

# Bright High School & Junior College

## Bombay Thiruvalluvar Manram

### Annual Day 10.02.2007

#### Address by Prof. V.C. Kulandai Swamy\*

H-ó† ðæOJ ; aèòô~ Üõ~è«÷, ° î™õ~ Üõ~è«÷, P%GÁõù Ý †C, ° ¿ à ÁŠHù~ að¼ñ, è«÷, Ý CKò ì † ð~è«÷, ñéí õ~è«÷, Ü-õJ™ Üñ~%F¼, ° < aðÿ«øf~è«÷ aðf¶ ñ, è«÷,

PŠðæOJ ; Ý † ´ Møf Gè» „CJ™ ðf° aèfæöF™ ìfj ; I ° %î ñùG-ø¾< ñA> „C»< aèfæA«øj . à ôA™ à æ÷ ðô añfN, ° ´ < ðfèO™ à ô° î ¿ M õf¿ < añfN, ° ´ < ðfèæ ä%¶. Üõ~èO™ î l ö¼< Pì < aðÁA; øù. ãø^î fò 20 êî MAî < î l > ñ, èæ î l öè á™-òè†° aõO«ò 60 - , ° < «ñÿð†ì ìf´èO™ õf» Aøf~èæ. Üõ~è†° ^ î fèæ añfN-ò, èÿè¾< î fèæ añfNJ™ ðfì fè-÷, èÿè¾< õfÆŠ¹ áÿð´^F, aèf´Šðõ~è†° ^ î l > „ ê° î fò< l è¾< èì -ñŠð†®¼, Aø¶. Ü%î Š H; ùE J™ ìfj ; F¼õæÀ õ~ ñ; ø^F; Üøfèfõõ~è†° < , G~õfAè†° < PŠðæOJ ; aðf¶, aèòõf÷¼, ° < , PŠðæOJ ; ° î™õ¼, ° < î l öè^F™ õf¿ < Ý ø-ó, «èf® î l > ñ, èOj ; èf~H™ ìj ; P aî ññ, è, èì -ñŠð†´æ«÷j .

P%î ìf´ 2î %Fó< aðÁõî Ý° ° j ; 1 2î %Fó^FÿèèèŠ ðf´ ð†ì õ~èæ, C-ø aèj ; øõ~èæ ðî Mè-÷ ^ ¶ø%¶ Fòfè< aèEî õ~èæ Ý A«òf-ó^ «î êð, î~èæ àù, è¼î Šð†ì f~èæ ìf< PŠ aðf¿ ¶ õf» õ¶ è™M»è< . á¼ ìf†®j ; áF~èfò< ° ¿ õ¶ < Üîj ; è™M õ÷~ „C-òŠ aðf¼^«î P¼, Aø¶. áù«ò 21 - õ¶ È ÿøf± ®™ ðf aó™õf< P-÷ è~è†° ì™ò è™M aèf´ , è áÿðf´ aèEAøf~è«÷f, ì™ò è™M aèf´ , Aøf~è«÷f, Üõ~èæ î f< P%î , èfõ^F™ ìñ¶ ìf†®j ; «î ê ð, î~èæ. áù«ò F¼õæÀ õ~ ñ; ø^F; õN è™MŠ aðfÁŠ«ðÿP¼, ° < Ü-ùõ¼< Pj -òò «î êð, î~èæ áj ðF™ äò l™-ò. Üõ~è†° P f° Á®J¼, ° < Ü-ùõ¼< ° ¿ ñù^«î f´ ìj ; P aî KM, è, èì -ñŠð†®¼, A«øf< .

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Ü´ˆîîîèè ìé; ° PŠHî M¼< 1õ¶ PŠðœOJ ; ° î™õ~ F¼. êé° «õ™ Üõ~èO; , PŠðœOJ™ aðé¶, aêðõ~ F¼. «îõ«îê; Üõ~èO; êéî ñù ðÿP. ðœO-òš aðé¼ˆîõ-ó ñéí õ~èœ aê™õ, aêNS¹œ÷ ° ´<ðˆFL¼%¶ õ¼ðõ~èœ Ü™õ~. c‡ì è™M ðéó<ðKò< àœ÷ ° ´<ðš H; ùE J L¼%¶ õ¼ðõ~èœ Ü™õ~. ā-öèœ, âOòõ~èœ ðõ¼-ìò ° ö%-îèœ ð®, ° < è™MŠ GÁõù<. Üšð®šð†î ° ö%-îè-÷š ðJYÁMˆ¶ á¼ ðœO 70 - 80 êîMAî< «î™™ aõÿP aðÁõ«î ñéªð¼< êéî ñùðèè, è¼îšð´<. Ýùé™ H-ó†î; vÃ™ âœ° ñù»< ° ñøM; P ÈYÁ, ° È Á êîMAî< ñéí õ~è-÷ aõÿP aðø, aêEF¼šð-î â‡µ< aðé¿¶ â; «ðé; ø è™Mòé÷~èÀ< Þf° èì™ «ðé™ Fó‡´ Þ¼, ° < aðÿ«ðé~èÀ<, è™ÖK ° î™õ-ó»< Üî; aêðõ-ó»< ñù G-ø«œé´ ðéóé†î, èì ñšð†®¼, A«øé<.

Þf° Ã®J¼, ° < aðÿ«ðé~èO™ 75 êîMAîˆFù¼, ° Üšõ÷ðéèˆ î | > aîKòé¶ â; Á F¼. «îõ«îê; Üõ~èœ ÃPùé~èœ. âù«õ að¼<ðé; ññ«òé¼, ° ˆ aîKòéî añéNJ™ «ð²õ¶ Üšõ÷ðéè M¼<ðˆî, èì™õ â; ð-î ìé; à í ~A«ø; . î | ö~èœ ìéKèñéùõ~èœ. Üõ~èœ îfèœ añéN-ò òé~ e¶< FE ˆîF™-ò. âù«õ âù¶î î | > , aêéYªðéN-ò Þ%î Ü÷M™ GÁˆF, aêé‡´ î | > ÜPòéî ñÿø aðÿ«ðé~èO; «î-õ-ò, è¼F ÞQ«ñ™ Þ%î Gè» „CJ™ ÝfAôˆF™ «ð²õ¶ â; ø ° ®¾, ° õ%¶œ«÷; .

Mr. Secretary, Mr. Principal, Members of the faculty, beloved students, distinguished parents, ladies and gentlemen, for the benefit of those members of the audience who may not understand Tamil. I have decided to switch over to English. It is my fond hope that a much larger section of the audience will be able to follow my address. We are living in knowledge era. We realize that prosperity of a nation depends on its knowledge level, i.e., educational attainment, especially universal primary education. Before independence, those who fought for the freedom and those who courted imprisonment and those who were credited with sacrifices in their life were considered patriots. Today, in the knowledge era, the real patriot is those who create opportunities for educating to the children. The real patriots are those who give the youth good education and therefore I look upon the members of the management of the school, the Principal, the Secretary and the Teachers as the patriots of India in this century.

It is my understanding that a large number of students in the school come from a relatively humble background. They do not have the privilege of long tradition of education. The children may not receive much help by way of tuition from their parents. Under these circumstances, even 80% success in the examination is commendable. But the school has achieved a full 100% result. I think the principal, the Secretary and the teachers must be heartily and profusely congratulated on their remarkable achievement. When you read the news paper you find that the education system in this country is uniformly criticised by everyone. The members of the public criticise it, parents criticise it, political leaders criticise it, but what is surprising is, even the Minister incharge of Education criticise it, Newspapers condemn it. I wonder as to whose is responsible for a system which is one of largest in the world and accounts for a very large expenditure in the national budget.

If you look the closely, system besides the Government as such, there are four components namely:

1. The Management
2. The Parents
3. The Teachers and
4. The Students themselves

Each one of them has role to play. I may inform you that education does not takes places in the class room alone. Education takes place in the environment of the schools and colleges; in the play fields; at home by the influence of the parents and in the societal environment, all these make their contribution.

The management has the responsibility to see that the school environment itself is inspiring and motivating. **In a school campus with sporadic heaps of debris and dust on everything, you cannot inculcate in the students the value of cleanliness.** Every component in the campus, the environment as a whole carries an educational potential. I may cite an example from the Pokang science and Technology University of South Korea. There is a square in front of the University library. There are six pedestals. On four of

them, you have the statues of Edison, Maxwell, Newton and Einstein. Two of the pedestals are empty. The writing on the empty pedestal is significant. It is written on each of them as follows: **“For the future Korean scientist”**

There is also a garden in the campus, designated as Nobel Garden. In 1989, it so happened that 10 Nobel Laureates visited the University. They planted saplings. They have grown; there are another 25 trees reserved for inscribing in future, the names of visiting Nobel Laureates. The garden is a popular spot for visitors to the university campus.

I come next to parents. I am aware that there are many homes where parents are not educated enough to teach their children. But still there is considerable scope for every parent to make a contribution in moulding the children.

A father took his two sons to an exhibition. At the counter the clerk said that the entry would be on full fee for children above 12 and half fee for children below 12. The father said that his elder son was 13 and the younger 11. After issuing the ticket, the clerk at the counter said;

Sir, both your children look very young; I would have believed if you have said “both are below 12”.

To this the father replied:

**True, you would have believed me if I had said that both my children were below 12. But there is one difficulty; my children know their age. They would have concluded that their father was telling a lie to save a few rupees. I would have set for them a very bad example. I will not be able to advise them in future that they should not tell a lie.**

Parents and teachers must know that every small word, every small action leaves an impression on the children. Parents often say that they are too busy with their office work and have very little time to attend to the children daily. I may quote an anecdote. This was in 1958. I was in West Germany and was invited to dinner by a German engineer. The couple had two children. As we sat at the table to eat, I found that the younger one was struggling to eat with a book held

in each armpit. I was unable to understand the ritual. I could not resist my curiosity and enquired about this imposition on the child. The mother said.

**“Mr. Swamy, you know that we sit at the table and eat holding a knife and fork. You will always have neighbours at the table on either side. You must learn to eat without stretching your elbow: It is better to make them practise early.**

We were having a cup of tea and were conversing. There was in the radio an announcement.

**It is 7-30 night; time for children to go to bed.**

The children, who were around came forward, kissed their parents and quietly retired to bed. I was watching with unbelieving eyes.

Ladies in general are more curious than men. The lady of the house asked me:

Swamy, when do children go to bed in your country?

What am I to say? What will you say? I answered her:

Madam, I am unmarried: I have no personal knowledge: for all I know, there is no well defined time.

I have narrated an experience that goes back to 50 years. I am told that things have not changed much in that country. Some may say that this is bordering on regimentation. This is only habit formation: Swami Vivekananda said:

**Character is repeated habits and repeated habits alone can form character. If we choose certain virtues and endeavour to practise them and if we succeed in that effort they go to make our character.**

The children cannot choose their virtues; the parents or the parents in consultation with the teachers must help the students develop their virtues.

Virtues are not physical; but certain physical discipline is part of civilization; it is also part of virtue. I happened to start my career under a principal by name Major Marley. He used to tell the students in stern voice:

**Young men, you must stand erect; you lean on the wall when you are near a wall. You rest your body on a pillar if a pillar is near by. You seek the support of my table, placing your hands on its edge when you meet me in my office. Don't you have the strength to stand on your own? If you are physically sloppy, you are not likely to be mentally organised.**

These are small things; but only the sum total of small things go to make a great culture.

I now come to the teachers. Teachers in India have much greater responsibility than teachers in many advanced countries. The Turner Broadcasting Systems from the U.S.A conducted a survey in South East Asian countries. Their finding was that 60 per cent of the children follow the parents or are influenced by the way of life of the parents. Next to parents the teachers have great influence in moulding the character of the students. In a school the teachers must realize that without their knowledge their style of functioning their method of speaking, their day to day conduct have great influence on the students.

I have been a teacher for 25 years, before I became the Vice Chancellor, even as Vice Chancellor my environment was that of the students and teachers. There are two aspects that are extremely important in a teacher.

1. The teacher must be proficient in the subject he teaches.
2. A teacher must love his or her students.

A student knows how knowledgeable his teacher is; even the dullest student would know how knowledgeable his teacher is. Therefore a teacher should never pretend to know what he really does not know. As regards the qualification of a teacher I may give an example of Pythagoras. All the mathematic students know the Pythagoras theorem. When he was young, he informed his teacher that he would like to become a teacher himself. His teacher

was Ptolemy the great mathematician. Ptolemy advised him that if he wanted to become a teacher; he should be a great scholar. In those days, however the Greeks believed that a teacher must be a scholar. Accepting his advice, Pythagoras went to Babylonia and spent 22 years there learning. From there he went to Egypt and spent another 17 years. When he was close to 60 he returned to Greece and established a school and started teaching. Even in those days, it was difficult to get admission to the school maintained by Pythagoras. He was an extremely gifted teacher. I may inform you that even at that age one of his girl students fell in love with him and married him. To my knowledge this was the most attractive reward good teaching ever got for an individual.

I may therefore repeat my first observation that the most important attainment for a teacher is deep knowledge in the subject he teaches. Secondly I said earlier that a teacher must love his students. If he finds that he does not genuinely love the student community, he must change his attitude. If he could not change his attitude, he must necessarily change his job. As a teacher I have realised beyond doubt that there is not a single student who does not have respect for a teacher who knows the subject and who loves the students.

When we talk of education the school education is the most important one since the character of a student is moulded during this period. As of now only 7 to 8 per cent of the students of the age group 17 or 18 go to the university system. 93 per cent drops out at different stages of school education. So really good citizenship training takes place in the school. So the entire value system is to be inculcated in the school only.

Teachers must realize that they will not be able to inculcate in the student any good habit that they themselves do not have. A teacher who habitually comes late to the class cannot teach punctually to the student community. Many seem to think that punctuality is a western habit. Even in a poor country like India people can do things on time. I may be excused if I appear to be narrating a little of my own history. As I mentioned earlier I have been a teacher for 25 years. I may inform the teachers here that I have not even once gone late to the

class, not only that; I have never admitted into my class any student who came late for the second time.

One of the deficiencies in most of our people is that they are never relevant to the topic of discussion and do not answer to the point when questioned. For instance if you ask a young man whether he is married or not, he has to only answer yes sir, I am married or no sir I am not married, but very often after saying that he is not married he would continue and state, that he has two sisters and in their community the practice is that the sisters have to be married earlier and so on.

There was an international conference in a North European country. The delegate from U.S. A. spoke. The next speaker was the delegate from India. The president of the meeting made the announcement in the following manner:

**Ladies and gentlemen! so far we listened to the representative from an affluent country. Now comes the representative from the fluent country.**

We are certainly fluent speakers but, not as relevant as we are fluent. To be to the point and be relevant are great traits that contribute to one's stature and strength and these are virtues that can be acquired; that can be inculcated.

Teachers must help the students develop positive attitude. I go back to Major Marley about whom I mentioned earlier. Though he was the Principal of an Engineering College, he was fond of working with his hands in the college workshop. He made a gadget and displayed it. The nature of the gadget is not important here for our purpose. He displayed it with a small notice board or a label attached to it. The writing on the board read as follows:

**There are 13 defects in this gadget; if you find the 14<sup>th</sup> one please rectify it.**

**One day he colleted some of us who are young staff members and asked us as to what we understand from the notice board. We pleaded ignorance. We felt it was a strange notification. He said:**



**Young men, do you understand the message that this notice conveys. In this country, you people do not do anything yourself; but the moment some active individuals do something, you have an extraordinary genius to find 100 faults in what they have done.**

**You know what this board says? It is simply this; If you can do something please do: if you cannot, keep your mouth shut; don't pick holes in what others have done.**

In conclusion I may refer to one important aspect. Ours is a nation of 3000 years of cultural evolution. Ours is one of the oldest civilisations of the world. We have reason to be proud not only of the past, but also of the present in many respects. From the days of Valmiki and Vysa through valluvar, Elango, Kalidasan and Kamban, Tagore and Bharathi we have produced many great poets and philosophers. Also from the days of Aryabhata, Bhaskara, down to Dr. C.V. Raman and Ramanujam, we have produced many great scientists. I will make a brief mention of the personality of Dr. C.V. Raman the Nobel laureate. When he got Nobel prize in 1930, he was the only Asian including Japan to get a Nobel prize for science. Japan succeeded in getting a Nobel prize only in 1949 that is 19 years after Dr. C.V. Raman. Dr. C.V. Raman requested Brila for a help of Rs.1500 to buy an instrument and promised that if he could get it, he would win a Nobel prize for India, but the help did not come in time. Dr. C.V. Raman did not wait, he fabricated an instrument at a cost of Rs.500 conducted the experiment and got the Nobel prize. Nobel prize was instituted around 1900 in the last 100 odd years among all the scientists of India Dr. C.V. Raman was the only scientists to conduct his experiment within India and win a Nobel prize.

Besides being a great scientist Dr. C.V. Raman was a great Indian, highly patriotic and proud of his heritage. I may narrate here an important incident in his life. The Nobel prize was presented by the King of Sweden Gustav. Dr. C.V. Raman received the Nobel prize came, and sat in his chair and was found profusely shedding tears: in other words. Dr. C.V. Raman wept. Latter when he was asked the reason for his tears Dr. C.V. Raman answered as follows:

I received the Nobel prize and sitting in my chair, I surveyed the environment. I was typically an Indian wearing a turban and a closed coat. I found that every Nobel prize winner was sitting under the flag of his country flying, but I was sitting under the British flag. When I thought that my country did not have its own flag and that feeling triggered and I wept shamelessly.

Our students must learn the biography and success stories of some of the great men and women that India has produced. Somehow our schools and colleges do not fulfill this requirement.

While making reference to the education imparted in our schools Bharati had strong grievances that our children do not learn any thing about our great heritage. He said

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This is how Bharati expressed his deep anguish as well as indignation over the absence in those days of lessons on our history and heritage. Even now his grievances have not been fully redressed in our education system.

With these few words I conclude and wish the staff and students of this great institution all success.