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Shree H. S. Shah College of Commerce, Modasa.

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Editor's Column

The explosion of knowledge at the global hut due to technological dynamics has certainly redefined the very concept of education. The prevailing scenario of education--especially higher education--has become a matter of study and analysis for the scholars and practitioners who have a craving desire to face changes and challenges. It is because we, the human beings, are endowed with the faculty of choice and a free will.

Unlike other species, we are not programmed. We can make choices and use our free will to act and achieve our objectives. Despite the dramatic progress in ICT in education achieved so far at the school and college levels, much remains to be done: each country, to varying degrees, continues to struggle with issues of children out of school and illiterate youths and adults. Inequities in educational opportunities, quality of educational services and level of learning achievement persist by gender, rural/urban locality, ethnic background, and socioeconomic status.

The quality of learning and the capacity to define and monitor this quality is lacking in most developing countries. The means and scope of education continue to be narrow and confined to historical models of delivery, and the use of other channels continues to be ad hoc and marginal. The increase in quantitative and qualitative demand for education is not matched by an increase in resources.

At this juncture, it is safe to state that the polarity of views on the possibility of change is amazing. We, the publishers of Journal of research , are very much excited to view some aspects of these changes through scholarly articles contributed by august scholars and colleagues. The present issue contains papers with critical insight and analysis as well as systematic discussion and deliberation on various themes of language, literature, information technology, commerce and so on. We hope this will certainly be useful for the people who aspire change.

Chief-Editor

Dr. Rajesh Shrimali

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લેખક – નયના એમ. વ્યાસ

પી.એચ.ડી. સ્કોલર

વડોદરા

પ્રસ્તાવના :

સ્તુતિ એટલે પ્રશંસા અને પ્રાર્થના એટલે માગણી. શ્રીમદ્ ભાગવતની સ્તુતિઓમાં વસ્તુતઃ સ્તુતિ તથા પ્રાર્થનાઓ સુભગ સમન્વય થયો છે. સ્તુતિઓ હ્દયના ભાવને વ્યકત કરનારી અને ભાવ જગાડનારી પણ છે. સ્તુતિઓમાં ભગવાનના ગુણો, સ્વરૂપ, લીલા, શકિતઓ આદિની અનેકરૂપે / રીતે પ્રશંસા કરવામાં આવેલ છે, તેમજ સાથે સાથે મોક્ષ, પ્રેમ, પરમપદ, અવિચળ રાજય, ભકિત વગેરેની માગણી પણ કરવામાં આવેલ છે. અરે! કુંતીજી જેવા તો વિપત્તિની માંગણી પણ કરે છે.[૧] ખરેખરતે પ્રસંશનીય છે.

સ્તુતિની મહતા :

ભકત ભગવાનના પ્રેમમા મત બનીને ભગવાનની જે સ્તુતિ કરે છે તે જ સાચી સ્તુતિ. સ્તુતિમાં ભકત સ્નેહપૂર્ણ હ્દયથી ભગવાનના ગુણગાન, તેમના ઐશ્વર્ય વગેરેની વાત કરે છે. શ્રીમદ્ ભાગવત રૂપી ઉઘાનમાં સ્તુતિ રૂપી ખૂબ ફૂલો ખિલ્યાં છે. તે સ્તુતિઓનું ભાવપૂર્વક ગાન અને અર્થનું ચિંતન શ્રીમદ્ ભાગવતના તાત્પર્યને સમજવા માટે આવશ્યક જ નહિ પરંતુ અનિવાર્ય છે. આવો છે શ્રીમદ્ ભાગવતની સ્તુતિઓનો મહિમા ! આ સ્તુતિઓની અવગણના કરીને શ્રીમદ્ ભાગવત ન સમજી શકાય.

વિષય પ્રવેશ :

શ્રીમદ્ ભાગવતમાં સ્તુતિઓની સંખ્યા ઘણી છે. શ્રીમદ્ ભાગવતમાં ૮૮ સ્તુતિઓ છે. તેમાં ધ્રુવસ્તુતિ, પ્રહલાદ સ્તુતિ, ભીષ્મસ્તુતિ, વૃત્રાસુરચતુઃશ્લોકી, કુંતી સ્તુતિ વગેરે ખૂબ જ પ્રચલિત છે. કુંતી સ્તુતિ કાંઇક અલગ જ ભાવથી અને માંગણીની દષ્ટિથી પ્રસંશનીય છે.

પ્રસંગ યાચના :

ભગવાન શ્રીકૃષ્ણના સારથ્યમાં પાંડવો મહાભારતના યુધ્ધમાં વિજયને વર્યા આમ કરવા યોગ્ય જે કાંઇ હતું તે બધુ પુરુ થયું જાણીને પાર્થસારથિ શ્રીકૃષ્ણ દ્વારકા જવા માટે રથારૂઢ થયા. ત્યારે ભગવાનના થનાર વિરહથી વ્યાકુળ થયેલાં કુંતીમાતા શ્રીમદ્ ભાગવતના પ્રથમ સ્કંઘના આઠમા અધ્યાયના ૧૮ થી ૪૩, એટલે કે ૨૬ શ્લોકોમાં ભગવાનની સ્તુતિ કરે છે[૨].
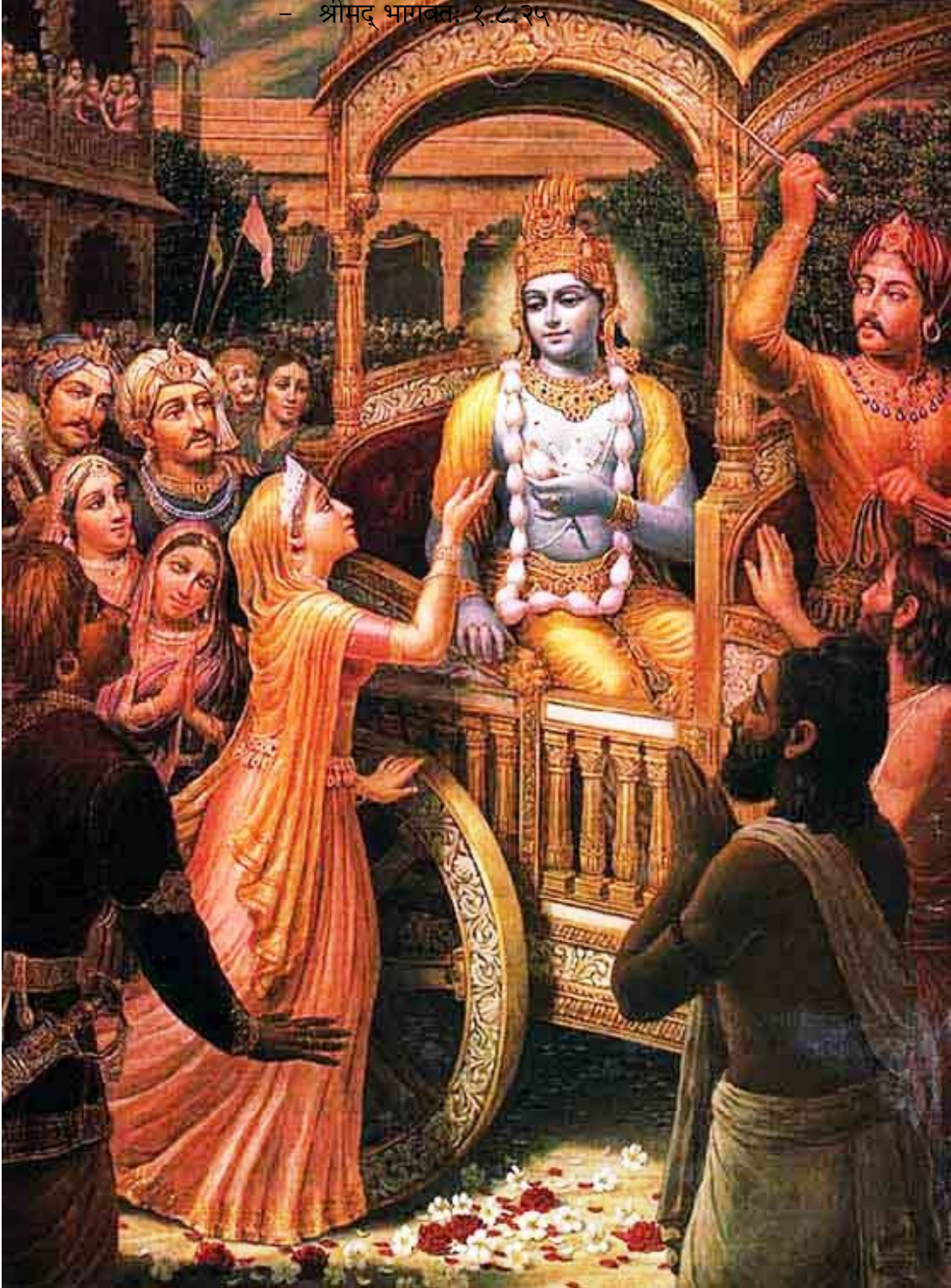
કુંતીજીએ કરેલી સ્તુતિ કુંતીસ્તુતિ તરીકે ઓળખાય છે. કુંતીજીએ ભગવાન શ્રીકૃષ્ણ પાસે કરેલી આ યાચના એક ઘણી વિશિષ્ટ,વિરલ અને તેથી ધ્યાન યોગ્ય પ્રાર્થના છે.

કુંતીજી યાચના કરે છે –

પિપદ: સન્તુ ન: શશ્વતત્ર તત્ર જગદ્ગુરો ।

ભવતો દર્શનં યત્સ્યાદપુનર્ભવદર્શનમ્ ।।[3]

– શ્રીમદ્ ભાગવત: ૧.૮.૨૫

<u>અર્થાત્-</u>

"હે જગદ્ગુરુ! અમારા જીવનમાં સર્વદા પગલે પગલે વિપત્તિઓ આવતી રહે, કારણ કે વિપત્તિઓમાં જ આપનાં દર્શન થાય છે અને આપનાં દર્શન દ્વારા જન્મમરણના ચક્કરમાંથી મુકિત મળે છે."

સ્તુતિનો આઠમો શ્લોક કુંતીજીની શ્રેય અને પ્રેયની ઉંડી સમજનું દર્શન કરાવે છે. આગળ વધુમાં કહે છે કે ભગવાન, વિપત્તિ કલ્યાણ તરફ દોરી જનારી છે, માટે આપ અમને ડગલે ને પગલે વિપત્તિ જ આપો, સાથે સાથે સંપતિ શી રીતે શ્રેયની વિરોધી છે તે પણ કુંતી માતા સમજાવે છે.

ભગવાનનાં દર્શન દ્વારા મુકિત મળે તે તો સમજાય છે. પરંતુ વિપત્તિઓ દ્વારા, દુ:ખો દ્વારા ભગવાનના દર્શન થાય છે તે કેવી રીતે? તો જોઇએ.

ભાગવતકાર ભગવાન વ્યાસદેવ આ પ્રસંગ દ્વારા, આ યાચના દ્વારા જીવનનું એક ગહન સત્ય અભિવ્યકત કરી રહ્યા છે. આ રહસ્યને સમજવા માટે દુ:ખ એટલે શું ? જીવનમાં દુ:ખ શા માટે? જીવન વિકાસ માટે દુ:ખનું મૂલ્ય, દુ:ખને જોવા માટેનો યથાર્થ દષ્ટિકોણ શું છે તે આપણે સમજવું જોઇએ. જો આપણે આ પ્રશ્નોના ઉત્તરો જાણી શકીએ તો કુંતીજીની સ્તુતિ/યાચનાના મૂલ્યને સમજી શકીએ–

પ્રથમ – <u>જીવનનું કેન્દ્ર આનંદ છે,</u>

પરબ્રહ્મ પરમાત્મા સચ્ચિદાનંદ સ્વરૂપ છે. આનંદ તો પરમાત્માનો સ્વરૂપગત ધર્મ છે. સમગ્ર સૃષ્ટિ પરમાત્માએ પોતાના સ્વરૂપમાંથી લીલાર્થે અર્થાત્ લીલાના આનંદ માટે રચી છે. પરમાત્માના સ્વરૂપનું, સૃષ્ટિનું અને તેથી માનવજીવનનું કેન્દ્ર જ આનંદ છે. આપણા ચિત્તમાં આનંદ પ્રત્યે જે તીવ્ર આર્કષણ રહે છે, તેનું કારણ એ જ છે કે આનંદ આપણું સ્વરૂપ છે, આપણા જીવનનું કેન્દ્ર છે.

બીજુ – <u>સુ:ખ દુ:ખ શું છે ?</u>

સમગ્ર જીવનસૃષ્ટિમાં કોઇ જીવ એવો નહિ હોય કે જેને કયારેય સુ:ખ દુ:ખનો અનુભવ ન થયો હોય. જીવને સુ:ખદુ:ખની સંવેદના છે. માત્ર મનુષ્યને જ નહિ, પરંતુ પશું, પંખી, જંતુ અને વનસ્પતિ સૃષ્ટિને પણ સુ:ખદુ:ખનો અનુભવ થાય છે માટે નીચે મુજબના પ્રશ્નો જાણી લેવા જરૂરી છે.

પ્રશ્ન : સુ:ખ એટલે શું ?

જવાબ : સુખ એટલે અનુકુળ પરિસ્થિતિ પ્રત્યે શરીરમનનો સ્વીકારાત્મક પ્રતિભાવ સુ:ખ એટલે અનુકુળ સંવેદના. શરીર તથા મન આનંદ આપે છે તેથી સુ:ખ અનુભવાય છે.

પ્રશ્ન : દુ:ખ એટલે શું ?

જવાબ : દુ:ખ એટલે પ્રતિકુળ પરિસ્થિતિ પ્રત્યે શરીર તથા મનનો અસ્વીકારાત્મક પ્રતિભાવ દુ:ખ એટલે પ્રતિકુળ સંવેદના.

સુ:ખ એટલે જે છે તે બરાબર છે, તેવું પ્રમાણપત્ર.

દુ:ખ એટલે જે છે તે બરાબર નથી, તેથી આપણી ફરિયાદ. દુ:ખ એટલે આપણી અંદરથી ઉઠતો પરિવર્તન માટેનો પુકાર.

દુ:ખ આપણને એમ સૂચવે છે કે તમારા જીવનમાં જે છે તે બરાબર નથી. જીવન શોધનની, જીવન વિકાસની આવશ્યકતા છે.

ત્રીજું - દુ:ખનું વિધાયક મૂલ્ય :

અજ્ઞાનનું આવરણ ઓઢી ને શિવ જ જીવ બને છે. પરંતુ જીવને પુન: શિવ સુધી પહોંચવાનું છે. જીવની શિવત્વ સુધીની આ યાત્રા માટે દુ:ખ એક આવશ્યકજ તત્વ છે. જો જીવનમાં દુ:ખ ન હોય તો આપણી વિકાસયાત્રા શક્ય ન બને. દુ:ખ જીવનને ઉર્ધ્વગતિ માટે ધક્કો મારે છે. જ્યાં સુધી જીવન પોતાની મૂળભૂત, કેન્દ્રસ્થ બ્રહ્મચેતના પ્રાપ્ત ન કરે ત્યાં સુધી દુ:ખ જંપીને બેસવા દેતું નથી.

દુ:ખ પરિવર્તન માગવાનો પ્રાકૃતિક કીમિયો છે. આ જીવની ઉત્ક્રાંતિ માટે, જીવની પરમતત્વ સુધીની વિકાસયાત્રા માટે દુ:ખ તો ભગવાન તરફથી આપણને મળેલું વરદાન છે. પરમાત્માની સૃષ્ટિમાં કશુંયે નિરર્થક નથી. જે છે તે બધુ હેતુ સભર છે, સાર્થક છે. દુ:ખનું પણ જીવનમાં કાંઇક વિધાયક મૂલ્ય છે, તે આપણને ગમતું નથી છતાં તે જીવનને એક વિશિષ્ટતા પ્રદાન કરે છે.

ચોથુ – દુ:ખ અને આધ્યાત્મિક વિકાસ :

ઉદાહરણ તરીકે ભગવાન બુદ્ધ, તેઓની આધ્યાત્મિક યાત્રાનો પ્રારંભ દુ:ખ દર્શન દ્વારા થયો છે. આ દુ:ખદર્શન દ્વારા તેમને દુ:ખની આત્યંતિક નિવૃતિનો માર્ગ શોધવાની પ્રેરણા મળી છે નિર્વાણ પ્રાપ્તિ પછી તેમણે ચાર આર્યસત્યોની ઘોષણા કરી છે. તેમાં પ્રથમ આર્યસત્ય છે – 'દુ:ખ છે.' દુ:ખનું દર્શન કરવું અને દુ:ખ છે તે સત્યનો સ્વીકાર કરવાથી નિર્વાણ પ્રાપ્તિની યાત્રાનો પ્રારંભ થાય છે. દુ:ખ છે તેથી દુ:ખની અત્યંતિક નિવૃતિ માટે જિજ્ઞાસા અને પછી સાધના પણ થાય છે.

અધ્યાત્મના પથિકને દુ:ખ જાગ્રત રાખે છે, પ્રેરણા આપે છે, પરમતત્વને પામવા માટે સતત સ્મરણ કરાવે છે. અધ્યાત્મ યાત્રાના પ્રારંભ માટે, સાતત્ય માટે દુ:ખ એક મૂલ્યવાન અને સહાયક પરિબળ છે.

ઉપસંહાર

ઉપરોકત પ્રશ્નોના જવાબ યથાર્થ સમજાયા પછી હવે આપણને કુંતીજીની યાચનાની મહત્તા સમજાય છે. એક વિશિષ્ટ આધ્યાત્મિક કારણસર તેઓ વિપતિ યાને કે દુ:ખની માંગણી કરે છે. આ કારણ છે. (૧) ભગવદ્દર્શન અને (૨) મુક્તિ. કેટલાક કમભાગી જીવો જીવનભર અતિ દુ:ખી જ રહે છે. માત્ર દુ:ખ દ્વારા જ અધ્યાત્મપથના પથિક બની જ જાય તેમ જોવામાં આવતું નથી. પરંતુ દુ:ખને યથાર્થ આધ્યાત્મિક દ્રષ્ટિકોણથી જોવામાં આવે તો જ તે આધ્યાત્મીકયાત્રામાં સહાયક બની શકે છે. દુ:ખ વીરોને વધુ તેજસ્વી બનાવે છે. પરંતુ કાયરોના જીવનને છિન્ન ભિન્ન પણ કરી શકે છે. દુ:ખ

સાધકોને ભગવાન તરફ દોરે છે અને નાસ્તિકોને ઘોર નાસ્તિક તેમજ દીનહીન બનાવે છે.

વિપત્તિઓને જો ઉચિત અને આધ્યાત્મિક દષ્ટિકોણથી જોવામાં આવે તો તે માનવીને ચાર તત્વો આપે છે.

૧. પરિપકવતા	-	વિપત્તિઓ માનવીને ઘડે છે, પરિપકવ બનાવે છે.
૨. અંતર્મુખતા	-	માનવીને અંતર્મુખ બનાવે છે, પોતાના વિશે વિચારવા પ્રેરે છે. આત્માભિમુખ અને આત્મનિરીક્ષણ કરવા પ્રેરે છે.
૩. જાગૃત	-	વિપત્તિઓ માનવીને જાગૃત બનાવે છે અને શ્રેય તથા પ્રેયનો તફાવત સમજી પોતાના ગુણદોષ જાણી જાગૃત બને છે.
૪. પ્રેરણા	-	વિપત્તિઓ માનવીને સુ:ખદુ:ખથી પર પરાત્પર અવસ્થા પ્રત્યે પ્રેરે છે, પ્રેરણા આપે છે અને પ્રેરણાને જાળવી રાખે છે. ઇન્દ્રિયોને બહાર દોડતી અટકાવી સૂક્ષ્મ તરફ વાળે છે.

કુંતીજી જીવનમાં વિપત્તિઓની, દુ:ખોની મહત્તા સમજે છે, તેથી ભગવાન પાસે વિપત્તિઓ માગે છે. ભગવાન વ્યાસ ઋષિ છે અને ઋષિનું આ આર્ષદર્શન છે. વિપત્તિઓ અને દુ:ખોથી ભાગનાર આપણે જો કુંતીજીની આ યાચના સ્મરણમાં રાખીએ તો આપણા જીવનમાં દુ:ખ એક તદ્ન નવા જ સ્વરૂપે પ્રગટ થશે, એક અભિનવ સ્વરૂપે દર્શન આપશે.

આમ શ્રીમદ્ ભાગવતના પ્રથમ સ્કંધમાં આવેલી કુંતીસ્તુતિમાં કુંતીમાતા ભગવાનના માહાત્મ્યનું નિરૂપણ કરે છે. કુંતીજી ભગવાનના સ્વરૂપનું, ભગવાને તેમના પર કરેલી વિશેષ કૃપાઓનું, ભગવાનની લીલાઓનું, ભગવાનના અવતારનાં કેટલાંક કારણોનું, ભગવાનના ચરિત્રનાં શ્રવણાદિના ફળનું, ભગવાનની અનુગ્રાહક સંનિધિના પ્રભાવ વગેરેનું વર્ણન કરે છે. જ્ઞાનપૂર્વકની દઢ ભકિત ભગવાનના ચરણકમળનું દર્શન કરાવનારી અને તે ધ્વારા પુનર્જન્મના દર્શનમાંથી ભકતની મુકિત કરાવનારી નીવડે છે. અસ્તુ.

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– – જય ભગવાન – –

2 Leadership and Management - Relationship & Differences

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Leadership and management are the terms that are often considered synonymous. It is essential to understand that leadership is an essential part of effective management. As a crucial component of management, remarkable leadership behaviour stresses upon building an environment in which each and every employee develops and excels. Leadership is defined as the potential to influence and drive the group efforts towards the accomplishment of goals. This influence may originate from formal sources, such as that provided by acquisition of managerial position in an organization.

A manager must have traits of a leader, i.e., he must possess leadership qualities. Leaders develop and begin strategies that build and sustain competitive advantage. Organizations require robust leadership and robust management for optimal organizational efficiency.

- **Differences between Leadership and Management**

Leadership differs from management in a sense that:

1. While managers lay down the structure and delegates authority and responsibility, leaders provides direction by developing the organizational vision and communicating it to the employees and inspiring them to achieve it.
2. While management includes focus on planning, organizing, staffing, directing and controlling; leadership is mainly a part of directing function of management. Leaders focus on listening, building relationships, teamwork, inspiring, motivating and persuading the followers.
3. While a leader gets his authority from his followers, a manager gets his authority by virtue of his position in the organization.
4. While managers follow the organization's policies and procedure, the leaders follow their own instinct.
5. Management is more of science as the managers are exact, planned, standard, logical and more of mind. Leadership, on the other hand, is an art. In an organization, if the managers are required, then leaders are a must/essential.
6. While management deals with the technical dimension in an organization or the job content; leadership deals with the people aspect in an organization.

7. While management measures/evaluates people by their name, past records, present performance; leadership sees and evaluates individuals as having potential for things that can't be measured, i.e., it deals with future and the performance of people if their potential is fully extracted.

8. If management is reactive, leadership is proactive.

9. Management is based more on written communication, while leadership is based more on verbal communication.

The organizations which are over managed and under-led do not perform up to the benchmark. Leadership accompanied by management sets a new direction and makes efficient use of resources to achieve it. Both leadership and management are essential for individual as well as organizational success.

- **Leader versus Manager**

"Leadership and managership are two synonymous terms" is an incorrect statement. Leadership doesn't require any managerial position to act as a leader. On the other hand, a manager can be a true manager only if he has got the traits of leader in him. By virtue of his position, manager has to provide leadership to his group. A manager has to perform all five functions to achieve goals, i.e., <u>Planning</u>, <u>Organizing</u>, Staffing, <u>Directing</u>, and Controlling. Leadership is a part of these functions. Leadership as a general term is not related to managership. A person can be a leader by virtue of qualities in him. For example: leader of a club, class, welfare association, social organization, etc. Therefore, it is true to say that, "All managers are leaders, but all leaders are not managers."

A leader is one who influences the behavior and work of others in group efforts towards achievement of specified goals in a given situation. On the other hand, manager can be a true manager only if he has got traits of leader in him. Manager at all levels are expected to be the leaders of work groups so that subordinates willingly carry instructions and accept their guidance. A person can be a leader by virtue of all qualities in him.

Leaders and Managers can be compared on the following basis:

Basis	Manager	Leader
Origin	A person becomes a manager by virtue of his position.	A person becomes a leader on basis of his personal qualities.

Formal Rights	Manager has got formal rights in an organization because of his status.	Rights are not available to a leader.
Followers	The subordinates are the followers of managers.	The group of employees whom the leaders leads are his followers.
Functions	A manager performs all five functions of management.	Leader influences people to work willingly for group objectives.
Necessity	A manager is very essential to a concern.	A leader is required to create cordial relation between person working in and for organization.
Stability	It is more stable.	Leadership is temporary.
Mutual Relationship	All managers are leaders.	All leaders are not managers.
Accountability	Manager is accountable for self and subordinates behaviour and performance.	Leaders have no well defined accountability.
Concern	A manager's concern is organizational goals.	A leader's concern is group goals and member's satisfaction.
Followers	People follow manager by virtue of job description.	People follow them on voluntary basis.
Role continuation	A manager can continue in office till he performs his duties satisfactorily in congruence with organizational goals.	A leader can maintain his position only through day to day wishes of followers.
Sanctions	Manager has command over allocation and distribution of sanctions.	A leader has command over different sanctions and related task records. These sanctions are essentially of informal nature.

3

નાથસંપ્રદાયનાં સંતકવિઓઃ
ડૉ. દિનેશ કે. ભોયા

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નાથસંપ્રદાયનાં સંતકવિઓઃ

ર-૧ અખૈયો   ર-ર ડુંગરપુરી   ર-૩ ભૈરવનાથ

રઃ ૪ ત્રિકમસાહેબ   રઃ પ વૈલાબાવા   રઃ ૬ સાંઈવલી

ર-૧ અખૈયો (ઈ.સ.૧૭૬૨ આસપાસ)

ભૂતનાથના શિષ્ય હતા. સૌરાષ્ટ્રની જ્ઞાનમાર્ગી સંતપરંપરામાં તેમની તળપદી શૈલી અને રુપક

ભૂતનાથના શિષ્ય હતા. સૌરાષ્ટ્રની જ્ઞાનમાર્ગી સંતપરંપરામાં તેમની તળપદી શૈલી અને રુપક ગર્ભવાણી ધ્યાનાકર્ષક રહી છેઃ

સાધુ મેરે ભાઈ,

પ્રેમને ભલકે મરીએ ૭૪

ડર્યા વગર હિંમતથી માયારુપી રાજા સાથે યુધ્ધે ચડવાનું છે.

બખતર બાંધી ન થઈએ આકારા,

સધીરા સધીરા ચલીએ,

દિલ રે સમીં ભરીએ,

ભૂપ સું એ નવ ડરીએ ૭૫

પ્રભુપ્રાપ્તિનો માર્ગ વિકટ ચે. પણ ડર્યા વગર આગળ વધવાનું છે. જો શિર સાટે પણ સતગુરુ મળે તો પાછો પગ ન ભરવો જોઈએ.

જીવ અને શિવના ઐક્ય ને સાધવાનો મર્મ બતાવતા કહે છેઃ

ભૂતનાથ ચરણે ભણે રે અખૈયો,

તેજમાં તેજ મળીએ. ૭૬

માયાને વશ છે તેવા જીવોને આપણા સંતોએ જીવતા નર કહીને ઓળખાવ્યા છે. આવા જીવતા નરના જન્મ અને મરણના ફેરા ટળતા નથી. આ વસ્તુને અખૈયાએ અવળ વાણીમાં પ્રયોજીને જીવંત બતાવી છે.

જ્યાં રે જોઉં ત્યાં નર જીવતા,

મરેલા ન મળે કોઈ

પણ મરેલાને જો મરેલા મળે,

તો એને આવાગમન ન હોય. ૭૭

કવિ કહે છે જ્યાં જોઉં ત્યાં 'હું' પ્રધાન હોય તેવા જ નર મળે છે. જેમનો 'હું' મરાલ ગયો ત્વા મરેલા નથી. મળાતા. જેઓ મરેલા છે તે જ કામ-ક્રોધને ખાય છે. મરેલાઓ મળે તો જન્મ-મરણની વ્યાધિ ટળી જાય. મરેલાઓને મૃત્યુનો ભય નથી, તેથી કહે છેઃ

જીવતા ને જોખમે ઘણાં, મરેલાને કોણ મારે,

જોખમ મટી ગયો એને જીવ કો, ઈતો આવતા

જમ પાછા વાળે-૭૮

જેણે અંતઃકરણ નિર્મળ કર્યું છે, મનને ગાળી નાખ્યું છે, તેવાઓ તો સંત સમાગમે ભવસાગર તરી ગયા છેઃ

ભૂતનાથ ચરણે અખૈયો ભણે,

જેણે લીધો સંતનો ઓળો, ૭૯

૨-૨ ડુંગરપુરી (ઈ.સ.૧૮૦૦)

ભાવપુરીના શિષ્ય. ગેબવાડીના ગરવા સૂર ગાનાર તરીકે તેમનું નામ નાથ સંપ્રદાયમાં અને સૌરાષ્ટ્રની સંતવાણીમાં મહત્વનું રહ્યું છે,

ડુંગરપુરીની વાણીમાં યૌગિક પરિભાષામાં આધ્યાત્મિક અનુભવ નિરુપાયો છે.

તેમના કેટલાંક પદો હિન્દી-રાજસ્થાની અને કેટલાંક મિશ્રભાષામાં તો કેટલાંક ગુજરાતી ભાષામાં મળે છે. તેમનું પ્રસિધ્ધ પદ છે.

દલ દરિયામેં ડૂબકી દેણા,

મોતી રે લેણા ગોતી એ જી

ખારા સમદર મેં છીપ બસન હે,

ભાત ભાતરાં મોતી એ જી.૮૦

આત્મજ્ઞાનરૂપી મોતીને હાથ કરી લેવાનું સૂચવે છે. આ મોતી સ્વાનુભવેથી થશે પુસ્તકો વાંચવાથી નહિ થાય. જ્યારે હૃદય પવિત્ર થશે અને નામજપ કરવાથી રણુંકાર ઉઠશે ત્યારે જ્યોતિનાં દર્શન થશે. અને જ્યોતિ આત્મરૂપી મોતીના દર્શન કરાવશેઃ

રણુંકાર મેં ઝણુંકાર હે,
ઝણુંકાર મેં જ્યોતિ એ જી
એ જ્યોતિ અભેપદ હોતી,
વહાં હે એક મોતી રે ૮૧

આ જ્યોતિના આડે નવ દ્વાર અને દસમી ખડકી તે સુષમ્ણા નાહી. આ નાડી સતગુરુ કૃપાથી ખુલે છે, તેમ દર્શાવી સતગુરુના મહિમાને વધારે છેઃ

નવ દ્વારા, દસમી ખડકી
ખડકીમેં એક ખડકી એ જી
એ ખડકી કોઈ સતગુરુ ખોલે
કૂંચી ઉનરા ઘર કી રે. ૮૨

યોગાનુભવને ડુંગરપુરીએ અહીં સ્પષ્ટ વર્ણવ્યો છેઃ

ડાબી ઇંગલા,, જમણી પિંગલા,
નુરત સુરત કર જોતી
દેવ ડુંગરપુરી બોલિયા,
હુ હરખે હાર પરોતી ૮૩

ઇંગલા પિંગલામાં વહેતા પ્રાણને અભ્યાસ દસમા દ્વારે એટલે કે સુષુમ્ણા નાડીમાં પ્રવાહિત કરવાથી કુંડલિની જાગૃતિ થાય છે. ત્યારે બ્રહ્મમરનું દ્વાર ખુલે છે. અને ત્યારે આત્મજ્યોતિ પ્રકાશી ઊઠે છે.

૨-૩ ભૈરવનાથ

'સત કેરી વાણી'માં શ્રી મકરંદ દવેએ ભૈરવનાથનું એક પદ સંપાદિત કર્યું છે. અન્ય પુસ્તકોમાંથી તેમના વિશે બીજી કોઈ માહિતી મળી શકી નથી.

તેમનું પ્રસિધ્ધ પદ છેઃ

ગણપત ગાઈ લે, સદાય સુખ પાઈ લે,

ગુરુ મળ્યા છે બ્રહ્મજ્ઞાની, મારા હરિજન

પીઓને પ્રેમરસ જાણી રે હોજી.૮૪

　　　ગણપતિ આદિ-અનાદિ દેવ છે. તેમના સ્મરણ વગર કોઈ પણ કાર્ય પૂર્ણ થતું નથી. સાધનામાર્ગે પણ તેમનું પૂજન-અર્ચન એટલું જરૂરી છે. તેથી ભેરવનાથ કહે છે ગણપતિ ગાઈ લો અને બ્રહ્મજ્ઞાની ગુરુ મળ્યા છે, તો હરિરસનો અમૃત પ્યાલો પી લો. સદ્ગુરુ મહિમાને વર્ણવતા કહે છેઃ

　　　　　　સતગુરુ મળે સાન સમજાવે,

　　　　　　　આતમની ઓળખાણી, મારા હરિજન.,૮૫

　　　ગુરુકૃપાથી શિષ્યને આત્માની ઓળખાણ થાય છે. અજ્ઞાન દૂર થાય છે. અને ભીતરમાં ઉજાશ પથરાય છે. ભેરવનાથ કહે છે આ માર્ગે કેટલાક નર આત્મસિધ્ધિને પામ્યા છે, આ વસ્તુ મેં સાધુ મુખેથી જાણી છેઃ

　　　　　　સાધુડાની વાણીમે સદાય મુખ જાણી

　　　　　　બાવો બોલે વેણ પર વાણી રે, ૮૬

'વેણ પર વાણી' એટલે પરાવાણી. પરાવાણીથી જ સાધકના હૃદયકમળના તાળા ખુલે છે, ત્યારે જ બ્રહ્મનો સાક્ષાત્કાર થાય છેઃ

　　　　　　કહે રે ભૈરવનાથ ખુલ ગયાં તાળાં તો,

　　　　　　અરસપરસ ઓળખાણી, મારા હરિજન.,૮૭

૨: ૪ રામૈયો

　　　મૂળનામ રામ, ડાંગર, વેલાબાવાના શિષ્ય હતા. તેમણે ગરુમહિમાના પદોમાં ગુરુ વ્યકિત્વના કેટલાંક રંગો કરુણભાવે પ્રકટ કરી સંતવાણીમાં તાજગીનો અનુભવ કરાવ્યો છે.

　　　　　　ભૂલેલ મન સમજાવે બાળુડો બાવો,

　　　　　　ભૂલેલ મન સમજાવે ૮૮

　　　ગુરુને બાળુડો બાવો કહીને ઓળખાવતા કહે છે ભાન ભૂલેલ મનવાળાને સમજાવે છે. પરમાત્માના માર્ગે જેણે એક પણ આંકડો ઘૂંટયો નથી તેવાઓને ભણાવે છેઃ

　　　　　　એ રૂં વીંછીના બોવો મંતર ન જાણે,

　　　　　　ઈ તો નાગણીયું ને નચાવે.૮૯

સંપદર્શ અને વીંછીના દંશ થવાથી ઝેર ચડે તેના મંત્રો સદ્ગુરુ જાણતા નથી છતાં વાસનારુપી નાગણીયુંના ઝેર ઉતારવામાં સમર્થ છે.

ધર્મ ઉત્સવ સમયે વહેંચવામાં આવતો પ્રસાદ હાથમાં રાખી શિષ્યના હ્રદયમાં ભક્તિનાં નીરને વહાવે છેઃ

<div align="center">
વેલાને સરણે રામયો બોલિયો,

ઝીણા ઝીણા મે વરસાવે ૯૦
</div>

વાસનાના ઝેરને મિટાવી આત્મતૃપ્તિ કરાવે છે. અહીં ઝીણા ઝીણા મેં તે આત્મતૃપ્તિના આનંદને પ્રકટ કરતું પ્રતીક છે.

ર: ૫ વૈલાબાવા

ગિરનારી યોગી વાઘનાથના શિષ્ય હતા. જૂનાગઢ બાજુના હતા. કોળી જ્ઞાતિમાં સિધ્ધ થઈ ગયા.

જૂનાગઢમાં સંવત ૧૮૯૭ હિંદવાણુરાજ સ્થાપશે, એવી ભવિષ્યવાણી ઉચ્ચારતું તેમનું 'આગમ' અને ૭ કડીનું 'વૈરાગ્યબોધ' એમ બે રચનાઓ મળે છે. અન્ય સંતકવિઓના આગમ કરતા તેમનું આગમ સાયબા અને ચામુંડા માતાના ઉલ્લેખ કારણે જુંદૃ પડે છે.

શરુઆતમાં ગિરનારનો મહિમા બતાવ, ગિરનારમાંથી નકલંકી અવતાર પ્રગટશે તેંમ કહે છે.

<div align="center">
ગરવામાંથી ગેબી જાગશે ઝળકે નવલખ નેજા,

ઓતર થકી સાયબો આવશે ભેળા મોટા મોટા જોધ્ધા. ૯૧
</div>

હવે ચામુંડાનો ઉલ્લેખ કરતા કહે છેઃ

<div align="center">
સાવંડ ચડશે રણવટે શીશ દૈત્યુનાં દળવા,

ખાંડુને ખપ્પર લેશે હાથમાં રગત દૈત્યનાં પીવા. ૯ર
</div>

યુગ પરિવર્તનની વાત કરતા કહે છે.

<div align="center">
સંવત ઓગણતેર સતાણુંમાં રાજ હિંદવાણું હોશે,

ગત્યનો સેવક વેલો બાવો બોલિયા

ધણી માથે ચમરછતર ઢળશે. ૯૩
</div>

સંતકવિની પ્રભુપ્રત્યેની, ધર્મ પ્રત્યેની શ્રધ્ધા અભિવ્યકત થઈ છે.

ર: ૬ સાંઈવલી

સાંઈવલી સૌરાષ્ટ્રી સંભાળનાર જસંત કવિ છે તેમ ભજનમાં મર્મીઓ કહે છે.

તેમની એક રચના મળી છે. જેમાં યોગની ક્રિયા વર્ણવી બ્રહ્મપ્રાપ્તિનો માર્ગ બતાવ્યો છેઃ

પવનકા પરકાશ ભયા હે,

ઓહં અલાઈ લે અગમુરા,

અખંડ ધામ મેં વસે ગુરુ મારા

વરસં નૂર નિરંજન કા. ૯૪

સુષુમ્ણાનાડીમાં પ્રાણ પ્રવેશના જ્ઞાનરુપી પ્રકાશ થયો. અજપાજાપ જપવાથી સહસ્ત્રસારમાં સ્થિર સદ્ગુરુ-પરમાત્માના અખંડધામને પામી શકાય છે. એટલું જ નહિ પણ તેમાં નિરંતર વરસી રહેલા નૂરને એટલે કે બ્રહ્મતેજનો અનુભવ થાય છે. માનવશરીરને 'જય બિચ કમલ' કહે છે. જો સાધક યોગ કરે તો આ કમળ નવ સ્વરુપને પામે છે. તેમાં અલખ પુરુષ બિરાજે છે. તેના સંપૂર્ણ વિકાસથી અલખ પુરુષમા પ્રાપ્તિ થાય છે. અને પછી તો સાંઈવલી કહે છે તેમ આ માનવ શરીરની શું તારીફ કરવાની ?

"તેરા બદનકી કિયા કરું તારીફ ?

જલહળ જ્યોતિ જલતી હે." ૯૫

જ્યોતિમાં જ બ્રહ્મા, વિષ્ણુ અને મહેશ નિહિત છે. તેમની જ ચર્ચા થઈ રહી છે. મુનિઓ તેમનું જ ધ્યાન ધરી રહ્યા છેઃ

"દશમેં દ્વારા ચોકી બેઠી, નિરંજન ગૂંડા ખડા કિયા

સત્ય નામકી ચલે હવાયું તરવેણી મુકામ કિયા." ૯૬

યોગાભ્યાસે સત્યનામ – હું બ્રહ્મ છું. – તે ભાવે અનાયાસ સાધક બ્રહ્મમાકાર વૃત્તિને પામે છે.

ત્રિપુટી પર સુરતા ઠેરાણી,

ગંગા જમુના દોનું ભેળી,

બિચમેં ભાગ હે સુખમણકા,

ત્રિપુટીમાં પરવાહ દેખા. ઘણા મેળા હે દેવનકા ૯૭

ગંગા-જમુના એટલે ઈડા અને પિંગલા નાડીઓ. પ્રાણને વચલી નાડી સુષુમ્ણામાં વહેતો કર્યો ત્યારે, ત્યાં આત્માની વિભૂતિના દર્શન થયા.

સહસ્ત્રારમાં સ્થિત દેવનાં દર્શન થયા ત્યારે અમૃતનું પાન કર્યું:

ગુરુ કૃપાસે તુપતી હો ગઈ,

ભૂખા હતા કોઈ જનમુંકા. ૯૮

ગુરુકૃપાથી આત્મદર્શ થયા. અનેક જન્મના ભૂખ્યાંને તૃપ્તિ થઈ છે.

4 ## Performance Management - Meaning, System and Process

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Definition of Performance Management

The role of HR in the present scenario has undergone a sea change and its focus is on evolving such functional strategies which enable successful implementation of the major corporate strategies. In a way, HR and corporate strategies function in alignment. Today, HR works towards facilitating and improving the performance of the employees by building a conducive work environment and providing maximum opportunities to the employees for participating in organizational planning and decision making process.

Today, all the major activities of HR are driven towards development of high performance leaders and fostering employee motivation. So, it can be interpreted that the role of HR has evolved from merely an appraiser to a facilitator and an enabler.

Performance management is the current buzzword and is the need in the current times of cut throat competition and the organizational battle for leadership. **Performance management is a much broader and a complicated function of HR, as it encompasses activities such as joint goal setting, continuous progress review and frequent communication, feedback and coaching for improved performance, implementation of employee development programmes and rewarding achievements**.

The process of performance management starts with the joining of a new incumbent in a system and ends when an employee quits the organization.

Performance management can be regarded as a systematic process by which the overall performance of an organization can be improved by improving the performance of individuals within a team framework. It is a means for promoting superior performance by communicating expectations, defining roles within a required competence framework and establishing achievable benchmarks.

According to Armstrong and Baron (1998), Performance Management is both a strategic and an integrated approach to delivering successful results in organizations by improving the performance and developing the capabilities of teams and individuals.

The term performance management gained its popularity in early 1980's when total quality management programs received utmost importance for achievement of superior standards and quality performance. Tools such as job design, leadership development, training and reward system received an equal impetus along with the traditional performance appraisal process in the new comprehensive and a much wider framework. Performance management is an ongoing communication process which is carried between the supervisors and the employees through out the year. The process is very much cyclical and continuous in nature. A **performance management system includes the following actions**.

- Developing clear job descriptions and employee performance plans which includes the key result areas (KRA') and performance indicators.
- Selection of right set of people by implementing an appropriate selection process.
- Negotiating requirements and performance standards for measuring the outcome and overall productivity against the predefined benchmarks.
- Providing continuous coaching and feedback during the period of delivery of performance.
- Identifying the training and development needs by measuring the outcomes achieved against the set standards and implementing effective development programs for improvement.
- Holding quarterly performance development discussions and evaluating employee performance on the basis of performance plans.
- Designing effective compensation and reward systems for recognizing those employees who excel in their jobs by achieving the set standards in accordance with the performance plans or rather exceed the performance benchmarks.
- Providing promotional/career development support and guidance to the employees.
- Performing exit interviews for understanding the cause of employee discontentment and thereafter exit from an organization.

A **performance management process** sets the platform for rewarding excellence by aligning individual employee accomplishments with the organization's mission and objectives and making the employee and the organization understand the importance of a specific job in realizing outcomes. By establishing clear performance expectations which includes results, actions and behaviors, it helps the employees in understanding what exactly is expected out of their jobs and setting of standards help in eliminating those jobs which are of no use any longer. Through regular feedback and coaching, it provides an advantage of diagnosing the problems at an early stage and taking corrective actions.

To conclude, performance management can be regarded as a proactive system of managing employee performance for driving the individuals and the organizations towards desired performance and results. It's about striking a harmonious alignment between individual and organizational objectives for accomplishment of excellence in performance.

Objectives of Performance Management

According to Lockett (1992), performance management aims at developing individuals with the required commitment and competencies for working towards the shared meaningful objectives within an organizational framework.

Performance management frameworks are designed with the objective of improving both individual and organizational performance by identifying performance requirements, providing regular feedback and assisting the employees in their career development.

Performance management aims at building a high performance culture for both the individuals and the teams so that they jointly take the responsibility of improving the business processes on a continuous basis and at the same time raise the competence bar by upgrading their own skills within a leadership framework. Its focus is on enabling goal clarity for making people do the right things in the right time. It may be said that the main objective of a performance management system is to achieve the capacity of the employees to the full potential in favor of both the employee and the organization, by defining the expectations in terms of roles, responsibilities and accountabilities, required competencies and the expected behaviors.

The main goal of performance management is to ensure that the organization as a system and its subsystems work together in an integrated fashion for accomplishing optimum results or outcomes.

The major **objectives of performance management** are discussed below:

- To enable the employees towards achievement of superior standards of work performance.
- To help the employees in identifying the knowledge and skills required for performing the job efficiently as this would drive their focus towards performing the right task in the right way.

- Boosting the performance of the employees by encouraging employee empowerment, motivation and implementation of an effective reward mechanism.
- Promoting a two way system of communication between the supervisors and the employees for clarifying expectations about the roles and accountabilities, communicating the functional and organizational goals, providing a regular and a transparent feedback for improving employee performance and continuous coaching.
- Identifying the barriers to effective performance and resolving those barriers through constant monitoring, coaching and development interventions.
- Creating a basis for several administrative decisions strategic planning, succession planning, promotions and performance based payment.
- Promoting personal growth and advancement in the career of the employees by helping them in acquiring the desired knowledge and skills.

Some of the key concerns of a performance management system in an organization are:

- Concerned with the output (the results achieved), outcomes, processes required for reaching the results and also the inputs (knowledge, skills and attitudes).
- Concerned with measurement of results and review of progress in the achievement of set targets.
- Concerned with defining business plans in advance for shaping a successful future.
- Striving for continuous improvement and continuous development by creating a learning culture and an open system.
- Concerned with establishing a culture of trust and mutual understanding that fosters free flow of communication at all levels in matters such as clarification of expectations and sharing of information on the core values of an organization which binds the team together.
- Concerned with the provision of procedural fairness and transparency in the process of decision making.

The performance management approach has become an indispensable tool in the hands of the corporates as it ensures that the people uphold the corporate values and tread in the path of accomplishment of the ultimate corporate vision and mission. It is a forward looking process as it involves both the supervisor and also the employee in a process of joint planning and goal setting in the beginning of the year.

Evolution of Performance Management

The term performance management gained its importance from the times when the competitive pressures in the market place started rising and the organizations felt the need of introducing a comprehensive performance management process into their system for improving the overall productivity and performance effectiveness.

The **performance management process evolved in several phases**.

1. **First Phase:** The origin of performance management can be traced in the early 1960's when the performance appraisal systems were in practice. During this period, **Annual Confidential Reports (ACR's)** which was also known as **Employee service Records** were maintained for controlling the behaviors of the employees and these reports provided substantial information on the performance of the employees.

   Any negative comment or a remark in the ESR or ACR used to adversely affect the prospects of career growth of an employee. The assessments were usually done for ten traits on a five or a ten point rating scale basis. These traits were job knowledge, sincerity, dynamism, punctuality, leadership, loyalty, etc. The remarks of these reports were never communicated to the employees and strict confidentiality was maintained in the entire process. The employees used to remain in absolute darkness due to the absence of a transparent mechanism of feedback and communication. This system had suffered from many drawbacks.

2. **Second Phase:** This phase continued from late 1960's till early 1970's, and the key hallmark of this phase was that whatever adverse remarks were incorporated in the performance reports were communicated to the employees so that they could take corrective actions for overcoming such deficiencies. In this process of appraising the performance, the reviewing officer used to enjoy a discretionary power of overruling the ratings given by the reporting officer. The employees usually used to get a formal written communication on their identified areas of improvements if the rating for any specific trait used to be below 33%.

3. **Third Phase:** In this phase the term ACR was replaced by performance appraisal. One of the key changes that were introduced in this stage was that the employees were permitted to describe their accomplishments in the confidential performance reports. The employees were allowed to describe their accomplishments in the self appraisal forms in the end of a year. Besides inclusion of the traits in the rating scale, several new

components were considered by many organizations which could measure the productivity and performance of an employee in quantifiable terms such as targets achieved, etc. Certain organizations also introduced a new section on training needs in the appraisal form. However, the confidentiality element was still being maintained and the entire process continued to be control oriented instead of being development oriented.

4. **Fourth Phase:** This phase started in mid 1970's and its origin was in India as great business tycoons like Larsen & Toubro, followed by State Bank of India and many others introduced appreciable reforms in this field.

    In this phase, the appraisal process was more development driven, target based (performance based), participative and open instead of being treated as a confidential process. The system focused on performance planning, review and development of an employee by following a methodical approach.

    In the entire process, the appraisee (employee) and the reporting officer mutually decided upon the key result areas in the beginning of a year and reviewed it after every six months. In the review period various issues such as factors affecting the performance, training needs of an employee, newer targets and also the ratings were discussed with the appraisee in a collaborative environment.

    This phase was a welcoming change in the area of performance management and many organizations introduced a new HR department for taking care of the developmental issues of the organization.

5. **Fifth Phase:** This phase was characterized by maturity in approach of handling people's issues. It was more performance driven and emphasis was on development, planning and improvement. Utmost importance was given to culture building, team appraisals and quality circles were established for assessing the improvement in the overall employee productivity.

The performance management system is still evolving and in the near future one may expect a far more objective and a transparent system.

5

A STUDY OF SECONDARY SCHOOLS PRINCIPALS HAVING UNDER EDUCATIONAL ACHIEVEMENT

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Abstract of research:

This whole universe ya Brahmand is a stateless Institution. The things around us like trace the rivers the sea, the mountain the stars, the sun, the moon, a plant and various human groups each. are moving with the mysterious speed. We are getting degree of recumbence as it management, harmony of whole universe and concord is happening miraculously. We visualize unity, extinction in cosmos due to some invisible power. We can recognize this mysterious power as we want to recognize like supper natural power, Supreme Being power or well managed power. The result of forward March in physical development material development of the universe and progress of human being dwelling over it has given us the best example of management. Even in modern time in every professional institution and field management has obtained for most and compact management has become a general process like highest general factors in all form of organized like Education, Social, Army, Governmental, Medical, Factory, Panchayat etc. though they have at sight diversity in entanglement and size.

Kothari Commission has truly expressed that "The future of India is shaped in its classroom." A student studying the lessons of construction and mode in the classroom of education institute of India will be future citizen of India. We know that any institution cannot exist for a long time without a leader, can it possible without a leader to take the decision about the work management and daily activities of the institution? Impression of higher authority of any institution affect the entire institution when we look in the mirror we see our own reflection in the same way reflection of a person holding important place in the institution in seen in each factor of the institution. The principal is the soul heart of the school. It we state further he is the main foundation stone of school buildings. Therefore it is truly stated that:

"As is the head master, so is the school"

A principal can form discipline in school where else create indiscipline too. He

even can raise the educational level of the school or may bring down too. Progress or decline, development or destruction, prosperity of rain of the school all depend on decision making behavior of the school principal.

A principal being a coordinator can do harmonious development of Institution by maintaining Equilibrium of all activities. The principal is the founder and clean maker of discipline and commen place of school. It is in the hands of principal to externalize and personalized objective and ideas. A principal is the sculptor of school. He is a director wizard of children. He does persons development or lives sculpture from the schoolyard marble. A sculptures wizard as his one desired and skill. In the same a principal sculpture wizard according to his own skills and ideology.

Children can be formulated properly if the principal is ingenious. As well deficiency in decision making behavior effect will reflect on children and management of school principal is the main organized of all works of school. A principal has to fore thought of various matters like what type of conversations to be organized which days to be collaborated? What type of fort to be organized? How and when to conduct the examination etc. during the program of whole year. A principle working with enthusiasm and inspiration provide a motivation point the men working under him. It all depends on principal to keep whole school atmosphere live, feeling in humanly vibrant with co education activities of school. A school administration become harmonious if the school principal is of experimental, morally, having an equal view point, phenomenal planning power, having management power, having equalities of leadership, always insisting in discipline informed with new trends. The power detector in students and teachers, charitable, ideas for humanity and successful teacher.

1. Definition of words:

1.1 Under educational achievement:

When the result are declare of public examination of any standard after the examination conducted and very less marks are obtained then it is called under educational achievement.

1.2 Study:

Study means any type of examination investigation meditative thinking or process of satisfying curiosity. It is a process of getting knowledge and obtaining information of thing for objective of something.

2.   Objective of the research:

To know the opinions of principal regarding under achievement of secondary school having under educational achievement.

3.   Questions of the research:

How it will be the opinion of principal regarding Secondary School having under educational achievement.

4.   Importance of the research:

- Education is a construct changing process. Educational research is the foundation of the education building. New research is needed in Education.

- The research is intent to be done the study of secondary schools of north Gujarat having under educational achievement. So that it will come to know the actuality of result and who is the really responsible for poor result of the three student teachers and school viewing in benefits of students.

- One will get experience of actual work of the exclusive and educational.

- One will come to know of his own limitation. He experiences the environmental, realistic of physical features of the school which is very useful in his business.

- This study will help the principal to know the teaching and exclusive work is school remaining properly or not and how difficult it is to face problems.

5.   Delimitation of the research:

➢ This investigation is only pertaining to Standard 10 only.

➢ This study is imitated only for secondary school of North Gujarat district Arvalli, Sabarkatha, Banaskantha, Mehsana, Patan and Gandhinagar.

➢ The research use self constructed fix answer oriented questionnire for the principal. So due to this reason the limitation of tools become the limitation of the research.

➢ In the present study opinion of Aravalli district principal are only use.

6.   Method of the research:

In the present study survey method is being used.

7.   Population and sample of the study:

In this study the principals of secondary school of 6 district of North Gujarat are

included as population, in which 50 principles of 50 schools of North Gujarat has been selected as sample.

8.   Tools of the research:

In the present study in order to know the opinion of principal self constructed fix answer oriented questionnaire has been made use.

9.   Data Collection procedure:

This research is regarding Secondary School of north Gujarati having under educational achievement, so the researcher went personally to the principal of school with self constructed questionnaire to get their opinion thus data is collected.

10.   Data analysis producer:

Percentage is method has been used for proper statistical analysis of data obtain through sample. Such as questionnaire was distributed in various selections. The number of total numbers and percentage where found in each section.

11.   The finding of the research:

1.   The ratio of qualified teachers in school where satisfied in average.

2.   Attendance of students in school was less and parents of the students wear often less educated.

3.   Students are given assignment but it is found that students do not come with completion of homework.

4.   Students are given educational guidance but it is found that students follow very less to the educational guidance.

5.   Such schools principals remain attentive for the improvement of education.

6

A WORK WRITTEN BY A WOMAN: CANNONIZATION OF IT THROUGH AN ESSAY BY A WOMAN
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INTRODUCTION:

A WORK WRITTEN BY A WOMAN: CANNONIZATION OF IT THROUGH AN ESSAY BY A WOMAN, it means my topic for presentation. "The Bluest Eye" by Toni Morrison and it's interpretations with the magnifier glass of an essay by Elaine Showalter "Toward a Feministic Poetics". Both the female writers try to give voice to the mute sufferings of God's beautiful creation i.e a "woman". Toni Morrison's *The Bluest Eye* is a work which continues to proliferate the desire of the female obtains not only power, but a sense of place in the world. As Showalter shows her concern for the space for women and their powerful position through the medium of writing. There are many novels works that provide us feminist point of view such as *Beloved by* Tony Morrison *A Roo*m of One's Own by Virginia Woolf and *The Colour Purple* by Alice Walker. *The Bluest Eye* reveals the condition of African American women in a society, where a bud before blooming is masquerade by its own Gardner or say protector.

Elaine Showalter in her essay talks about the sub-ordinate position of women in andocentric society, where they are suppressed in a way that they do not have enough courage to express their ideas and emotions. They are expected to agree not to argue. As Showalter mentions:

"Traditionally women have been cast in the supporting rather than the starring roles of literary scholarship."(P.g 128 Toward a Feminist Poetics).

Like Showalter many feminist critics encouraged such as Woolf women to write something that becomes their medium of expression. The outcome of this is a wagon of the works we have which are written by women. Thus we have *The Bluest Eye* written by Nobel Laureate Tony Morrison. She has used a proper narrative technique. The book is divided into four sections—Autumn, Winter, Spring, and summer and through flash backs. The most beautiful aspect of the work is its use of Metaphors like-Blue eye, the seed, the barren land etc.

The very first aspect closely connected with the women is always her physical appearance or say features, from Helen of the Troy to today's Helen since prime age till today. It is one of her expected qualities.

The primary difference between the male and female gaze in The Bluest Eye lies in its connection to sexual desire. Morrison connects the male gaze with sexual desire and

objectification of women. The scene of Pecola's rape by her father Cholly illustrates this. Morrison presents the entire scene in terms of Cholly's gaze on Pecola.

> ".. Cholly saw her dimly and could not tell what he saw or what he felt…… why did she have to look so whipped? … If he looked into her face, he would see those haunted, loving eyes.(p.g127) (African American review –Indiana state university www.jstor.org)

When we are talking about women the second most important aspect we have to take in note is a view of her as a 'sexual object'. We have an appropriate example from Morrison's this novel Darlene a girl with whom Cholly had a sex becomes just a sexual object for White men only for their temporal pleasure, they can't think even for a second how a poor girl feels, and that denotes a world of men where the feelings of women doesn't matter at all. Showalter also indicates it with Robert Partlow understanding of Feminist criticism-'Feminist criticism will naturally be obsessed with the phallus' (p.g.126 Towards a Feministic Poetics). Thus, when one discusses the topic related to the women, sexuality can't be overlooked because for women it is another form of suppression.

Thus we have the scene where Pecola being raped by her own father. In same way in Alice Walker's novel *The Colour Purple* Shelly is also raped by her step father but towards the end readers are getting positive point of view with Shelly's independency with the help of other women. So, Shelly with the help of 'sister hood' survives and emerges as an independent being. But for Pecola there is no one who comes to rescue her and to take her out from that trauma, but leaves her to go insane. She an innocent girl being raped, and accused by the society:

> "…. She carry some of the blame."
> "Oh,come on. She ain't but twelve or so."
> " Yeah. But you never know. How come she didn't fight him?"(p.g149).

It is very painful that a Woman cannot understand the sufferings of a woman. Instead of supporting her they are taunting her.

In her essay Showalter also throws light on this in the context of writing. She tells that under this patriarchal structure women thinks traditionally like men have made her to think. Here in "Towards a Feministic Poetics" this fact is divulged in the words of Mary Daly in fact she is talking about 'Method' but to prove my argument it seems suitable to me.

> "Under patriarchy, ……even women have not been able to hear and formulate our
> own questions, to meet our own experiences."(p.g 127 Toward a Feministic Poetics).

There is no doubt that she is speaking about Method, that is used to understand the Feminist criticism, by quoting this I just wanted to suggest that there are some stage where even woman do not support a woman because they are indirectly following the male.

Pecola suffers not only because she is black and poor, but also because she is a female. The gender issue therefore becomes an important one in the novel. All black women in *The Bluest Eye* experience dependency, repression, and alienation. All these women try to find meaning and fulfilment in different ways. While other women in the novel find fulfilment. Mrs. Macteer in looking after her family, Geraldine and Maureen Peal in trying to assume fake identities, Pauline in trying to fulfil the role of the ideal mammy. The women are subordinated to male but *The Bluest Eye* is a story of African American woman, so it shows us double marginalized condition of the women. They are abused by the outsider as well as at the hands of their own men. Whites lynched and raped them; the blacks came to look upon them as immoral beings. The black women, therefore, had no protection from the men of their own community.

In *The Bluest Eye* we observe that the School boys teases Pecola and poor Pecola can't fights back and at last Frieda comes to her rescue:

"Black e mo. Black e mo. Ya daddy sleeps nacked".(p.g 50)

Now question sparks our mind is that the boys are themselves are black so why are they teasing `Pecola? Black boys' hatred for black girls even though sharing the same features, it denotes their guilt or say their self hatred being worthless and black. So here comes double suppression of black women. Black Women have always fought two way battles at outside and simultaneously at home.

The suppression of the women begins at home. As Showalter argues that women are carrying sub-alter place. She gives the example of Elizabeth Barrett Browning. Barrett's identity was stifled by her husband Robert Browning, as Barrett herself admits that-

"…it may be better not to bring out the two works together."(P133 Toward a Feministic Poetics)

There are very few who can accept their woman as an individual having their own ideas and capacities. If talking about creative writing by women they always suppressed by andocentric world, their work strongly criticised by male. That's why may be the women had adapted the pseudo name of man and followed their path of writing for acceptance by the critics as well as the outside world which is'patriarchal , which is criticised by Showalter as a phase of 'feminine. As we have well-known example of George Eliot. Morrison also narrates this fact through her characters they are also voiceless in this society where there is no one who wants to listen their sufferings and for that Pecola created an imagined 'one' with whom she can share her pain.

Showalter is asking the same question that where is the place for female. She argues that women can find their own place in male dominated world through the medium of writing. She also suggests that Her work should not be an imitative and only blind protest of 'patriarchy' but a

work that colours imagination and inspiration of her work which is coined as "*gynocritics*" .Thus, Showalter coined that term to give new frame to the Feminist criticism; gynocritics is more self contained and experimental, with connections to other modes of new feminist research. Showalter explains her term very accurately:

> "In contrast to [an] angry or loving fixation on male literature, the program of gynocritics is to construct a female framework for the analysis of women's literature, to develop new models based on the study of female experience, rather than to adapt male models and theorie" (*New*, 131).

It (gynocritics) is not playing a role of eraser which erases the difference between male and female writing. So with the new frame work for the analysis of women's literature Morrison's writing can be judged with this given model of 'gynocritics'. Showalter provides a new to look Women's writing without any bias. If taking consideration Morrison we must not look her as that she is woman that's why she is speaking on behalf of women. We have to go through her work as a part of her experiences, expressions and experiments without looking it from traditional male models and theories.

 In the context of Morrison's writing, it seems true that it is not imitative. She is experimenting with her writing and her experiments become fruitful in the way of her conveying the massage. She is selecting a form of writing that is peculiar to its particular society. She is using the medium of narrator –Claudia, when the story starts Claudia narrates it as an adult using flashback technique. But while story moves further Claudia also takes part in the story as a child. So we have two visions of looking to a story first from an adult's point of view and second as a child. She is using the language i.e also peculiar, to its narration, she has used many inverted comma to comprise the sentences and by through creating more possibilities for meanings. Thus the writing style of Morrison in 'The Bluest Eye' is not certainly imitative but innovative.

Elaine Showalter finds the discussion of women as a writer a highly debatable topic; it becomes necessary to judge Morrison keeping this view in mind. She is very vocal about how she wants her work to be interpreted and the messages she wishes to convey to her audience. Showalter in her "A Literature of Their Own" introduces three phases of women writing and that are-

The Feminine Phase 1840-1880 It is a phase of *imitation* of the prevailing modes of the dominant traditional internalization of its standards of art and its views on social roles. p.g 13 (Feminist Literary Theory). The distinct quality of this period is the act of hiring the male pseudo name.
The Feminist Phase 1880-1920 .This phase of *protest* against these standards and values, and advocacy of minority rights and values, including a demand for autonomy.p.g13 (Feminist Literary Theory).

The Female Phase 1920… Showalter says, "women reject both imitation and protest—two forms of dependency—and turn instead to female experience as the source of an autonomous art"(p.g 139 **Toward a Feministic Poetics)**.

Female Phase focuses on self discovery that means using writing as a mode of self expression. Women has to get back their voice to describe their art by using any theme, genres, language that it has ability to put forward their feelings.

In that way, Morrison is following the third phase which is 'Female' as I have mentioned before she is not imitating or hiding herself behind any curtain of pseudo name and she is also not rejecting male theory at all. She is just following a way that can lead her to her final destination and that is a search of a space for Black women in the world which is ruled over by male for century. She is conveying the idea through her writing not Feminine- alike female nor Feminist- criticism on female or by the female, but be just a *FEMALE*

Conclusion:

Showalter encompasses many authors' point of views related to 'Feminist Criticism' and her own views under an umbrella of her essay, "Toward a Feministic Poetics". My paper is an endeavour to present before you *The Bluest Eye* by Morrison keeping those ideas in mind, but there are some points that are not fitting well such as the first two phases. But Showalter's aims of 'autonomous art' and 'self-discovery' are fulfilled in some extent in the writing of Morrison in her novel *The Bluest Eye.*

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