be given due importance. The development of the spiritual element needs proper guidance and there comes the responsibility of religion. Hence, Mar Ivanios envisaged the necessity of schools for having proper secular as well as religious education. Hence he has started nearly more than fifty lower primary schools one hundred upper primary schools and nearly 35 high schools. He started a training college and the great prestigious institution Mar Ivanios college at Nalanchira, Thiruvananthapuram The fame of the Malankara Catholic Schools increased day by day. 'Sachivothama Sashtiyaphthamoorthi' school started in the Jubilee year of Sir CP Ramaswamy Iyer in 1940 is now known as the biggest school in Asia St. Mary's Higher Secondary School, Pattom.

8.3.SCHOOLS AND LIBERATION:

Schools are acknowledged as the primary source of disciplined knowledge. Mar Ivanios commenced a number of school in number of places at different levels to educated the common people and marginalized. He is the proponent of universal education. It means that each and every individual having his right to get proper education by the government. The educational institutions started by Mar Ivaivos even changed the face of Kerala society. Mar Ivanios college, Mar Theophilos Training school, St. Mary's School, Pattom, the biggest in Asia, and a number of other institutions performing tremendous work in emancipating the afflicted human society. Educational institutions started by Mar Ivanios were already cited in Table No: 1.

9.CONCLUSION:

The unquenchable thirst for knowledge made Mar Ivanios Servant of God a real leader who wanted to save the people of his nation irrespective of caste, colour and creed. He had a pure and divine objectives in his life he attained from the heavenly father God Almighty. He realized that fear of God is the beginning of wisdom. He had of opinion that knowledge is for transmission and transformation. Though a number of educational institutions kept away from holding torch of wisdom, the educational institutions started by Mar Ivanios showing the remarkable success in achieving the goals envisaged by this sage. Even centuries may passed but his educational contributions will surpass all the limitations of the words. Thus undoubtedly we can conclude that Mar Ivanion, Servant of God is a champion and pioneer of many educational changes of the emerging society.

REFERENCES:

1. Inchakkalogy, Fr. Thomas (2015) Arch bishop Mar Ivanios volume I & II office of the cause of canonization of the servant of God Archbishop Mar Ivanios panickaruveetil
2. Mooleveetil, Fr. Louis (1982) Bethenyude Mar Ivanios, Bethany press Kottayam.
3. Plavilayil, Fr. George (1955). Malankara Deepam, Senkevathil press, Nooranadu
4. Elias. J (2002). A history of Christian education: prostant,
5. Catholic and orthodox perspective Malabar, Fl; Krieger Publishing Company Frantice, R. W (1999). Lessons in democracy from Kerala State, India.
6. Retrieved June 6, 2006, from Montclair University. Freire, P.C (1992) pedagogy of the oppressed. New York: continuum
7. Friedman, T. (2005). The world is flat: A brief history of the twentieth- first century, Newyork: Ferrer, status and girocex