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**AN ANALYTICAL STUDY OF TEACHING APTITUDE IN RELATION TO
SOCIAL ADJUSTMENT AMONG SECONDARY SCHOOL TEACHERS****DR. HIRALKUMAR M. BAROT**Assistant Professor,
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INTRODUCTION

A teacher should always be fair in his dealings with students, a sense that a teacher treats all students equally, that he does not show favour to any student for reasons of caste, sex, relationship with influential people or any other consideration. Fair dealing with students is a very important point, particularly in case of co-education. This is because many teachers show a lenient attitude towards girls. Students, whether boys or girls, should be equally and fairly treated.

The question of uprightness is very important for any teacher. A teacher not only imparts knowledge which a bright student in any case can get directly from books, he also presents a role model before the students. Students come to a teacher after the classroom to seek guidance, normally regarding the subject matter in hand but often on non-academic matters also. The student believes that, because of his scholarship as well as his comparative maturity, the teacher can put him on the right path.

The relationship between a teacher and students is very important. A student can really learn from a teacher only when he commands his respect, and if he wishes to have his respect, he has to be worthy of it. One of the important preconditions for commanding the respect of students is upright behaviour.

Teachers should recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided. They should work to improve education in the community and strengthen the community's moral and intellectual life. Teachers should be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole. They should perform the duties of citizenship, participate in community activities and shoulder the responsibilities in public offices, and restrain from taking part in or subscribing to or assisting in any activities which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration.

Several educationalists in India and abroad have stressed the importance of promoting values in society through education, which is facing the crisis of character in different spheres of life. Radhakrishnan Commission (1949) held the view in addition to the search for truth through scientific and scholarly pursuits an important task of education is a concern with values. The National Policy on Education (1986) observes. “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social, moral and national values”. In this context, the role of teachers has remained important throughout.

The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. Due to tremendous scientific and technological development and highly efficient media, our globe is shrinking into a global village; shrinking of globe will bring the people together and, therefore, chances of conflicts among ideas, values, emotions, etc., will increase. Hence, we need individuals who can tackle these interpersonal conflicts successfully in future society. Thus, educating the individuals for such purpose is of great importance for future teachers.

If we wish teachers to have a place of honour in the community, the teachers have to continuously upgrade their professional skills, and have a code of conduct for the discharge of their duties. They must have commitment to their subject, to their students and to the nation. Teachers are often criticized for doing very little work and for having too many holidays. There is no doubt that some teachers do give room for such comments to be made about them. A teacher should remain a student throughout his life and take interest in people and social issues as well as things. Teachers have always played a major role in the social and national reconstruction and will continue to do so in future too.

STATEMENT OF THE PROBLEM

An Analytical Study of Teaching Aptitude in Relation to Social Adjustment among Secondary School Teachers

OBJECTIVES OF THE STUDY

The objectives of the present study entitled “A Study of Teaching Aptitude, Social Adjustment of Secondary School Science Teachers” are

1. To Study the teaching aptitude and social adjustment of secondary school teachers.

2. To Study the difference in the teaching aptitude and social adjustment of men and women secondary school teachers.
3. To Study the difference in the teaching aptitude and social adjustment of rural and urban secondary school teachers.
4. To Study the difference in the teaching aptitude and social adjustment of government and private secondary school teachers.
5. To Study the difference in the teaching aptitude and social adjustment of residential and non-residential secondary school teachers.
6. To Study the difference in the teaching aptitude and social adjustment of English medium and Gujarati medium secondary school teachers.
7. To Study the difference in the teaching aptitude and social adjustment of more-experienced and less-experienced secondary school teachers.
8. To Study the difference in the teaching aptitude and social adjustment of aged above 40 years and below 40 years secondary school teachers.
9. To Study the association among teaching aptitude and social adjustment of secondary school teachers.
10. To Study the association among teaching aptitude and social adjustment of men and women secondary school teachers, rural and urban secondary school teachers, government and private secondary school teachers, residential and non-residential secondary school teachers, English medium and Gujarati medium secondary school teachers, more-experienced and less-experienced secondary school teachers and aged below 40 years and above 40 years secondary school teachers.

EDUCATIONAL IMPLICATION

The major educational implication of the present study would be to develop the teaching aptitude and social adjustment among the secondary school teachers, if found less. Necessary suggestions will be for the same based on the past experiences and research results.

OPERATIONAL DEFINITIONS OF KEY TERMS

The operational definitions of the important terms used in the present study are discussed here.

Teaching Aptitude

Teaching aptitude refers to the aptitude for the teaching profession. The word 'aptitude' is derived from the word 'Aptos' which means fitted for. It may be defined as a pronounced innate capacity for or ability in a given line of endeavour such as particular teaching, school subject, art or vocation. It refers to an individual's in born capacities or potentialities which are indicative of special abilities.

Social adjustment

Adjustment is a signal of harmonious relationship between a man and his environment. When we adjust ourselves by this means we are changing in some way to adopt or accommodate ourselves in order to get certain demands of our environment. The conditions in the environment are in a continuous realm of changes. We change our nature in order to get ourselves in the realm of nature. Thus, the process of adjustment is a continuous one.

VARIABLES OF THE STUDY

Variables are necessary requisites for any worthwhile research for the purpose of comparison. For the present study, the following variables are considered.

1. **Gender:** Secondary school men Hindi teachers versus secondary school women Hindi teachers.
2. **Locality:** Urban secondary school Hindi teachers versus rural secondary school Hindi teachers.
3. **Management:** Government secondary school Hindi teachers versus private secondary school Hindi teachers.
4. **Residence:** Residential secondary school Hindi teachers versus non-residential secondary school Hindi teachers.
5. **Medium of Instruction:** English medium secondary school Hindi teachers versus Gujarati medium secondary school Hindi teachers.
6. **Age:** Aged above 40 years secondary school Hindi teachers versus aged below 40 years secondary school Hindi teachers.
7. **Experience:** More-experienced secondary school Hindi teachers versus less-experienced secondary school Hindi teachers.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated in the present study.

Hypothesis 1: The secondary school Hindi teachers are not possessing high teaching aptitude.

Hypothesis 1A: There is no significant difference in the teaching aptitude of men and women secondary school Hindi teachers.

Hypothesis 1B: There is no significant difference in the teaching aptitude of rural and urban secondary school Hindi teachers.

Hypothesis 1C: There is no significant difference in the teaching aptitude of government and private secondary school Hindi teachers.

Hypothesis 1D: There is no significant difference in the teaching aptitude of English medium and Gujarati medium secondary school Hindi teachers.

Hypothesis 1E: There is no significant difference in the teaching aptitude of residential and non-residential secondary school Hindi teachers.

Hypothesis 1F: There is no significant difference in the teaching aptitude of aged below 40 years and above 40 years secondary school Hindi teachers.

Hypothesis 1G: There is no significant difference in the teaching aptitude of more-experienced and less-experienced secondary school Hindi teachers.

Hypothesis 2: The secondary school Hindi teachers are not possessing high social adjustment.

Hypothesis 2A: There is no significant difference in the social adjustment of men and women secondary school Hindi teachers.

Hypothesis 2B: There is no significant difference in the social adjustment of rural and urban secondary school Hindi teachers.

Hypothesis 2C: There is no significant difference in the social adjustment of government and private secondary school Hindi teachers.

Hypothesis 2D: There is no significant difference in the social adjustment of English medium and Gujarati medium secondary school Hindi teachers.

Hypothesis 2E: There is no significant difference in the social adjustment of residential and non-residential secondary school Hindi teachers.

Hypothesis 2F: There is no significant difference in the social adjustment of aged below 40 years and above 40 years secondary school Hindi teachers.

Hypothesis 2G: There is no significant difference in the social adjustment of more-experienced and less-experienced secondary school Hindi teachers.

Hypothesis 3: The secondary school Hindi teachers are not possessing high job satisfaction.

- Hypothesis 3A:** There is no significant difference in the job satisfaction of men and women secondary school Hindi teachers.
- Hypothesis 3B:** There is no significant difference in the job satisfaction of rural and urban secondary school Hindi teachers.
- Hypothesis 3C:** There is no significant difference in the job satisfaction of government and private secondary school Hindi teachers.
- Hypothesis 3D:** There is no significant difference in the job satisfaction of English medium and Gujarati medium secondary school Hindi teachers.
- Hypothesis 3E:** There is no significant difference in the job satisfaction of residential and non-residential secondary school Hindi teachers.
- Hypothesis 3F:** There is no significant difference in the job satisfaction of aged below 40 years and above 40 years secondary school Hindi teachers.
- Hypothesis 3G:** There is no significant difference in the job satisfaction of more-experienced and less-experienced secondary school Hindi teachers.
- Hypothesis 4:** There is no significant association among teaching aptitude, social adjustment and job satisfaction of secondary school Hindi teachers.
- Hypothesis 4A:** There is no significant association among teaching aptitude, social adjustment and job satisfaction of men and women secondary school Hindi teachers
- Hypothesis 4B:** There is no significant association among teaching aptitude, social adjustment and job satisfaction of rural and urban secondary school Hindi teachers.
- Hypothesis 4C:** There is no significant association among teaching aptitude, social adjustment and job satisfaction of government and private secondary school Hindi teachers.
- Hypothesis 4D:** There is no significant association among teaching aptitude, social adjustment and job satisfaction of English medium and Gujarati medium secondary school Hindi teachers.
- Hypothesis 4E:** There is no significant association among teaching aptitude, social adjustment and job satisfaction of residential and non-residential secondary school Hindi teachers.
- Hypothesis 4F:** There is no significant association among teaching aptitude, social adjustment and job satisfaction of aged below 40 years and above 40 years secondary school Hindi teachers.

Hypothesis 4G: There is no significant association among teaching aptitude, social adjustment and job satisfaction of more-experienced and less experienced secondary school Hindi teachers.

SAMPLE OF THE STUDY

After finalizing the variables of the present study, considerations were given to whether the entire population is to be made the subjects for data collection or a particular group is to be selected as a representative of the whole population. The entire population here refers to all the secondary school Hindi teachers working in Dahod District. The total sample of 480 secondary school Hindi teachers were selected for the sample of the study.

TOOLS OF THE STUDY

A research tool plays a major role in any worthwhile research as it is the sole factor in determining the sound data and in arriving at perfect conclusions about the problem on hand, which ultimately, helps in providing suitable remedial measures to solve the problem concerned.

MEASUREMENT OF TEACHING APTITUDE

Considering the flaws and merits of the selection of tools in either way, the researcher is interested in using the standardized tool as the present study involves a thorough study of teaching aptitude of the secondary school Hindi teachers. Hence, the investigator selected the "Teaching Aptitude Test Battery (TATB)", which was prepared and standardized by Shamim Karim and Ashok Kumar Dixit, to study the teaching aptitude of the secondary school Hindi teachers working in the secondary schools of Dahod District.

DATA COLLECTION

The investigator personally visited the selected secondary schools and administered the tests after taking permission from the administration. Before administering the test, clear instructions were given to the secondary school Hindi teachers and doubts were clarified. Tests were administered in ideal conditions. Thus, data was collected from the total sample, scoring was done and scores were assigned to each secondary school Hindi teacher.

CONCLUSIONS AND DISCUSSION

The following are the conclusions drawn from the analysis data. These conclusions were arrived at after appropriate research findings and these were followed by necessary discussion.

TEACHING APTITUDE OF SECONDARY SCHOOL HINDI TEACHERS

1. The secondary school Hindi teachers are having very high teaching aptitude.
2. The secondary school men and women Hindi teachers possess a very high teaching aptitude with a significant difference in their teaching aptitude. The men Hindi teachers have a higher teaching aptitude than women Hindi teachers.
3. The rural and urban secondary school Hindi teachers have very high teaching aptitude with a significant difference. The rural teachers have a better teaching aptitude than their urban counterparts.
4. The government and private secondary school Hindi teachers have a very high teaching aptitude without any significant difference between them.
5. The English medium and Gujarati Medium secondary school Hindi teachers possess a very high teaching aptitude with a significant difference between them in the level of their teaching aptitude. The English medium secondary school Hindi teachers have a better teaching aptitude than Gujarati Medium secondary school Hindi teachers.
6. The residential and non-residential secondary school Hindi teachers possess very high teaching aptitude with a significant difference in the level of their teaching aptitude. The residential school Hindi teachers have a better teaching aptitude than non-residential secondary school Hindi teachers.
7. The secondary school Hindi teachers aged above 40 years and below 40 years possess a very high teaching aptitude with a significant difference. The more aged teachers are possessing higher teaching aptitude than their counterparts.
8. The less-experienced and more-experienced secondary school Hindi teachers have a very high teaching aptitude with a significant difference in their level of teaching aptitude. The less-experienced Hindi teachers possess a better teaching aptitude than their more experienced counterparts.

SOCIAL ADJUSTMENT OF SECONDARY SCHOOL HINDI TEACHERS

1. The secondary school Hindi teachers have an average level of social adjustment.
2. The secondary school men and women Hindi teachers possess an average social adjustment with a significant difference between them. The men Hindi teachers have better adjustment than women Hindi teachers though both of them possess only average social adjustment.

3. The rural and urban secondary school Hindi teachers have average social adjustment with a significant difference between them. The rural Hindi teachers are better at social adjustment than their urban counterparts.
4. The Hindi teachers working in government and private secondary schools possess an average social adjustment without any significant difference between them in social adjustment.
5. The English medium and Gujarati Medium secondary school Hindi teachers possess average social adjustment with a significant difference between them. The English medium secondary school Hindi teachers indicate less social adjustment than English medium Hindi teachers though both of them reveal only with average level of social adjustment.
6. The residential and non-residential secondary school Hindi teachers have average social adjustment without any significant difference between them.
7. The secondary school Hindi teachers aged above 40 years and below 40 years possess average social adjustment without any significant difference between them.
8. The secondary school Hindi teachers with less-experience and more-experience have average social adjustment with a significant difference. The less-experienced Hindi teachers are socially able to adjust better than the more experienced Hindi teachers.

ASSOCIATION AMONG TEACHING APTITUDE AND SOCIAL ADJUSTMENT OF SECONDARY SCHOOL HINDI TEACHERS

1. There is a significant association between teaching aptitude and social adjustment and between social adjustment and job satisfaction. There is no association between job satisfaction and teaching aptitude of secondary school Hindi teachers.
2. There is a significant association between teaching aptitude and social adjustment, and social adjustment and job satisfaction in both men and women secondary school Hindi teachers. There is no significant association between job satisfaction and teaching aptitude of men and women secondary school Hindi teachers.
3. There is a significant association among Teaching Aptitude and Social Adjustment of urban secondary school Hindi teachers. There is a significant association between teaching aptitude and social adjustment, and social adjustment and job satisfaction, but there is no significant association between job satisfaction and teaching aptitude of rural secondary school Hindi teachers.

4. There is a significant association among Teaching Aptitude and Social Adjustment of private secondary school Hindi teachers. There is a significant association between teaching aptitude and social adjustment, and social adjustment and job satisfaction except job satisfaction and teaching aptitude of government secondary school Hindi teachers.
5. There is a significant association among Teaching Aptitude and Social Adjustment of Gujarati Medium secondary school Hindi teachers. There is a significant association among teaching aptitude and social adjustment, and social adjustment, except job satisfaction and teaching aptitude of English medium secondary school Hindi teachers.
6. There is a significant association among Teaching Aptitude and Social Adjustment of residential secondary school Hindi teachers. There is a significant association between teaching aptitude and social adjustment, and social adjustment and job satisfaction, except job satisfaction and teaching aptitude of non-residential secondary school Hindi teachers.
7. There is a significant association among Teaching Aptitude and Social Adjustment of secondary school Hindi teachers irrespective of their age levels.
8. There is a significant association among Teaching Aptitude and Social Adjustment irrespective of experience.

SUGGESTIONS FOR FURTHER RESEARCH

In the light of the present study, the following studies may be taken up by the researchers.

- Comprehensive studies may be taken up covering the entire sample of the state To Study the level of teaching aptitude, social adjustment or job satisfaction.
- Studies may be taken up to identify the relationship between the Teaching Aptitude and Social Adjustment of the teachers and the academic excellence of the students.
- Studies may be taken up to compare the teaching aptitude, social adjustment and job satisfaction of the teachers of primary and secondary schools in order to fill the gap between these two levels.
- Studies may be taken up to know the influence of head of the school in enhancing teaching aptitude and social adjustment
- Studies may be taken up to study the social adjustment and social adjustment of preservice teachers considering their age, sex, qualifications, etc.

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**AI AND THE FUTURE OF ENGLISH AS A SECOND LANGUAGE TEACHING:
A STUDY WITH SPECIAL REFERENCE TO GUJARAT STATE**

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Introduction

English as a Second Language (ESL) instruction in Gujarat functions within a multilingual environment where Gujarati, Hindi, and other regional languages coexist with English. The 21st-century classroom increasingly depends on digital resources and teacher adaptability. Artificial Intelligence (AI), encompassing adaptive systems, natural language processing (NLP), speech recognition, and data analytics, promises new affordances for ESL learning: individualized pathways, instant formative feedback, scalable speaking practice, and analytics-informed pedagogy. For Gujarat — with its mix of urban centres and rural classrooms, thriving edtech markets, and active teacher-education institutions — AI offers an opportunity and a responsibility: to harness technology in ways that are pedagogically sound, culturally responsive, and equitably distributed.

AI Applications Relevant to ESL Teaching

1. **Adaptive Learning Platforms.** AI-driven platforms tailor content difficulty and sequencing to learner performance, giving weaker students more scaffolding while challenging advanced learners. In ESL, these platforms can adapt vocabulary sets, grammar items, reading texts, and listening tasks to individual profiles.
2. **Intelligent Tutoring and Chatbots.** Conversational agents powered by NLP provide low-stakes speaking and writing practice. Chatbots simulate dialogues (ordering food, asking for directions, job interview practice), giving learners repeated, accessible practice outside class time.
3. **Automated Assessment and Feedback.** Tools that score essays, detect grammatical errors, and provide revision suggestions (with explainers) speed feedback loops. Speech-recognition systems offer pronunciation scoring and corrective exercises — valuable where teacher time is limited.

4. Content Creation and Localization. AI can assist teachers in generating graded reading passages, comprehension questions, and lesson plans adapted to local contexts (e.g., incorporating Gujarat cultural references), saving faculty preparation time and increasing relevance.
5. Learning Analytics for Informed Pedagogy. Aggregated data on student engagement, error patterns, and progress helps teachers design targeted interventions and reflect on teaching effectiveness.

Potential Benefits for Gujarat's ESL Context

- **Increased Individualization:** Many Gujarat classrooms have mixed-ability groups. AI supports differentiated instruction at scale, helping close gaps without requiring constant one-to-one teacher attention.
- **Expanded Access:** Rural learners with limited local ESL teachers gain exposure to interactive, AI-supported practice via mobile devices.
- **Teacher Empowerment:** By automating routine assessment, AI frees teachers to focus on higher-order tasks: facilitating discussions, developing critical thinking, and cultural mediation.
- **Professional Development:** AI-driven microlearning modules can upskill teachers in ESL methodologies, classroom management, and digital pedagogy, delivered asynchronously.
- **Language Confidence:** Students receive safe, private practice (speaking, writing) that reduces affective filters — a key barrier in language acquisition.

Constraints and Risks

1. Infrastructure and Digital Divide. Effective AI use requires reliable internet, devices, and electricity—uneven across Gujarat. Without investment, AI may widen rather than reduce inequities.

2. Teacher Preparedness and Beliefs. Teachers need training not only in tool operation but in integrating AI outputs pedagogically. Resistance may arise if AI is viewed as surveillance or replacement.

3. Cultural and Linguistic Bias. Many AI language models are trained on global English corpora and may not recognize Gujarati-accented English or local syntactic patterns, producing unfair assessments.

4.Data Privacy and Ethics. Student data (audio, writings, performance logs) must be stored and used ethically. Clear consent, local data governance, and anonymization practices are essential.

5.Overreliance on Technology. Excessive dependence on AI can limit interpersonal language learning opportunities and reduce classroom sociocultural interaction that fosters pragmatic competence.

Pedagogical Guidelines for Effective Integration

1.Blend, Don't Replace. Use AI to augment communicative, task-based, and content-based ESL approaches. AI works best when integrated into a teacher-led design that prioritizes interaction and meaningful use of language.

2.Localize Content. Ensure AI-generated materials reflect Gujarat's cultural context, curricular standards, and learner interests to increase motivation and transferability.

3.Focus on Teacher Agency. Position teachers as interpreters of AI insights: they should validate, adapt, and contextualize AI feedback for learners, not merely transmit it.

4.Incorporate Critical Digital Literacy. Teach learners to understand AI feedback limits, evaluate automated corrections, and develop metacognitive strategies for using tech effectively.

5.Layer Assessments. Combine automated formative feedback with teacher-led summative assessments and oral tasks to create a balanced evaluation system.

Policy and Institutional Recommendations for Gujarat

- **Infrastructure Investment:** State and district policymakers should prioritize robust connectivity and device access in underserved areas, possibly through public-private partnerships.
- **Teacher Education Reform:** Pre-service and in-service programs in Gujarat must include modules on AI literacy, pedagogical data use, and ethical guidelines. Universities and DIETs (District Institutes) should pilot practice-centered AI labs for trainee teachers.
- **Localized AI Solutions:** Encourage local edtech development that trains models on Gujarati-accented speech and bilingual corpora; this reduces bias and improves relevance.
- **Data Governance Frameworks:** State education departments should adopt clear rules for student data protection, consent, and third-party vendor accountability.
- **Research and Evaluation:** Fund longitudinal studies to measure AI's impact on ESL outcomes in Gujarat's diverse settings, guiding evidence-based scaling.

Implications for Teacher Education Programs

Teacher educators must equip future ESL teachers with competencies beyond grammar and methodology: digital pedagogy, ethical use of AI, data-informed decision-making, and strategies for equitable technology mediation. Practicum placements should include exposure to AI tools, critical reflection assignments, and project-based tasks where trainee teachers design blended lessons incorporating AI resources suitable for Gujarat classrooms.

Conclusion

AI holds substantial promise for enhancing ESL teaching in Gujarat by personalizing learning, offering scalable speaking practice, and supporting teacher professional growth. Yet this potential will be realized only through context-sensitive implementation that addresses infrastructure, equity, bias, data ethics, and teacher agency. For Gujarat — a state with strong educational institutions and a dynamic edtech ecosystem — the path forward is to pilot thoughtful, locally informed AI initiatives, couple them with robust teacher education, and enact policies that protect learners while expanding access. When applied responsibly, AI can help make English language learning more inclusive, effective, and empowering for learners across Gujarat.

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**EFFECTIVE LEARNING HABITS FOR ENGLISH LANGUAGE PROFICIENCY:
INSIGHTS FOR B.ED TRAINEES**

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1. Introduction

Language proficiency, especially in English, has become an essential attribute of effective teachers in India's multilingual classrooms. English, as a second language (L2), functions as a medium of communication and a tool for professional advancement. For Bachelor of Education (B.Ed) trainees, mastering English is vital for effective pedagogy, research engagement, and career success. However, many trainees face challenges due to limited exposure and traditional learning approaches. Therefore, it is necessary for teacher trainees to adopt effective learning habits that promote self-regulated and sustained language development.

2. Concept of English Language Proficiency

English language proficiency refers to the ability to use English accurately, appropriately, and fluently in various contexts. It includes linguistic competence (grammar, vocabulary), communicative competence (fluency and appropriateness), and strategic competence (ability to overcome communication gaps).

3. Importance of English Proficiency for B.Ed Trainees

English language proficiency is a cornerstone of effective teaching and professional identity for B.Ed trainees. In India, where the medium of instruction in many higher education institutions and secondary schools is English, teacher trainees must be capable of communicating ideas clearly, comprehending academic content, and facilitating student learning confidently.

a. Academic Significance

Proficiency in English enables B.Ed trainees to:

- Read and interpret academic texts, research papers, and policy documents such as NEP 2020 or NCF 2023.

- Write assignments, reflective journals, and teaching lesson plans effectively.
- Participate in seminars, workshops, and educational discussions using appropriate academic vocabulary.

Example:

A B.Ed trainee preparing a micro-teaching lesson in “Child-Centered Education” can use English effectively to explain complex psychological concepts to peers, showcasing both content mastery and language competence.

b. Professional Importance

In many schools, English serves as both a medium of instruction and communication with students, parents, and colleagues.

- Teachers with strong English proficiency can engage students in interactive discussions, use authentic reading materials, and design communicative classroom activities.
- It also enhances employability, as English-medium schools prefer educators who can model language use effectively.

Example:

During a classroom demonstration, a trainee using storytelling techniques in English helps students develop both comprehension and creativity — demonstrating integrated language use.

c. Personal Growth

English proficiency also promotes confidence, cross-cultural awareness, and self-expression. Trainees who can articulate their ideas clearly feel more empowered during internships, interviews, and professional interactions.

4. Understanding Learning Habits

Learning habits refer to the systematic behaviors and cognitive strategies learners adopt to improve their knowledge and skills. These habits go beyond rote learning — they involve self-discipline, organization, persistence, and reflection.

a. Core Elements of Learning Habits

- **Consistency:** Regular exposure to English through reading, speaking, and writing.
- **Goal-Orientation:** Setting realistic and measurable learning targets.
- **Self-Regulation:** Monitoring progress and adjusting learning methods accordingly.
- **Reflection:** Evaluating one’s performance and identifying areas for improvement.

b. Examples of Positive Learning Habits

- Reading one English article daily and summarizing it in one's own words.
- Keeping a “language diary” to record new vocabulary and expressions.
- Practicing pronunciation using mobile apps like Elsa Speak or BBC Learning English.
- Participating in English clubs or peer-group discussions weekly.

Classroom Example:

A trainee teacher organizes a “Vocabulary Wall” in the classroom where new words from lessons are displayed, encouraging both teacher and students to use them daily.

5. Theoretical Background: Second Language Acquisition (SLA) Perspective

Understanding how languages are learned helps B.Ed trainees apply theory into practice. Major SLA theories provide frameworks for cultivating effective learning habits.

a. Krashen's Input Hypothesis (1985)

Krashen proposed that learners acquire language when exposed to “comprehensible input”—language slightly above their current level ($i+1$).

Example:

Watching English news with subtitles allows trainees to grasp new words naturally without feeling overwhelmed.

b. Vygotsky's Sociocultural Theory (1978)

Language learning occurs through social interaction and scaffolding — guidance from peers or teachers within the learner's Zone of Proximal Development (ZPD).

Example:

Peer teaching activities in B.Ed classrooms where trainees explain grammar points to each other reinforce both understanding and communication skills.

c. Oxford's Learning Strategy Model (1990)

Oxford emphasized the use of metacognitive strategies (planning, monitoring, evaluating) and affective strategies (reducing anxiety, increasing motivation).

Example:

A trainee reflecting weekly on what learning method worked best (reading aloud, listening to podcasts, etc.) is applying metacognitive awareness.

6. Effective Learning Habits for English Language Mastery

For B.Ed trainees, cultivating effective habits can transform language learning from a classroom task into a lifelong process.

a. Reading Regularly

- Read newspapers (The Hindu, Times of India), journals, and educational blogs daily.

- Develop a habit of summarizing articles orally or in writing to reinforce comprehension.

b. Listening and Speaking Practice

- Engage in English conversation circles or record one's own speech.
- Listen to English podcasts, TED Talks, or documentaries to improve pronunciation and accent.

Example:

Trainees can conduct “Morning Talk Sessions” in English, where each student speaks for two minutes on a topic of choice.

c. Writing Habit

- Maintain a reflective journal about classroom experiences.
- Practice writing essays, lesson plans, and reflections using accurate grammar and structure.

d. Vocabulary Development

- Use flashcards or digital tools like Quizlet to memorize new words.
- Learn vocabulary through context — for example, from movie dialogues or academic readings.

e. Collaboration and Peer Learning

- Pair discussions, peer feedback, and study groups strengthen motivation and accountability.

Example:

Trainees can review each other's micro-teaching lesson plans and suggest improvements in English usage.

7. Barriers to Developing Effective Learning Habits

Despite motivation, many B.Ed trainees encounter challenges that hinder progress in English language proficiency.

a. Psychological Barriers

- Fear of making mistakes and low self-esteem prevent trainees from speaking English publicly.

Example:

Trainees avoid classroom presentations due to anxiety over pronunciation errors.

b. Environmental Barriers

- Limited exposure to English-speaking environments or lack of digital resources in rural colleges.

Example:

Institutions without language labs or internet access restrict experiential learning.

c. Pedagogical Barriers

- Overemphasis on grammar drills rather than communication discourages active learning.
- Teacher feedback often focuses on errors rather than encouragement.

d. Time Management and Motivation

- Balancing coursework, internships, and exam preparation leaves little time for English practice.
- Inconsistent motivation leads to irregular study habits.

Overcoming Barriers:

- Creating English-only zones on campus.
- Encouraging daily “micro goals” (e.g., learning five new idioms).
- Integrating English use in all subject areas.

8. Role of Teacher Educators in Promoting Learning Habits

Teacher educators play a pivotal role in shaping B.Ed trainees’ linguistic growth. They must model effective communication and foster autonomous learning.

a. Modeling Best Practices

Educators who use English naturally and confidently in class inspire students to emulate similar fluency.

b. Encouraging Reflective Practice

Introducing learning journals or portfolio assessment helps trainees document progress and challenges.

Example:

A trainee reflects weekly: “What did I learn? What can I improve next week?”

c. Integrating ICT Tools

Using tools such as Duolingo, YouTube tutorials, and Google Classroom for interactive language tasks enhances engagement.

d. Task-Based Learning

Designing real-life tasks — such as preparing lesson plans, mock interviews, or English debates — promotes active learning and communication.

9. Effective Learning Environments for Language Development

An enabling learning environment nurtures curiosity, interaction, and confidence in English communication.

a. Interactive Classrooms

- Teachers create discussion-based lessons where English is used for meaningful purposes.

Example:

Group projects, storytelling, or classroom debates allow practical language use.

b. Technology-Integrated Spaces

Language labs, smart classrooms, and online platforms provide authentic input through videos, listening exercises, and pronunciation tools.

c Co-Curricular Activities

Clubs, seminars, and drama competitions in English motivate natural language use.

Example:

An “English Week” with events like “Extempore Speech,” “Word Puzzle,” and “Role Play” reinforces both fun and learning.

d. Supportive and Inclusive Environment

Creating a non-judgmental classroom culture encourages risk-taking in language practice. Teachers should appreciate effort, not just accuracy

10. Findings and Discussion

Research shows that trainees with consistent learning habits perform better in language assessments and classroom communication. Digital literacy and collaboration enhance these results, emphasizing continuous practice and reflection.

11. Conclusion

Effective learning habits are essential for English mastery among B.Ed trainees. Through consistent reading, writing, reflection, and collaboration, trainees develop lifelong learning skills that prepare them for professional excellence in teaching.

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**CYBER SECURITY AWARENESS OF HIGHER SECONDARY SCHOOL
STUDENTS**

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INTRODUCTION

The 21st century is characterized by rapid technological growth and widespread internet penetration. India, through initiatives such as Digital India and affordable smartphone access, has experienced exponential growth in internet users, especially among youth. While this digital revolution provides opportunities for communication, online learning, and social engagement, it also exposes young users to increased cyber risks such as identity theft, phishing, stalking, spoofing, cyber bullying, and online fraud. Students of higher secondary level form one of the most vulnerable groups due to their intensive use of social media, online gaming, and digital platforms. Research suggests that although they are heavy internet users, their awareness of cyber hygiene is often limited. Therefore, the present study investigates the level of cyber security awareness among higher secondary students in two schools of Gujarat. The significance of this study lies in highlighting gaps between basic familiarity and deeper understanding of cyber safety practices, thereby guiding educators and policymakers to frame effective cyber awareness programs.

REVIEW OF RELATED LITERATURE

Santosh T. (2022) study on Impact of Cyber Safety and Security Literacy Programme on Cyber Security Competency, Cyber Socialization and Cyber Etiquette among Prospective Teachers in Kerala. Researcher tried to develop and validate a cyber-safety and security literacy program comprising of module lessons and Google site based resource transactions for B.Ed. students. The population of the present study consists of entire B.Ed. trainees of Kerala. 50 BEd Trainees were chosen as the sample for experimentation. The convenience sampling technique is adopted for this purpose. Initially the study analyzed various cyber safety and security frameworks for the design of the program and validated through expert opinion. Three scales namely, cyber security competency scale (CSC-TSKT), Cyber socialization scale (CSS TSKT) and cyber etiquette scale (CES-TSKT) were extensively used for this purpose. The major conclusion emerged out from the study is that cyber safety and

security literacy program confirmed a beneficial impact on augmenting cyber security competency, cyber socialization and etiquettes among the prospective teachers in Kerala.

Kant (2023) used a standard tool PCSPS (Personal Cyber-security Provision Scale) to assess the personal cyber security provision levels of the students registered in higher education where he examined the knowledge and practices of this demographic regarding online security. After all these reviews the researchers did not come across any study which measured the cyber security awareness of rural undergraduate and post graduate students in higher education. Cyber security is the general issue related to online safety, data privacy and other aspects. So, we have considered the UG and PG students for this study.

Shah and Agarwal (2023) recommended Cyber Suraksha, a table top card game, to raise threat awareness and encourage users to implement recommended security precautions for smart phone users. The risk behavior diagnostic scale was used to collect responses from participants in both the control and intervention groups. The results showed that the game was entertaining and fun. The Cyber Suraksha game efficiently convinces users to implement the recommended security controls for the targeted conduct. The findings show that individuals in the intervention group are 2.65 times more likely to follow suggested behavior. The study's findings support the usefulness of hope and fear appeals in raising cyber security awareness.

Angel R. (2024) study on the Awareness of Cyber Safety and Security Among Secondary-Stage Students (Class IX to XII) investigates the level of cyber safety awareness among secondary school students across India in light of growing digital exposure. Conducted by CIET-NCERT, the study sampled over 1.15 lakh students from diverse regions and school types using a structured online survey tool covering five key dimensions: psychological, physical, legal, socioethical, and technical. The research identified significant gaps in students' understanding and practices regarding cyber safety, highlighting disparities based on demographics such as gender, location, and access to digital resources. The findings underscore the urgent need for comprehensive cyber safety education, recommending targeted curricular interventions and policy initiatives to promote responsible digital behavior and safeguard students against emerging online threats.

Researcher reviewed above mentioned studies related to Cyber safety and security in context of objectives, methodology and findings. The researcher found a multi-level sampling approach, covering diverse regions, institute types, and student demographics to ensure comprehensive representation in the above researches. Human error is a big concern, so, education and training programs are recommended to prevent mistakes. Overall, the research emphasizes the need to work together is key to staying safe online and protecting our

information. After reviewing previous research, found research gap to work in the area of cyber security targeting higher secondary school students of Gujarat state. Gujarat has fewer cyber hygiene and security awareness initiatives, particularly in the local language.

OBJECTIVES OF THE STUDY

1. To construct the cyber security awareness questionnaire for higher secondary school students.
2. To measure the cyber security awareness among higher secondary school students.
3. To study the awareness of the cyber security among higher secondary school students.
4. To suggest measures for improving cyber security education at the school level.

RESEARCH QUESTIONS

- How familiar are higher secondary students with cyber security awareness?
- What are their responses to cyberbullying, online fraud, and spoof calls?
- Are they aware of official portals, helplines, and government initiatives?
- Does exposure to awareness programs influence their knowledge levels?
- What measures can be suggested to improve cyber security education at school level?

METHODOLOGY

Research Design: The study adopted a descriptive survey design with elements of action research, aimed at diagnosing gaps in awareness and recommending interventions.

Population and Sample: The population comprised higher secondary students (commerce students) in Gujarat. A purposive sample of 46 students was selected:

26 students from Shreeji Public School, Madhapar (English-medium, Kutch district)

20 students from New Gayatri Higher Secondary School, Ahmedabad (Gujarati-medium)

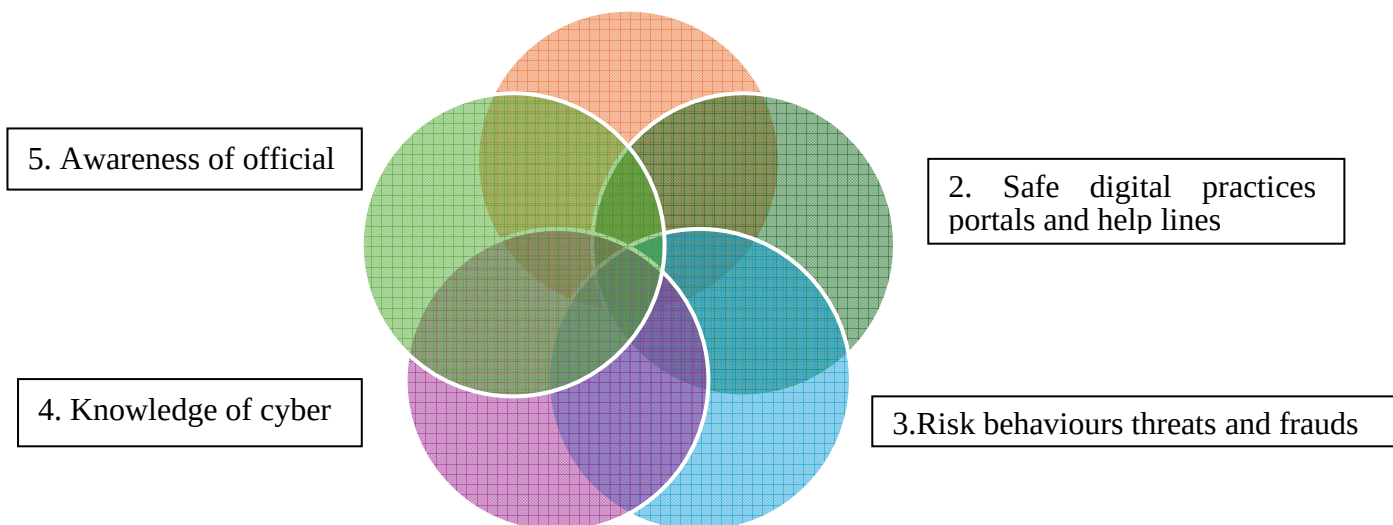
Students ranged in age from 16 to 18 years and included both boys and girls.

Tool: A structured questionnaire consisting of 25 multiple-choice questions was administered. The tool was developed based on existing literature, NCERT guidelines, and government advisories on cyber safety. The items covered five domains:

1. General awareness of cyber security
2. Safe digital practices
3. Risk behaviours
4. Knowledge of cyber threats and frauds
5. Awareness of official portals and help lines

The questionnaire was validated through expert review and translated into Gujarati for clarity

1. General awareness of cyber security



Limitation:

- Small sample size (action research).
- Limited to two schools in Gujarat.
- Limited to Gujarat context; findings may not reflect other regions of India

Data Collection:

The questionnaires were administered in classrooms with the consent of school authorities. Responses were anonymous to encourage honesty.

Data Analysis:

Frequency counts and percentages were computed. Results are presented through Excel-style table for clarity.

Analysis and interpretation of cyber security awareness(N=46)

No.	Item / Theme	Key Findings (Frequency %)	Interpretation
1	Awareness of Cyber Security	44 Yes (95.7%), 2 No (4.3%)	Most students have heard of cyber security, but this may not mean deep understanding.
2	Purpose of visiting cyber café	31 Forms (67.4%), 11 Social media (23.9%) 4 Other (8.7%)	Cyber cafés are mostly used for practical tasks, but some still use for risky entertainment.
3	Practices on public computers	43 Logout (93.5%), 3 Shutdown (6.5%)	Majority understand safe logout, but a small group is at risk.
4	Clicking ads in games	28 Yes (60.9%), 18 No (39.1%)	High risk-taking behaviour, especially among English medium students.

5	Games asking or money	17 All (37%), 13 Free Fire (28.3%), 5 Ludo King (10.9%), 1 BGMI (2.2%)	Awareness of gaming scams exists, but recognition varies.
6	Perception of hacking	41 Negative (89.1%), 5 Positive (10.9%)	Misconceptions exist—some view hacking positively.
7	Victims of cybercrime	29 All groups (63%), 9 Students (19.6%), 5 Girls (10.9%), 3 Children (6.5%)	Majority recognize universality, but some stereotype risk.
8	Response to cyberbullying	17 Ignore (37%), 13 Block parents (28.3%), 16 Reply/Ask to stop (34.8%)	Many ignore bullying, reflecting passive strategies.
9	Medium of fake messages	25 SMS (54.3%), 11 Instagram (23.9%), 6 Email (13%), 4 Facebook (8.7%)	Most linked with fraud, but phishing emails underrecognized.
10	Sharing personal details	8 Yes (17.4%), 38 No (82.6%)	Gujarati-medium students more likely to over share, privacy risk.
11	Awareness of threats	18 Both phishing+ID theft (39.1%), 15 ID theft (32.6%), 7 Phishing (15.2%), 6 Surfing (13%)	Confusion between normal activity and threats.
12	Action on spoof calls	29 Police (63%), 15 Parents (33%), 2 Friends (4.3%)	No action Encouraging trust in authorities.
13	Cybercrime terms known	22 Stalking (47.8%), 12 Morphing (26.1%), 10 Spoofing (21.7%) 4 Cheating (8.7%)	Partial vocabulary knowledge, terms confused.
14	Face-swap recognition	32 Morphing (69.6%), 11 Spoofing (23.9%), 3 Cheating (6.5%)	Awareness of deepfake risks but mixed terminology.
15	Parental precautions	33 Control apps (71.7%), 11 Recharge (23.9%), 1 Battery (2.2%), 1 None (2.2%)	Students accept parental oversight.
16	Buying via ads	4 Yes (8.7%), 42 No (91.3%)	Most resist, but small group is vulnerable.
17	Govt. app for documents	34 DigiLocker (73.9%), 5 Bank Locker (10.9%), 4 Parivahan (8.7%), 3 Arogya Setu (6.5%)	DigiLocker fairly well known, but some confusion.
18	Steps if phone	37 All (80.4%),	Majority understand multi-step

	stolen	3 Complaint (6.5%), 4 Block bank (8.7%), 2 Block number (4.3%)	response.
19	RBI guidelines	30 CVV (65.2%), 10 ATM (21.7%), 4 IFSC (8.7%), 2 ISN (4.3%)	Good awareness of CVV risk, weaker on other terms.
20	Police branch for cybercrime	44 Cyber Cell (95.7%), 2 Other (4.3%)	Strong recognition of correct authority.
21	Official cyber portal	12 Correct (26.1%), 34 Wrong (73.9%)	Major gap—most unaware of cybercrime.gov.in.
22	Cyber security acts	41 Cyber Act (89.1%), 3 Others (10.9%)	Awareness superficial, not precise.
23	Helpline number	22 Correct (1930) (47.8%), 21 Wrong (101) (45.7%), 3 Others (6.5%)	Less than half know helpline.
24	Reading material	30 Yes (65.2%), 16 No (34.8%)	Most are engaged, but one-third do not read.
25	Awareness programs in school	26 Yes (56.5%), 20 No (43.5%)	Many schools still lack systematic awareness efforts.

FINDINGS

Based on the analysis of 46 students' responses, the following findings emerged:

- General awareness of the term cyber security was very high (95.7%), yet detailed knowledge was inconsistent.
- Logout practices on public computers were widely followed (93.5%), showing basic procedural knowledge.
- Risky behaviors such as clicking on in-game advertisements were common (60.9% overall, 92% in English-medium students).
- Sharing personal details was more frequent among Gujarati-medium students (40%) compared to none among English-medium peers.
- Hacking was seen as negative by 89.1% of students, but 10.9% viewed it positively, suggesting misconceptions about “ethical” vs. “malicious” hacking.
- Students correctly perceived all groups as potential cybercrime victims, though Gujarati-medium students often singled out specific groups.
- Responses to cyberbullying were divided—37% ignored it, 28.3% blocked and told parents, and 34.8% attempted to respond directly.

- Fake messages were most associated with SMS (54.3%), followed by Instagram (23.9%), email (13%), and Facebook (8.7%).
- Awareness of online threats was moderate; 39.1% recognized both phishing and identity theft, but 13% mistakenly cited “surfing.”
- A strong majority (63%) would report spoof calls to police, showing trust in law enforcement.
- Recognition of cybercrime terms was mixed—47.8% knew stalking, 26.1% morphing, 21.7% spoofing.
- Most students (69.6%) identified morphing as face-swap, but 23.9% confused it with spoofing.
- Parental control apps were supported by 71.7% of students.
- Purchasing via ads was uncommon (8.7%), though some were vulnerable.
- DigiLocker was correctly recognized by 73.9% as the government app for storing documents.
- When asked what to do if a phone is stolen, 80.4% correctly chose “all of the above” (complaint, block bank, block mobile).
- RBI guideline knowledge was partial: 65.2% identified CVV as confidential, but others confused it with ATM, IFSC, or ISN.
- Nearly all (95.7%) associated cybercrime with the Cyber Cell branch of police.
- Only 26.1% correctly identified the official cybercrime portal (cybercrime.gov.in).
- Just 47.8% identified the helpline number 1930.
- 65.2% reported reading cyber security material, but 34.8% had not.
- 56.5% said awareness programs had been conducted in their school, while 43.5% had never attended one.

EDUCATIONAL IMPLICATIONS

- Cyber safety must be made a core component of ICT curriculum.
- Schools should conduct regular workshops in collaboration with Cyber Cells.
- Parents should be sensitized to supervise digital practices of children.
- Teachers should be trained to act as first responders in cases of cyber bullying.

SUGGESTIONS

- Conduct regular cyber awareness programs in every school.
- Distribute student-friendly handbooks in both English and Gujarati.

- Encourage student clubs to track and discuss cyber safety news.
- Use social media campaigns targeted at youth, integrated with school events.
- Partner with local police cyber cells for interactive sessions.
- Introduce cyber safety certifications for students completing modules successfully.

CONCLUSION

The study concludes that while higher secondary students in Gujarat have surface-level awareness of cyber security, their practical knowledge and behaviors are inconsistent. Englishmedium students excelled in technical procedures but engaged in riskier entertainment practices, while Gujarati-medium students showed better restraint in gaming but were vulnerable to privacy breaches. The most critical gap lies in the lack of awareness of official tools such as the cybercrime.gov.in portal and helpline 1930. Unless such government initiatives are mainstreamed into school curricula, students will remain unprepared to protect themselves. Educational institutions, families, and policymakers must collaborate to design structured cyber security education programs, ensuring that adolescents develop both the knowledge and discipline required for safe digital citizenship.

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