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# How does Bully Affect the Students these days?: An Empirical Study

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## ABSTRACT

*The purpose of this research was to evaluate the effects that bullying has on students. A methodology based on empirical analysis was adopted for the investigation. The sample for the research was comprised of academic institutions in the Delhi National Capital Region. The sample size was made up of 165 students from the Delhi National Capital Region. The research aims and hypothesis were included in the development of a self-administered questionnaire, which was then delivered to the research sample subjects. All of the questionnaires that were distributed were collected. Google forms were used to perform the coding and analysis of the results. According to the findings of the research, bullying in academic institutions occurs in all academic institutions, irrespective of whether they are run by the government or by private organisations. The study came to the additional conclusion that bullying has an effect on the academic achievement of students, both the victims and the bullies. In addition to this, it was discovered that the vast majority of people in Delhi are of the opinion that there is an urgent need for a legal framework to prevent bullying.*

## I. INTRODUCTION

**Bullying:** Bullying is a problem in India's schools and colleges. Senior students attack and criticise junior pupils under the pretence of 'positive engagement.' Success in ragging affects how students are treated throughout college. In school, children make fun of inferior companions' disabilities, appearance, or academic achievement. Most definitions of bullying include repetition, intent to inflict harm, a power imbalance, and chronicity.<sup>2</sup> Bullying is "unwanted aggressive behaviour by another teenager or group of youths who are not siblings or current dating partners, involving observed or perceived power imbalance and repeated multiple times or very likely to be repeated" (CDC).

**Cyber-bullying:** Cyberbullying is "using the internet to harass someone, usually through sending threatening emails." Cyberbullying, or internet hostility, is rising. As teens and young people engage more online, cyberbullying is a growing problem. Aggressive online behaviour

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<sup>2</sup> (Definition Of Bullying | National Centre Against Bullying, 2022)

is bullying in the digital world that uses mobile phones and social media. Online bullies used email, chat rooms, websites, and messaging. This type of bullying differs from typical bullying since it occurs outside of schools and involves anonymous internet remarks, making it harder to police. Cyberbullying has the same effects as traditional bullying.<sup>3</sup> Although mostly good, technology has broadened bullies' reach. Bullying used to end when school did; today it happens on social networking platforms. Many kids won't get a break. These laws target cyberbullying.

### **(A) Steps taken against bullying**

#### **Anti-bullying Laws in Schools:**

A panel of academic and mental health experts was created to analyse ragging in schools and develop anti-ragging policies. People are confused about anti-bullying laws for schools, colleges, and cyber identity.<sup>4</sup> People have been bullied for decades; not only in schools, but also in campuses, where bullies enjoy making fun of their classmates.

#### **School Bullying Protection Law:**

**Form a Committee:** This group investigates cases of hazing and bullying. The head of the school, a senior teacher, a doctor, a counsellor, a parent/teacher representative, a school administration representative, a legal representation, and a buddy trainer should all be on the committee. The Times of India reports that there is no national law protecting students from bullying in classrooms or dormitories.<sup>5</sup>

**Ragging at School:** Any student who is caught ragging or bullying will be issued a formal warning, with the repercussions including rustication.

Post a notice on the school bulletin board informing students that ragging or bullying others will result in serious repercussions.

### **(B) Research Methodology**

#### **1. Literature Review**

**Garg, R. and Goyal, S., 2011. Indian Journal of Medical Ethics:** This particular report talks about Raghavan Committee Report on Anti-Ragging which also incorporates UGC regulations and laws governed by separate states on bullying. It also talks about the guidelines set by the Raghavan Committee in 2001.

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<sup>3</sup> (Hase et al., 2015)

<sup>4</sup> (WOODS and WOLKE, 2003)

<sup>5</sup> (KUNWAR et al., 2020)

***InPharma, 1980:*** This paper particularly talks about the rules and laws relating to bullying. In addition to that this paper also talks about the problems that were faced by people before any such rules and regulations were passed.

***Journal of Public Health, 1984: a summary of the act and its implications:***

This journal is majorly concerned about how the peace and soundness of the students who are enrolled in academic institutions is compromised by bullying. Also this journal mentions the after effects of bullying on students.

***In: Farrington, E., & 2010. How to Recognize, Stop, and Handle Bullying on Campus is a Guide to Addressing this Serious Problem. The Status of Women in Higher Education:*** This journal talks about the preventive measures that people should take to protect themselves from a bully. It also highlights the sensitivity of the situation bullying in numerous academic institutions.

***Rey, L., Quintana-Orts, C., Mérida-López, S. and Extremera, N., 2019. When kids pick on you at school:*** This article talks about the students who are constantly bullied at school but decide to keep quiet, further it states the disadvantages of keeping quiet against bullying in any academic institutions. This just explicitly explains the negative impact of bullying on young children.

## **2. Statement of Problem**

There is a huge number of student population in India. Despite the rise in number of students in academic institutions, no evident step has been taken against the problem of bullying. Students face bullying on a daily basis and still don't find a solution.

## **3. Statement of Purpose**

To investigate the concerns and problems surrounding bullying in academic institutions is the purpose of the present study. The perspectives of students of Delhi/NCR on: multiple issues have also been investigated in order to paint a more comprehensive picture of the problem. The research is based on the key assumption that without addressing the basic challenges and problems faced by the students. they cannot continue to feel protected and safe in an academic institution. Another major purpose is that there is an urgent need for us to structure a legislation against bullying in India.

## **4. Methodology**

The researcher has used the tools mentioned as under:

1. Books, journals, and reports from any academic institution, public library, or government agency.
2. Articles and papers posted by individual researchers, discussions on blogs, research presented at national and international conferences, documents pertaining to political administration, and personal papers are all examples of the types of study that may be found online.

A study design, with mixed method research design was adopted. The researcher employed a survey questionnaire to measure and assess the pattern of bullying as well as the characteristics of the bully. Tools Used Bullying was assessed using a Google Survey Questionnaire distributed by Kasvi Jalota (2022), and questions for qualitative data were generated after analysing the quantitative data and suited to the study's needs. This research concentrated on students from New Delhi. The study's target population includes all students aged 18 to 24. Google forms were used to collect the information. Following the establishment of rapport with the participants, they were asked to complete the bullying questionnaire.

## **5. Delimitation**

The limitation for the purpose of this study is confined to residents of Delhi/NCR. The sample size is 165 people, within the age group of 18-24 years.

## **6. Hypothesis**

The present effort would utilise the research scales and follow the general trend of the bullying problem in most studies by concentrating on:

- How does bullying affect students these days?
- Behaviours of both anticipatory and retaliatory aggression are linked to bullying in the school setting.

With reference to the information provided above the subsequent hypothesis was generated:

1. There should be effective and comprehensive regulatory framework to combat bullying.
2. In spite of students being significantly aware of bullying they are still one of the victims or instigators of bullying.
3. There is no significant redressal system that keeps a check on bullying in all academic institutions.

## **7. Research Questions**

1. Is the concept of Bullying understood by our society?

2. How can one person defend himself against bullying?
3. Has the government taken any steps against bullying?
4. Is there a permanent and effective solution towards bullying?

### **8. Objective**

1. To understand the basic affect of bullying on students.
2. To study the factors which give rise to bullying other people.
3. To study the role of Courts in enforcing any kind of legislation against bullying.
4. To study the true conception, interpretation and misinterpretation of bullying in India.
5. To focus on how bullying can develop major issues within students.

## **II. LAWS AND RULES AGAINST BULLYING**

Bullying has become more than a game, resulting in several suicides and bullying-related deaths. The Indian government has passed new laws to combat this issue.

**Some are:**

### **School bullying:**

In 2015, the CBSE required schools to form Anti-Bullying Committees in an effort to eradicate bullying and ragging. As a last resort, bullies might be expelled from school.

Counsellors should be assigned to schools that have received bullying complaints, said the circular. If your child has been subjected to bullying at school, you can request that the administration hire a licensed counsellor to deal with the situation.<sup>6</sup> During 2.1.3 PTA gatherings: The circular acknowledges that bullying can have deep roots in a child's household. Get in touch with the school's administration, as well as the parents of other students, if your child has complained about or you have heard reports of bullying at their school.

**UGC circular on ragging:** In 2009, in reaction to aggressive ragging, the UGC issued an anti-ragging notification. A description of ragging, along with requests for Anti-Ragging Squads and trained counsellors, are included in the notification. Since this revelation, ragging has been better managed but not eliminated.<sup>7</sup> Most college rioters are 18+. They're criminally responsible adults. Depending on the bullying's effects, they may be charged under various IPC sections.

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<sup>6</sup> (Robinson, 2009)

<sup>7</sup> (Solids handling range cuts ragging problems, 2015)

506 (criminal intimidation), 323-326 (causing severe harm), etc. Bullying or ragging fatalities may be considered responsible murder (Section 304) or suicide (Section 306).

### **Cyber-bullying laws:**

Supreme Court cyber law expert Pavan Duggal claimed India had no cyberbullying legislation. Cyberbullying causes suicides. India has cyberbullying. The region's predisposition to conceal emotions makes this especially true. Internet law expert Pavan Duggal claimed India had no cyberbullying laws. Cyberbullying causes suicides. Cyberbullying in India. People vent here.

Cyberbullying has been recognised as a kind of bullying in schools, and the tactics recommended to combat bullying are also applicable to cyberbullying, according to a circular released by the major regulatory body of schools.<sup>8</sup>

**IPC:** Criminal intimidation sections 506 and 507 may apply to cyber-bullies, depending on anonymity. If a cyberbully threatens to spread false information about the victim, the victim may pursue legal action under the portion of the aforementioned legislation that defines defamation. Stalking, sexual harassment, and online harassment are now all covered by IPC Sections 354A and 354D. This also includes cyberbullying. When a cyberbully threatens to publish the victim's private communications or images, they may be prosecuted under Section 66E of the Information Technology Act, which criminalises privacy infringement. An American-Indian teen invented the ReThink app to prevent cyberbullying. Children and teens often send bullying comments without thinking. This application recognises specific phrase patterns and warns the user. Cyberbullying has declined since its installation. Installing this software on your children's smartphones may prompt them to monitor their words.

### **Raghavan Committee Report:**

2007 report advocated ending ragging and bullying in schools and colleges. This study said ragging violates human rights. This study led to new laws and restrictions. Violence, hazing 2001 Supreme Court ruling not followed. Ragging affects everyone, not just freshmen. Ragging must be uniformly outlawed. National, state, and college anti-ragging cells. Ragging helpline Bully-proof anti-bullying laws. Ragging should be in NCERT and SCERT textbooks. Counselling for anti-bullying and human rights. Most ragging happens off-campus. College management is bothered about seniors teasing juniors in certain areas.<sup>9</sup> The hostels' management and college administrations must be responsible for freshmen safety. Inactivity adds to ragging. Students talk to college staff. Faculty encourage ragging and discourage student

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<sup>8</sup> (Burton, Florell and Wygant, 2012)

<sup>9</sup> (Pai and Chandra, 2009)

complaints. The committee recommends monitoring anti-ragging cells at various levels. This would require anti-ragging measures and hold authorities accountable. deterrent penalty

### **UGC REGULATIONS**

- The University Grants Commission (UGC) finally woke up after Aman Kachroo's death (ya as usual our institutions will not do any reform until and unless something terrible happens)
- The UGC enacted a regulation on combating ragging in higher education institutions.
- Give the anti-ragging hotline's number.
- Admissions brochures, handbooks, and prospectuses should include anti-ragging committees and squads.
- Every student and parent must sign an affidavit against ragging.
- The institution will post ragging laws and sanctions.
- Anti-ragging squads patrolled dormitories at strange hours throughout the first several months.
- Ragging informants' identities must be preserved.
- Faculty members visit freshmen and keep a log of their interactions.
- As much as possible, freshmen will live in a separate dorm.
- College administration must file the FIR within 24 hours of receiving information.
- UGC regulations require every student and parent to sign an affidavit against ragging.
- Why complete a 'affidavit'? Those who rag other students are sure their parents won't find out.
- The parents' affidavit includes the names, addresses, and phone numbers of senior students.
- A newbie can file RTI petitions without revealing his identity by using a friend's help and name to obtain this affidavit, then calling/writing himself or having his parents talk to the bully's parents to rein him in.

### **III. TECHNIQUES FOR PREVENTION**

#### **Steps the faculty should take:**



The faculty's job is to ensure that each student feels safe and secure in their learning environment. No bullying of any kind is tolerated on campus or in the state. Teachers demonstrate their willingness to hear children out and assist them with issues like bullying when they treat students and other school personnel with love and respect. Having anti-bullying lessons in the classroom helps spread the word.<sup>10</sup>

A teacher must immediately stop bullying. If a teacher does nothing, it gives the message that the behaviour is okay, leading to further episodes.

### **Steps the parents should take:**

By working with the school, parents may help stop bullying. Children are more likely to discuss bullying with their parents if they feel safe doing so.

A good example needs to be set at home by the parents. There is no place in society for losing control of one's emotions, shouting, or physically attacking others. Parents should still be able to speak with their children, even when they are angry or disappointed. If this doesn't happen, the kid will grow up to be a bully. Parents are a child's first and most important line of defence against bullying. If you want to prevent your child from becoming a bully, victim, or bystander, you must first educate him or her on the dangers of bullying and the acceptable responses to such behaviour.<sup>11</sup> Additionally, they need training in how to respond to bullies.

### **Steps you should take against school bullies:**

The CBSE has issued recommendations for anti-bullying committees in 2015. Bullies can be warned, suspended, or expelled in extreme situations. Circular recommends school anti-bullying committees.

As a result, it advocates for the employment of counsellors at schools that have received reports of bullying. If your child is tormented at school or if you become aware of bullying there, you have the right to request a counsellor be hired by the administration. The importance of family and parental involvement in bullying situations is also recognised. Talk to instructors and parents of other kids if your child has complained about bullying or if you have heard complaints about bullying at school.

### **Steps that should be taken against rampant cyberbullying:**

The incidence of cyberbullying in India ranks third worldwide. Our country ranks third among the 25 countries polled by Microsoft to understand cyber bullying globally.

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<sup>10</sup> (D'Souza, 2022)

<sup>11</sup> (Boulton, 2013)

The report, which surveyed 7,600 8-17-year-olds, found that what constitutes cyberbullying varies by culture and by person. Cyberbullying isn't a global phrase. The study asked children about bad online experiences from their perspective. While not all who experience it may consider it bullying, these behaviours may have adverse impacts.

#### IV. ANALYSIS OF FINDINGS

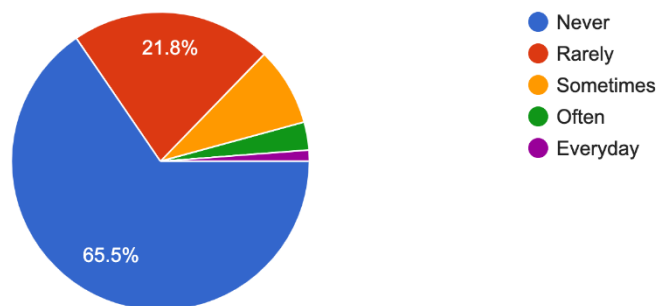
##### Analysis of the survey conducted

This is an empirical research where data has been derived from the 165 respondents which is the sample size for the research, this included 78 male and 87 female responses (47.27% and 52.72% respectively). In order to attain the suggested objective and better results, the bifurcation of age group that has been used here are mentioned under:

1. 16-18 yrs.,
2. 19-21 yrs.,
3. 22-24 yrs. and
4. 25-27 yrs.

During this academic session how many times have you been bullied?

165 responses



Academic institutions are a area that is vulnerable to bullying and when the respondents were asked about them being bullied during their academic session this is what the result showed us, 3% of the respondents contented that bullying is very prominent in their institution, whereas 21.8% said that the concept of bullying is extremely rare and in addition to that 65.6% stated that bullying is is negligible in their campus.

Can you tell us how were you bullied?

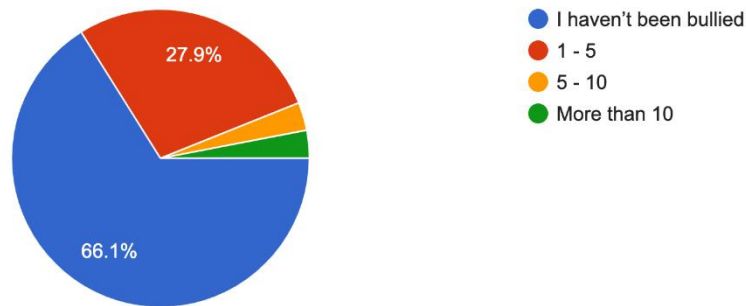
165 responses



When the students were asked about how they have been bullied in your academic institution, the way that was highlighted the most by 26.1% people was that they were being called and kept names. Another thing that came to my notice was that the majority of my research (52.12%) have never faced bullying. In addition to that some other ways of bullying also came into notice which were, being isolated by peers, snatching lunches and some bullies also go to the extent of physically assaulting the other person.

How many kids have bullied you?

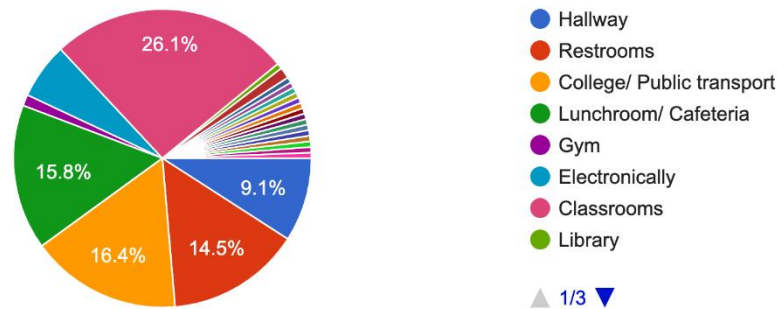
165 responses



When respondents were asked about the number of people who have bullied them the responses amounted to a prominent figure of 66.1% of them not being bullied at all, whereas 27.9% respondents claimed that the number of people who have bullied them was between 1 & 5, 3% respondents claim that the number of people who have bullied them was between 5-10 and the rest 3% claimed to be bullied by more than 10 people.

Where do you think bullying occurs the most?

165 responses



In the above mentioned question the statistics I received indicated that, 26.1% respondents were of the view that bullying is more likely to occur in classrooms, followed by a cumulative percentage of 55.8% respondents were of the view that bullying is more likely to occur in lunchroom/cafeteria (15.8%) , college/ public transport (16.4%) , restrooms (14.5) and hallways (9.1%) respectively. Least number of responses were received for bullying most likely to happen electronically.

If you saw someone being bullied at school/college, would you

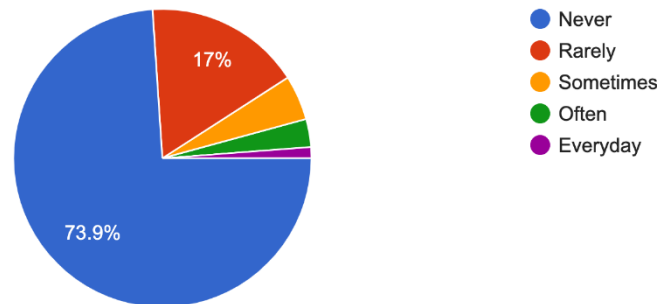
165 responses



The responses that were received indicated that, 67.3% respondents were in favour of reporting it to the school/college authorities immediately, followed by a cumulative percentage of 24.3% of them leaned towards the option of 'taking matters in their own hands' (18.2%) or 'do nothing' (6.1) respectively. The least number of responses were received for reporting it to the police (3%) or informing their parents about it (2.4%).

How many times have you bullied others?

165 responses



The question in focus is monitoring the occurrence of bully behaviour to which the responses that were received were as follows, 73.9% which can be said as the majority respondents claimed that they have never been a bully to another person, on the other hand there also exists a 17% minority of respondents who have been leaning towards bully behaviour.

Why do you think some kids are bullies?

165 responses



The question in focus is monitoring the reasons behind a person becoming a bully, according to the responses it was clear that a majority of 45.5% people encourage such behaviour only because 'they think its fun', Another common thought which comprised of 21.2% out of all the responses was that they portray such behaviour because 'they are show-offs', The last category that came into focus was of the 18.2% responses who were uncertain of the reasons behind such behaviour.

What do the authorities in your institution do when they see bullying?

165 responses

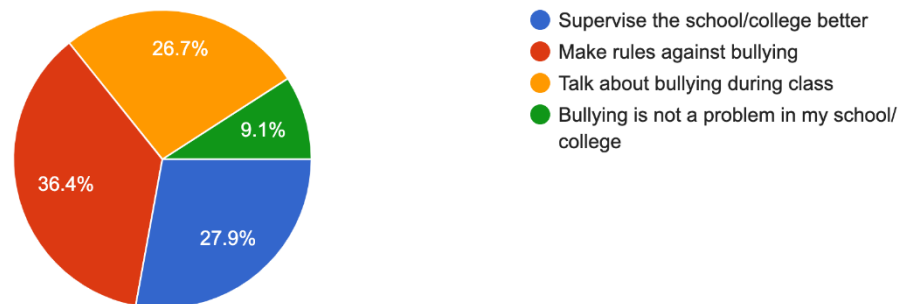


The question here is focused on the steps that the authoritative figures of any academic institution would take against bullying, the responses indicate that a majority of 44.8% respondents are of a view that it should be ‘*stopped immediately*’

The rest of the statistics were majorly divided into 3 options which were, ‘*Nothing ,they turn a blind eye*’ (18.8), ‘*trash the bully and and punish them harshly*’ (17.6%) and ‘*report to senior school/college authority*’ (13.3).

What can the school/college do to stop bullying?

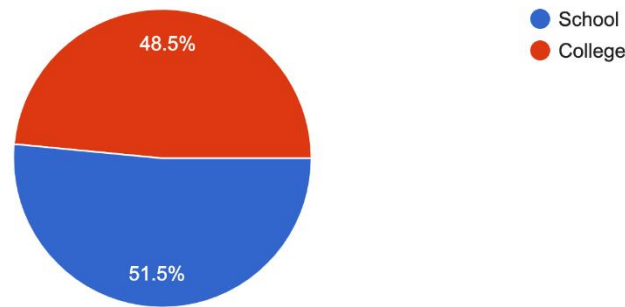
165 responses



The question here is focused on the measures that can be taken by the school/college in order to minimise bullying/ ragging, the result of the responses indicates a majority of 36.4% responses leaning towards ‘*making rules against bullying*’, The subsequent responses show almost an equal percentage between ‘*improving the supervision in the academic institution*’ (27.9%) and ‘*talking about bullying during classes*’ (26.7%),

According to you where do you think bullying is more prevalent?

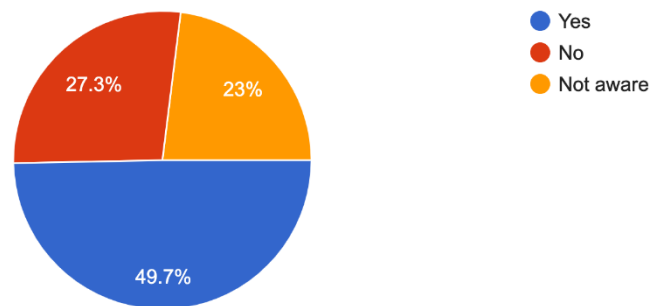
165 responses



The above stated question focuses on the prevalence of bullying and the responses evidently indicate that bullying is much more prevalent in 'schools' with 51.5% than in 'colleges' with 48.5%.

Does your school/college have an efficient counselling department?

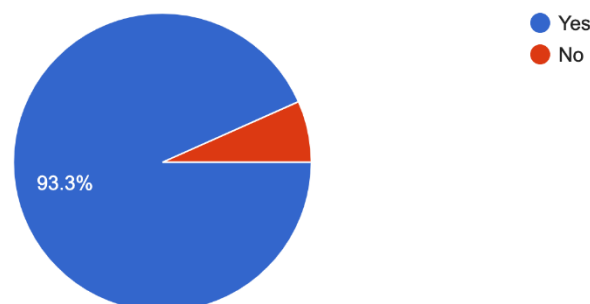
165 responses



The responses for above stated question are as follows, 49.7% responses are affirmative, whereas 27.3% responses are negative and the last division of 23% is unaware about the same.

According to you is there a need to implement strict legislations against bullying?

165 responses



The above question is related to the dire need of implementing a concrete and regulatory legislation against bullying. Therefore, the responses received for the question in issue are majority of 93.3% affirmative, in addition to that there are also 6.7% responses that do not feel the need for concrete and regulatory legislation against bullying.

## **V. CONCLUSION AND SUGGESTIONS**

### **Conclusion**

The hypothesis has been proved true on the basis of the research that was conducted by the researcher. Students in the school have been observed engaging in an aggressive conduct known as bullying. Bullying is defined as behaviour of this kind. It is possible for it to take place amongst students both in and outside of the classroom. They were victims of either physical or psychological bullying at the hands of other students while they were at school. They were able to do it thanks to the interaction that they had with one another. In point of fact, there were a few pupils who enjoyed engaging in this activity while they were in school.

This was discovered by the researcher. The vast majority of them regarded bullying as a negative behaviour, which occurred between them when they were at school.

As a result, they believed that being bullied at school contributed to the unease they experienced there. Even though there were some students who had a different viewpoint for some of the bullying signs that the researcher asked about throughout the interview process, this did not change the fact that the majority of students expressed a desire for there to be no bullying at the school.

In point of fact, they held the view that bullying was an undesirable behaviour that occurred at the school.

From what has been stated above, one may draw the conclusion that pupils at the school do not engage in bullying behaviour toward one another. Because it is an undesired action that has the potential to irritate either the kids themselves or the surroundings of the school.

As a result, the issues of bullying at the school need to be resolved in an acceptable manner.

### **Suggestion**

Following the conclusion presented above, the following proposals are offered. The challenges that are associated with bullying in schools are the focus of the suggestions that have been made. The researcher recommends to the educators that they keep their pupils' needs in mind and give them a greater amount of their attention. The degree to which their students engage with one another when they are in school. Because the majority of incidents of bullying that took place



amongst kids at the school took place both physically and psychologically. The researcher has the students' best interests in mind and hopes that they will not engage in any form of bullying with one another while they are at school. They need to be made aware that bullying is harmful to them on many levels. They are either the bullies or the bullied in this scenario. Last but not least, it is suggested that additional researchers who carry out studies that are related to bullying in school can use this thesis as one of the resources that are able to give information about bullying in school. This is one of the suggestions that has been made to further researchers.

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