



---

## Prospective Teachers Feedback on Divaswapna Book Review

Dr. Gautam G. Gaude

Assistant Professor GVM's Dr. Dada Vaidya College of Education, Ponda - Goa

Dr. Samir V. Naik

Associate Professor GVM's Dr. Dada Vaidya College of Education, Ponda - Goa

---

**Abstract:** The study was conducted to understand the feedback of prospective teachers on Divaswapna book written by Gijubhai Badheka in the year 1932. The study took place at GVM's Dr. Dada Vaidya College of Education, Goa during the academic year 2024–25. The major objectives of the study were to understand the opinion of prospective teachers on book review and to explore the views of prospective teachers on relevance of Divaswapna book for future generation of teachers. Altogether 94 prospective teachers from first year B.Ed participated in the study. The data was collected through google forms and was analyzed using descriptive statistics which included pie charts and bar graphs. Students were allotted thirty days to complete the Divaswapna book review. The findings of the study stated that 80% of students shows strong engagement to learn something new from the assignment. The majority of the students that is 92% visualized the importance of Divaswapna book strategies for future educators as an effective alternative to traditional learning methods. Regarding completion of assignment, it was found that only 14% respondent finished the book review within the first ten days and 48% submitted book review in the final ten days. 74% of the students preferred reading the book through soft copies highlighting the increasing trend of digital mode. It was also found that around 55% discussed the book content with their classmates indicating collaborative approach of learning and 18% did not engage in any discussion focusing the gap in sharing the ideas. It was also highlighted that only 31% of participants explored the additional text by other philosophers. This indicates that majority of the prospective teachers are not exploring the content of the other philosophers as they are only focusing on the task containing marks. It was concluded that Divaswapna can be a very important book to understand the teaching learning process for prospective teachers and improve their strategies of teaching.

**Keywords:** Divaswapna, Prospective Teachers, Book Review, Feedback

---

### Introduction:

The book Diavaswapna is an experimental study written by Gijuhai Badheka with an idea of constructivist approach of teaching. The author tries various teaching approaches and strategies which helps the learners to focus on learning process. The author founds that when learners are given freedom to do, think and explore they are more engaged in learning without getting distracted. They also found to remain attentive throughout the activity with an enjoyable behavior. Even when last bell of the school was ringed learners were found curious to listen the stories without even knowing that school timing was over. Learners force the teacher to continue with the classes as they were enjoying the stories of teachers. The protagonist also tried to improve students behavior and actually he was successful to improve the behavior of a students through various activities and instructions. So, as a teacher, we need to understand that education is not about providing information but about nurturing independent thinking and problem-solving skills in learners. In view of this, the study is conducted to explore the feedback on Divaswapna book after its critical analysis by prospective teacher. So, let us try to understand the feedback of prospective teachers which will be beneficial for upcoming future teachers

**Objectives:** The following were the objectives of the study:

1. To understand the opinion of prospective teachers on book review.
2. To understand how many students have tried to find other philosopher's book for reading purpose.
3. To understand how quickly students have completed the book review.
4. To understand what type of mode prospective teachers have used to read the book.
5. To understand with whom the content of the book was discussed or shared.
6. To understand views of prospective teachers on relevance of Divaswapna book for present generation of teachers

### Methodology:

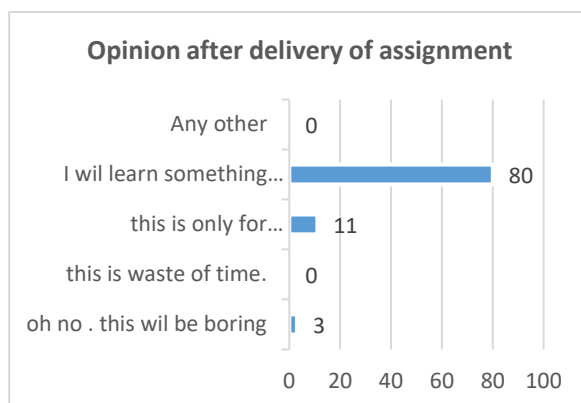
All the students of first year B.Ed. of GVM's Dr. Dada Vaidya College of Education, Ponda Goa were selected from the academic year 2024-25. As a part of internal assessment prospective teachers were given assignment to review Divaswapna book. They were given 30 days to complete the book review and submit the report. Later through google form, they were asked to provide their valuable feedback. Altogether 94 students responded out of 108 and had filled the form. The collected data was analyzed using pie chart and bar diagram.

### Analysis and Discussions:

**Objective 01:** To understand the opinion of prospective teachers on book review.

**Objective 02:** To understand how many students have tried to find other philosopher's book for reading purpose.

**Figure 01**



**Figure 02**

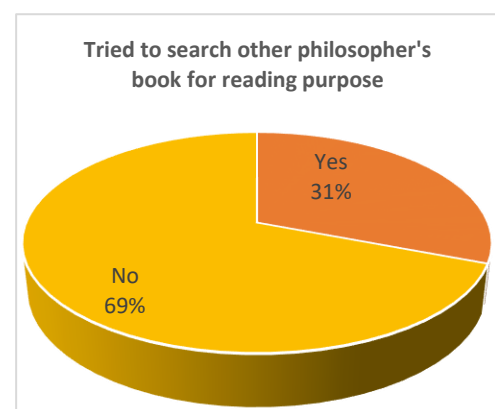


Figure 01, illustrates the responses of participants regarding their perceptions on post-assignment. The dominant response (80) was "I will learn something new", indicated a strong intrinsic motivation and openness to the learning opportunity presented by the book review. This indicates that most participants found the assignment educationally meaningful and engaging. Only 03 respondents found that this task will be boring. None of the students selected 'this will be waste of time' and no one gave 'any other' option. So it could be concluded that given assignment of book review was meaningful and it helped the students to gain new information about teaching learning process. The similar activity can be given to prospective teachers in upcoming years as a part of internal assessment.

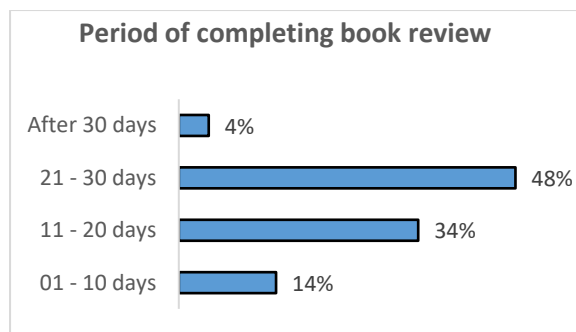
Figure 02 displays the percentage of students who tried to search other philosopher's book. It was found that only 31% of prospective teachers have tried and remaining that is 69% never thought or tried to search any other philosophers book. This indicates that prospective teachers are not thinking out of box to gain more knowledge, whatever task is given by teachers that only they tries to complete as it contains marks. With such approach, it

may be difficult to prospective teachers to improve in future. A teacher needs to become an lifelong learner by gaining more and more knowledge to guide students in best possible manner..

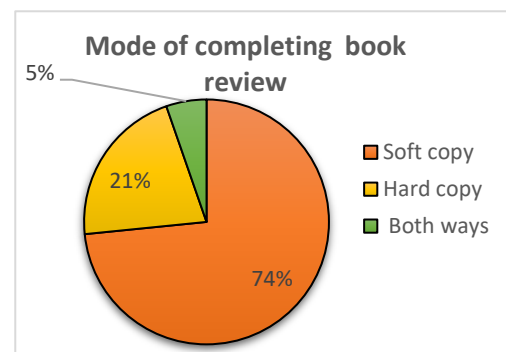
**Objective 03:** To understand how quickly students have completed the book review.

**Objective 04:** To understand what type of mode prospective teachers have used to read the book.

**Figure 03**



**Figure 04**



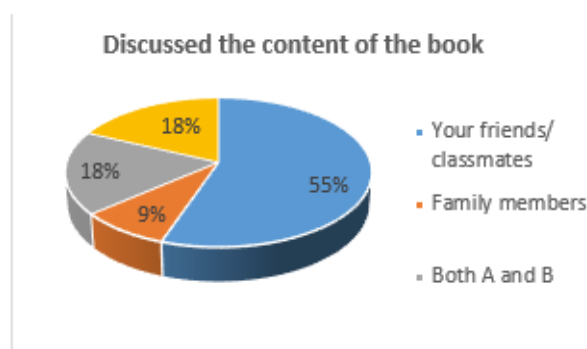
From figure 03, it can be found that 14% respondents have completed the book review during first 10 days, 34% respondents completed during 11- 20 days, majority of the respondents that is 48% finished during last ten days, and very few that is 04% submitted after 30 days. It can be concluded that, majority of the respondents wait till last moment to complete the given task, 48% respondents were proactive and eager to complete the assignment. It was also found that very few that is 4% respondents were least bother to complete the assignment on time indicating carelessness to complete work on time. May be this 4% are those who joined the course not by choice but by chance or parental pressure.

From figure 04, it can be stated that 74% respondents used soft copy to complete the book review showing preference towards digital learning or may be hard copy was not easily available. Around 21% used hard copy to complete the book review, they may be one who regularly visit the library and like reading the books and issued the copy before anyone can issue. Only 5% used both soft and hard copy to complete the book review. Since majority of the students preferred online mode, that means prospective teachers prefer mobile learning over book learning. So study can be conducted on number of hours spend on mobile by prospective teachers in various areas throughout the days.

**Objective 05:** To understand with whom content of the book was discussed or shared.

**Objective 06:** To understand views of prospective teachers on relevance of Divaswapna book for present generation of teachers

**Figure 05**



**Figure 06**

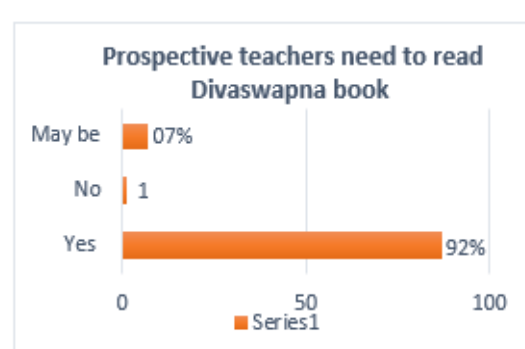




Figure 05, depicts that 55% of respondents shared the content of book review with their friends/ classmate indicating peer based interaction is high among the prospective teachers which shows good bonding between the peer groups. Around 18% respondents shared the content with both friends/classmates and family members, this shows such respondents are open minded and share their information with family and friends. Around 09% shared the content only with family members which states that such respondents are very close to their family members may be their family members gives them enough time or they have joint family for easy interaction and discussion. Also 18% students have not discussed the content with 'none of the above', such respondents may be introvert and they might have nuclear family where both parent are working and not able to give their children's enough time.

As per figure 06, it can be understood that majority of the respondents that is 92% stated that future prospective teachers need to read Divaswapna book, this shows that they were convinced that Divaswapna book can help prospective teachers to understand teaching learning process and provides them ideas to inculcate the practices that were carried out by Gijubhai Bedheka. Very few that is 1% said 'no' and 07% responded as 'may be' which suggest Divaswapna book need to be used by all the prospective teachers to improve their teaching techniques.

#### Findings and Conclusions:

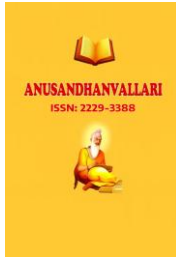
- Around 85% of respondents opined that Divaswapna book reviewed help them to learn something new and was useful to understand how to make their teaching more interesting though various activities.
- 92.5% respondent agreed that Divaswapna book need to be read by all future prospective teachers as it guides them how to improve their teaching and helps to understand various skills and strategies of teaching.
- 74% respondent used digital mode for book review as it may be easily available on smartphone or they are not using library resources properly.
- 55% prospective teachers were found comfortable to discuss the book content only with their own peers while 18% with both peer and family members whereas 18% did not discuss it with anyone else as they may be introvert.
- Majority of the respondent that is 48% completed the book review during the last moment. It was also found that very few that is 4% respondents were least bother to complete the assignment on time indicating carelessness to complete work.
- It was found that 69% prospective teachers have not tried to refer any other philosopher book, they are focused only on task given by teachers. Majority of the students are not thinking beyond the syllabus to improve the knowledge or improve the skills.

#### Suggestions for Further Study:

- Similar study can be conducted by using other philosopher's books.
- Study can be conducted on the usage of library books by prospective teachers.
- Study can be conducted to understand the various reasons of prospective teachers joining for teacher training program.
- Comparative study can be conducted on the usage of library book and academic performance of prospective teachers.

#### References

- [1] Chandan Shrivastav. (2020, July 8). *Emotions, Identity and Mental Well-being of Teachers: Some Lessons from "Divaswapna."* Expressions India; The National Life Skills, Value Education & School Wellness Program. [https://www.researchgate.net/publication/342770777\\_Emotions\\_Identity\\_and\\_Mental\\_Well-](https://www.researchgate.net/publication/342770777_Emotions_Identity_and_Mental_Well-)



---

being\_of\_Teachers\_Some\_Lessons\_from\_

- [2] Das, R., Dhankar, N., & Chackroborty, U. (2024). Similarities of Gijubhai Badheka's Philosophy of Education and Suggestions of NEP -2020 on Primary Education. *International Journal of Scientific Development and Research*, 9(06), 48. <https://www.ijedr.org/papers/IJEDR2406007.pdf>
- [3] Sharma, M., & Kulshrestha, B. (2022, June). *RELEVANCE OF GIJUBHAI BADHEKA'S PHILOSOPHY IN CONTEXT TO NEP-2020*. Neuroquantology.com. [https://www.neuroquantology.com/openaccess/RELEVANCE+OF+GIJUBHAI+BADHEKA%25E2%2580%2599S+PHILOSOPHY+IN+CONTEXT+TO+NEP-2020\\_12379/?download=true](https://www.neuroquantology.com/openaccess/RELEVANCE+OF+GIJUBHAI+BADHEKA%25E2%2580%2599S+PHILOSOPHY+IN+CONTEXT+TO+NEP-2020_12379/?download=true)