

**Martin Buber's I and Thou- A Dialogical Relationship with Teacher and Student in
Standard IX English Textbook.**

Jismi Joy

SNM Training College, Moothakunnam

Abstract

The present study emphasizes Buber's thoughts related to the dialogical relationship between the teacher and student and how much his thoughts are coming in the present IX standard Kerala state English textbook. The Kerala state English textbook includes fiction, prose, short stories, anecdotes, and essays which are very helpful for the application of the relationship between teacher and student. English subject is more helpful to apply and teaches valuable thoughts. It is a better way to convey his concept to students. A good relationship between teacher and student is mandatory. It is necessary to make insights on values in students by their interesting subject. Not many studies were included on the basis of Buber's theory. For this study, the IX standard Kerala state English textbook has been taken as the representation of the secondary school. The researcher trying to prove that, how much Buber's dialogical relationship between teacher and student is reflected in the IX Standard English textbook. *Keywords:* dialogical, fiction, philosopher, Buber's

Introduction

Buber was a Jewish philosopher born in Vienna, Austria in 1878. He is widely regarded as an influential Jewish intellectual of his generation. He worked in many fields but he is known for his philosophy of dialogue ("I and Thou"), where he defines the human individual in terms of relationships. He taught from 1938 at the Hebrew University in Jerusalem, retiring in 1951. In the latter part of his life, he received many awards, including the peace prize of the German book trade, the Israel prize in the humanities, and the Erasmus prize. Buber died in Jerusalem at the age of 87. "I and Thou" (Ich Und Du) is one of the best-known works by Buber which presents two fundamental orientations –relation and irrelation. Buber was both a great teacher and a significant thinker about education. In this study, the researcher trying to prove that, the

Kerala state English textbook of standard IX is reflecting the dialogical philosophy of Buber through various stories, poems, plays, etc. which provides a good platform for teaching values.

Need and Significance of the Study

The present study emphasizes Buber's thoughts related to the dialogical relationship between the teacher and student and how much his thoughts are coming in the present standard IX Kerala state English textbook. The Kerala state English textbook includes fiction, prose, short stories, anecdotes, essays, etc which are very helpful for the application of the relationship between teacher and student. English subject is more helpful to apply and teaches valuable thoughts. It is a better way to convey his concept to students. A good relationship between teacher and student is mandatory. It is necessary to make insights on values in students by their interesting subject. Buber's thoughts are very relevant to our present situation. Not many studies were included on the basis of Buber's theory. For this study, the IX standard Kerala state English textbook has been taken as the representation of the secondary school. The researcher trying to prove that, how much Buber's dialogical relationship between teacher and student is reflected in IX Standard English textbook.

Statement of the Problem

The study is entitled as "Buber's I and Thou- A Dialogical Relationship with Teacher and Student in Kerala state Standard IX English Textbook. It analyses Buber's philosophy of dialogue through various stories, poems, plays, etc of the English textbook of standard IX to find out how much it is helpful to motivate and influence our children in their personal life.

Objectives of the Study

- To identify how much Kerala state English textbook is playing a vital role in reflecting Buber's view of the dialogical relationship between teacher and student.
- To find out the extent of use of Buber's I and Thou concept in Kerala state English textbook of standard IX.

Review of Literature

Gorzna (2014) conducted an analytical study on Buber – the Father of the Philosophy of Dialogue in which they claim that dialogue is a conversation and a necessity to listen to the other. The 20th century changed the approach to dialogue due to the philosophy of dialogue discussed in this study. Its creator Buber indicated that a real discovery of a true ‘I’ lies in the encounter with ‘You’, and ‘I’ does not exist without a relation with ‘You’. Man can enter into a monologue relation from reality ‘I’, in which there is a lack of dialogue, or in a dialogue relation ‘I-You’. Whatever occurs between people is a sphere of mutual foundations of dialogism.

Smith (2019) conducted a study on Buber on Education. The aim of the study was to reveal that Buber’s writings are not the easiest to approach, but his explorations of being, encounter, dialogue, and community have profound implications for educators at least for those who seek genuine relationships. Such educators need to find and guard the narrow ridge. The narrow ridge is the meeting place of the We’.

Research Methodology

The investigator has attempted an analytical method to study Buber’s I and Thou - A dialogical relationship with teacher and student reflected in IX Standard English textbook. For the present study, the investigator developed criteria as a tool for a qualitative study. The criteria are fixed in consultation with the panel of experts by referring to materials, journals, books, articles, online sites, and reference books. Criteria were fixed under five major areas for analyzing the ideology of Buber with the Kerala state English textbook of standard IX. The criteria and subcriteria are given below.

1 Buber’s Views on I and Thou

- I-Thou
- I-It

2. Educational Thoughts of Buber

- Concept and Nature of Buber

- Buber's Views on Inclusion in Education
3. Dialogue and its Role in Education
- Buber's Philosophy of Dialogue in the Relationship of Teacher and Student.
 - A Dialogical Relation with Teacher and Student Through I and Thou concept of Buber
4. A Bond between Teacher and Student
- Teacher's Role in the Learning Process of a Child on Buber's View.
 - The Influence of a Teacher in the Life of a Child on Buber's View.
 - A Real Teacher on Buber's View.
5. Kerala State English Textbook of Standard IX
- A Positive Influence of English Text Books in the Concept of Dialogical Relationships.
 - Teacher-Student Related Topics in English Textbook of Standard IX.

Analysis of Buber's 'I and Thou' with Kerala State English Textbook Standard IX

Song of a Dream by Sarojini Naidu

First, the researcher is trying to connect the poem called Song of a Dream with Buber's concept of 'I and Thou'. It is a poem written by Naidu. The poem is about the poet's great desire to make a peaceful and harmonious coexistence of all human beings in the world by creating a heaven-like perfect place. Here, the researcher can see Buber's ideology of 'I and Thou'. He also likes to create heaven perfect place where everyone lives harmoniously as a single but great human family.

The Happiness Machine by Ray Douglas Bradbury

According to Buber, a genuine relationship makes everyone happy. Here, in the story, the protagonist Leo Auffmann tries to make a happiness machine for his family but no one is satisfied with it even his family. The researcher can connect it with Buber's concept of I-It

here, the protagonist considers his family as I-It. Finally, he realized his faults and changed his mind about the dialogical relationship and started to concern them as I-Thou way of Buber.

Maternity by Lilika Nakos

In the story —Maternity, Mikali is one of the refugees staying in France who ran away from America fearing racism. The China man in the story Maternity has this precious quality that separated him from the Armenian and Anatolian refugees. He and his wife are courteous, polite, and benevolent toward the siblings. When the Armenians and the Anatolians are unsympathetic toward Mikali, we can connect with Buber's concept of – 'I and thou'. He investigates both society itself and man as he exists within society. In this section, Buber claims that modern society leaves man unfulfilled and alienated because it acknowledges only one of our modes of engaging the world. Compassion is a good quality that the world is slowly losing its grip on. Consoling people of their misfortunes is a significant thing that all of us should develop.

Analysis of Buber's Philosophy of Dialogue in the Relationship of Teacher and Student.

The Race

The researcher can see the teacher-student relationship in the story—The Race by the characters Tarun and Ran Narayan. Ram Narayan, his trainer shows his kind on Tarun. He made communication with this child well. It was a genuine dialogue according to Buber. He enquired about his problems and tried to find out a better solution for him. He encouraged him well and offered a great opportunity before him. Ram Narayan is a great teacher before Tarun. The researcher can see the philosophy of dialogue by Buber in this relationship of teacher and student.

Learning the Game

Tendulkar and his teacher's relationship can see in this lesson —learning the game. Tendulkar loves his teacher Achrekar sir and expressed his gratitude by saying that Guru is the one who removes the darkness of ignorance in the student he played a fundamental role in nurturing talent of Tendulkar. He encouraged him a lot in his career too. He would say that cricket was

waiting for him at the nets and that he should practice hard to see what magic can transpire. He assisted him to achieve his goals and dreams. He influenced him a lot especially helps in moulding his talents.

Tolstoy Farm by Mahatma Gandhi

Gandhiji was genuine to his children as a teacher. His major intention in providing education was to build good character in young minds. Gandhiji believed in teachers having freedom in curriculum matters. He was against the idea of the teacher having a prescribed job based on what the authorities wanted the curriculum to learn, and he was against prescribed textbooks because a teacher who taught from a textbook did not impart originality to his pupil a teacher-student relationship is the backbone of a country strong he made his children like activity centered with skilled and independent. The relationship between a teacher and student must be warm, accessible, enthusiastic, and caring. The teacher should be approachable and must create the freedom to share any problem with their teacher. A teacher must create strong communication with his students. This helps students to make self-esteem in him. The students in Tolstoy Farm were able to convey their emotions to their teachers very freely.

Findings

- The investigator went through the philosophy of Buber with his work 'I and Thou' and Kerala state IX standard English textbook. The analysis reveals the following findings;
- The stories, poems, and autobiographies in the English textbook clearly reflected the dialogical Philosophy of Buber through the teacher-student characters.
- The English textbook contains comprehensive information not only for his cognitive development but also for overall development.
- The new concept of I-Thou by Buber was clearly reflected in the various characters presented in the stories, autobiographies, and poems in the standard IX English textbook.
- The strong personal connection of a student to his teacher helped to promote his or her desire to learn.
- The teacher-student-related topics included in the Kerala state standard IX English textbook helped to inspire the learners well.

- Improving a student's relationship with his teacher is an important thing. It is affecting positively their academic and social development.
- The positive and supportive relationship with their teachers can attain higher levels of achievement in their life.
- The lessons in the Kerala state English textbook were prepared based on children's interests, needs, and environment.

Conclusion

The Kerala state English textbook of IX standard consists of fiction, autobiographies, plays stories, narratives, speech, poems, etc which is a meaningful, interesting, interactive, and purposeful moral stories. The teacher and student-related topics include "The Race" by Punjabi, "Learning the Game" by Tendulkar, and "Tolstoy Farm" by Gandhi. It provides comprehensive information that a student needed for his overall development. It is really based on Buber's philosophy, goals, and objectives of real teacher-student relationships. The purpose of education is to develop the character of the pupil. A teacher should be role models to their pupils and show them how to live humanely in society. One of his basic principles is that genuine education of character is genuine education for the community. Buber says that for educating characters you do not need a moral genius but you do need a man who is wholly alive and able to communicate himself directly to his fellow beings. His aliveness streams out to them and affects them most strongly and purely when he has no thought of affecting them.

Buber's 'I and Thou' is a new concept in philosophy which is a widely influential exploration of what it means to be human. According to him, human beings have two attitudes towards the world that is 'I-Thou' and 'I-It'. 'I-Thou' is a relation of subject to subject but 'It' is a relation of subject to object. The researcher tries to relate the I-Thou philosophy of Buber with the Kerala state IX standard English textbook. There are various chapters following the new concept of Buber. It is mainly "Maternity" by Nakos, "Song of a Dream" by Naidu, "The Happiness Machine" by Bradbury, "A prayer in Spring" by Frost, and "Listen to the Mountain" by Nambisan. It throws light into the life of children. In the I-Thou relationship, we relate to each other and meet you as you are and you meet me as who I am in

this relationship, how I am with you in my own heart and mind is important. If we consider other people as the I –Thou concept of Buber, we can easy to understand their feelings and emotions. Otherwise, we can't understand them. I-Thou relationship in which a subject treat someone or something else as another unique subject (thou). The I-Thou relationship allows for full empathy between subjects that can be transformative, in contrast to the I-It relationship, which objectifies the other. In the I –thou relationship one recognizes the sacredness and morality in each person and treats each individual as a whole person. This relationship creates a deeper emotional bond and understanding between people.

References

- Bhatia, V., & Bhatia, V. (1992). *Theory and principles of education*. Doaba House.
- Buber, M. (1958). *I and Thou* (2nd ed.). (R. G. Smith, Trans.). T&T Clark.
- Maurice, S. F. (2017). *Martin Buber the life of dialogue*. Andesite Publications.
- Ravencraft, S. (2015). *An analysis of Buber's I and Thou*. Macat Publications.
- Smith, M. K. (2000). *Buber on Education*. <https://infed.org/mobi/martin-buber-on-education>.
- Wodehouse, H. (1945). *Martin Buber's 'I and Thou'*. *Philosophy*, 20(75), 17-30