

Adolescence Education

Editors

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&

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EDITORIAL NOTE

Bullying and victimization are the thrust concerns in researcher literature for the last three to four decades. Recently, the areas got higher attention and various researchers have started working on the same. At the same time, in India, studies on bullying are comparatively very few. There is a need of emerging studies in the field of student aggression and bullying. We hope that this initiative may facilitate the research on bullying to a great extent. This is a collection of papers contributed by a few researchers and scholars from various institutions of India. The edited book entitled “**Adolescence Education**” consists of 28 chapters of Teachers, Researchers, and Researchers from various part of India. They have contributed their ideas, researchers and reflections on different concerns on Bullying and victimization. This collection, of course is a colorful cluster of articles that may enrich the beginners in the field of child psychology. The papers are from various dimensions of major concern of Bullying and Aggression. There are twenty eight chapters all together in this volume.

As an editor, we assure that the readers will get a different experience while going through various papers. We think all the authors for their valuable academic contribution. The ideas are their own and hence the editors will not responsible for the issues of plagiarism and intellectual property.

Dinesh S. and Dr. Sameer Babu M.
Editors

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1

Understanding of Bullying Behavior in Schools and Strategies of Prevention

*Dr. Gaurav Rao**

ABSTRACT

Believe it or not, every one of us must have had an experience of bullying in one or the other ways; this is an action of intimidation and expression of overpowering a student by another student. This bullying is childish at the elementary level students but the situation gets worsen as we move on to the higher secondary level students. The forms of bullying and interaction have taken a new horizon that is giving rise to many psychological symptoms of pressure and stress and depression at later stages among students. This chapter establishes the shift taking place in the psychological paradigm of emotions in the students for their bullying behavior. You will also come across cases that have shattered the school system and have questioned the present education system for its vision and thought provocation. The chapter also elaborates the different forms and reasons of bullying among students. The chapter also envisages the different preventive strategies from bullying. The chapter is an attempt to explore the initiation of the bullying behavior among the students at all the levels of school education and early adulthood as well. The discussion formulates the foundation of the college level ragging problems that is an evolved form of this bullying behavior. The writer also proposes to develop inner core strength

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among school students to be wise enough to how to react upon different bullying forms.

Keywords: Bullying Behavior, Schools and Strategies of Prevention.

School is one of the most cherished places by the parents where they want their child to go and convert their dreams into reality as soon as possible. To do so parents not only starts motivating him but also provoking the child to be prepared to go to school and become a good boy or girl. Nevertheless the little toddler also don't know much about the new place but start aspiring to go to school and see it and explore it.

The scene created about a school by parents, grandparents and neighbors and the other relations around the child enhances the inquisitiveness of the child to reach as early as possible. In doing so the child is polished and trained by everyone around, that "If you (the child) will go to school you will be loved by everyone!" This desire of being loved by everyone, being good to everyone and for everyone gets amplified with every sunrise and the sunset every day. As and when the child is asked by others „In which school do you go?“ What is your school name? The child have a lot many things to tell about his/her school for him/her the word „School“ is a word that becomes a place of high expectations and place of dream to visit at any cost. The preparation starts with dawn to the dusk by everyone around the child. School becomes a place to compete, excel and win.

Although the toddler don't know exactly how he will be accommodating with the school environment. His conceptualization of school is different from his parents in respect to the present home environment. The parents completely have a different viewpoint for the good environment of the school. Just having good numbers of pupils coming in the school, having a high brand value and societal disposition are the parameters for the parents to select a good school for their child, but the child has his own "*self*" growing where he himself actually don't know which school is good or not good for him. For him a school is a place where he will go well dressed in his uniform, his chosen bag, pencil box and his loving water bottle.

The child enters the school with his own prefixed understanding of school and his very first day starts from separating with his parents for more than three hours which is a longer duration for him/her for

the first time in life. In any case due to parents console and interest in the new belongings the child becomes a student and enters the school. School a place designated to provide knowledge, create knowledge and transfer knowledge. An institution established to decipher the information gathered time immemorial juxtaposed and amalgamated together by the so-called educationist called “teacher”.

A teacher is the next guardian of the child who has turned into the students by taking admission into the institution following a particular philosophy. It is the teacher who actually builds the students’ *self* and ultimately the behavior of the students. What is behavior? Behavior belongs to a patterned reoccurrence of actions at a particular situation. This set of similar reactions of a student at different situations; this similarity of reactions at different situations is his patterned behavior. This patterned behavior if occurs again and again in particular situation is identified as his behavior. The student as novice to the school is with some homely behavior which is a resultant of the culture that is groomed and directed by the teachers in school. In doing so the teachers and students now days not only differ in their idea but also different to have faith in each other as well.

Another new group that is confronted by the new student in school is his friends group. Some of students are shy, some extrovert, some social and some are not. The new group facilitates the students to unlearn few of his previous characteristics and promotes to learn new activity. As a student is a human being and a human being is a social animal, there is a greater tendency for a student to grow similar thoughts as the new group expects them to have. Whereas there are chances for some students to not to become the part of the group as they might not have the similar thoughts, resulting which the non-accepting students either force other group, or develop his own group or being aloof. All these three situations are sociological process which is result of biophysical complex mental adjustments. As a result, the student not accepting the norm or idea of a new group in the school becomes a person who is considered that he is not of the group. Out of no acceptance of a student in the group, the group or any individual of the group starts commencing negatively at some gestures, which becomes a regular behavior of the group members to an individual (student) who is not of the group. This unacceptable, unwanted behavior is called *bullying* of the student in school.

Bullying of the student is a common phenomenon getting converted into the problem these days. Bullying is an aggressive behavior that is intended to cause distress or harm, involves an imbalance of power or strength between the aggressor and the victim, and commonly occurs repeatedly over time (Limber, 2002; Olweus, 1993; Nansel et al., 2001); bullying may take many forms, including physical bullying; teasing or name calling; social exclusion; peer sexual harassment; bullying about race, ethnicity, religion, disability, sexual orientation, and gender identity; and cyber bullying (bullying through email, text messaging, or other digital means). Zande (2012) describes bullying as when a person or group deliberately tries to make someone else feel upset, scared or ashamed. People often bully others who have any difference in behavior, appearance, culture, race, class, ability, or identity. Kare (2019) bullying includes abuse, physical or verbal violence, humiliation and undermining someone's confidence.

Understanding the bullying behavior of our students today really needs a critical and urgent concern so that constructive measures can be taken. According to the latest data from the Centers for Disease Control and Prevention (CDC, 2015) around 20 percent of high school students in the United States are reported as being bullied on the school premises. An estimated 15 percent of high school students are reported that they were bullied electronically in the 12 months before the survey. Lesbian, gay and bisexual students are significantly more prone than their heterosexual peers of bullying incidents at school or online (at school, 34 percent versus 19 percent; online, 28 percent versus 14 percent).

Bullying may take various forms in our school or at the different places around you. You may hear that a group of boys attempted to remove the clothes of a boy and tried to touch and hurt his private parts; this is an empirical example of physical bullying. Physical Bullying means harming or intimidating someone physically. Opposite gender physical bullying has taken a new form in the very proximal environment around us, it is not that boys are prone or girls are prone to it. Each one of us is getting to hear or is exposed to such physical bullying. Physical bullying at the primary and elementary levels of schools is childish but with the advancement of level of education, physical bullying takes the horrible form of Ragging at higher education institutions. In ragging the seniors try

to physically assault the juniors by hitting with bats, tie them belts and make them act like dogs, hit them with hockey sticks or even with a bicycle chain. They are asked to be naked; their head hairs are removed or cut and are even asked to see their shirts third button all the time. Sometimes such interaction reaches a level where the newly admitted students leave the institution and at times commit or attempt to suicide. Noteworthy figures of students are bullied prominently every year in our country, out of which some suffer grim results, sometimes even death. The whole country has heard of the harrowing case of *Aman Kachroo*, a medical student who was beaten to death by four other students. That started a huge movement against bullying but our country is still suffering through the worst side of it.

Recently, another horrific incident came to light when authorities at a Dehradun school buried a 12-year-old student's body after he was beaten to death by his seniors.

Here are some recent bullying incidents that have taken place in our country.

Bengaluru boy's suicide note names 'bully', cops tread with caution

Raunak Banerjee, who read in class IX at Baldwin Boys School, returned from school on June 29, went to the terrace above the 10th floor of his apartment block and jumped to his death.

Source : Indian Express

Delhi Public School pupil, 15, 'hospitalised with severe injuries' after older students attacked him with metal rods and hockey sticks when he reported them for ragging

Source: Daily News

Gwalior: The three students who allegedly ragged a Class IX student, eventually landing him in a hospital, have been expelled by the school administration. The two house masters who also have an alleged role in the incident have been arrested by the police.

Source : News 18

Upset over ragging, two students of Madurai college commit suicide

Upset over being ragged by a senior, two students of a private arts and science college here allegedly committed suicide by consuming poison, police said on Sunday.

Indore: An 11-year-old boy in a **hostel** in Madhya Pradesh's Indore was made to dance and give massage to his seniors, reported ANI on Tuesday. The accused also tried to molest him, reported the agency.

Source : India Today

Kerala: College student hospitalised after ragging by seniors, police files case against five in Idukki

Last month, around 100 students of a leading medical college in Uttar Pradesh were subjected to "inhuman treatment" in the name of ragging, prompting the National Human Rights Commission to issue notices to the HRD Ministry.

Source : Indian Express

Physical bullying emerges as a very common habit of making someone ashamed by proving them weak by hitting physically, But there are some places this bullying behavior takes „form of words“ it becomes the verbal building, which means taunting or hurtful teasing. Taunting is a very common phenomenon that students observe by their teachers, family members, school guards, cleaner and drivers while they come to school. Initially, it is a reaction that causes amusements that trains them to use very often whenever they want.

When the teacher says, No pencil, no rubber, no copy, why do you come to school? You idiot! is a very common line as an example of verbal bullying. This bullying is one of the most frequent and also the most ignored forms. At times it is passed off as a form of “disciplining strategies”. This uninformed viewpoint can cause a student to experience upsetting consequences. ‘Bajate Raho Sabki’ used in by drivers and radio RJ’s are some verbal provocations that unknowing instill a reflexive expression of verbal bullying in form of either abuse, taunts, shrewd

statements or in any other way in the subconscious mind of the students. Comments on the short height, dark complexion, small breasts, and large hips, button eyes, short pants, curly hairs, step relations, alcoholic parents, the verbal hurting expression on Socio-economic status, caste, Creed, religion or region comes under the verbal bullying.

Maybe at times, it is a rejoicing part of the school day to bully each other but regular, repeated verbal comments hurt a sensitive child and a reaction of it can either be he will start using it in revenge or will develop a negative thought about himself or her. Ghosh (2019) in his study found that with regular verbal bullying it is seen in school that students develop a tendency of being aloof, may develop inferiority complexes, deteriorated mental and physical performances, slowly and gradually the child becomes an isolate in the class. Becoming an isolate in a class of forty is really psychological stress; this is called as psychological bullying. Psychological bullying means leaving someone out of the groups or saying bad things so that others will think less of them. Comments on the regional disparity, caste develops a difference among individuals and they develop their own small world in the crowd of classmates. Nowadays students and their parents even come and share in parents' teacher meaning that doesn't make my child sit with this or that particular boy or girl.

Growing up children is comparatively more prone to the problem of psychological bullying as their pent up feeling starts taking shape. "They are not in a psychological state to name it, define it, describe and understand it but they can feel it". This new unfelt feeling of psychological dispositions in them gets amplified when bullied psychologically on these junctions. Unable to face the psychological pressure results in Cutting of nerves, hanging etc. A study in *Social Psychology of Education*, (APA, 2016) found that childhood bullying inflicts the same long-term psychological trauma on girls as severe physical or sexual abuse and that the behavior can undermine victims' mental health into adulthood.

Non-attending the pent up feeling may lead to psychological misconceptions and verbal bullying add fire to the wood. The expression of feeling related to it has got new platforms have now got a new place of the cyber world, the social media and bullying have a new Horizon opened up called cyber-bullying, which means using online and mobile technology to harm someone emotionally and socially. It takes place

over different available digital gadgets like mobile phones, personal computers, and tablets. This bullying occurs through abusive SMSs, unwanted Texts, and dangerous apps, or online on social media platforms, such as Facebook, Instagram, Snap chat, and Twitter where people can view and participate in, or share content as well. Cyber-bullying includes sending, posting, or uploading destructive, defaming, falsified content about someone else. Recently it included sharing private information about someone else causing embarrassment or humiliation.

Every day we find students making new groups and after some time someone commenting, (bullying) the effected person leaves. The cyber-bullying reaches to an extreme when some unlawful private recording are made public. This cyber-bullying has become more tragic when morphed videos are floated to bully someone, this not only hurts the students but also affects the dignity of the family from which the child belongs to.

These different forms have existed from long back in one or the form except the cyber bullying but they were not so gruesome. Time has come that they need to be prevented by the sincere and serious preventive measures as mentioned below-

Develop awareness about yourself

Explore yourself as an aware, calm and confident person. Becoming confident can only be true when you are aware of what is happening around so that you can be prepared for what is going to happen and face the situation boldly and wisely. Teachers“ have a very important role to play to make a child aware of his or her strengths and weaknesses. Reinforcements like “*Shabash*, you are right, Keep it up! Take a further step, do as you are doing!” supports a child to grow psychologically and understand what is right or what is wrong.

Avoid situations positively

Friends, it is better to realize when and where you can be bullied and what for you can be bullied. So either avoid such places where chances of being bullied are more and even if you are bullied by someone trying to have a smiling gesture and try to understand where he is trying to hit upon and then ask what did he say? or I am not in a mood to ..., Let us meet again in... Face your weaknesses which are your peculiarity convert them into your strength. Once you win all will love you as you are.

Developing positive feelings

No matter how much you try you will get into a situation where you can be bullied, there it is important that you develop positive feelings by converting the bully into something you can defend upon, example when somebody bullies you by saying you will go to hell! (Think I have not done something wrong why I will go to hell?), I don't want to play with you, you say-,I will find someone else to play."

Parents and teachers may also become a trash box of children, develop in them a habit of sharing either by speaking, writing or even drawing. Do give them personal quality time to help them come out of their weak psychological state.

Inclusion

It is the responsibility of the teachers to develop inclusion. Never leave a child alone as an isolate. Encourage group activity. Involve different psychological potential learners together. Even if they feel they can't do it motivate them by saying that yes you can do it! Ask for the inconvenience of members and help him to solve it out, share the goodness of each member to the group so that they respect each other and develop a cohesive relationship.

Some other general preventive measures can be as follows-

Students are emotional human beings, but try best not being emotional when you are about to take decisions in bullying situations. Those who bully, bully because they feel happy to see your reaction of their activity on you. Be prepared for some situations this may even result in a decrease in the frequency of bullying behavior. You need to stand up for yourself, understand your existence as an entity.

At times comments are not because of the person who is saying it is more from your behavior which needs to be corrected. Evaluate yourself, your rights and duties in the situation so that you can report accordingly as and when required. Pen down the situation, everything you come across who said what and how you reacted, were there other people who witnessed the situation and most importantly how you responded. This writing may help you to identify your trigger areas and hence you can work upon them and be prepared.

As bullying may become more chronic try to talk and share your situation to someone whom you trust. If you feel that the talking from

the person whom you trust doesn't work then you can even take the clinical advice or even you can go to a counselor too. If necessary you may consult in severe condition of anxiety, stress and depression to doctor.

CONCLUSION

Preparing oneself physically by having balanced diet and life style will be a key to be free from all such problems of bullying. Try to change yourself because you can't change the bully act or the bullying person. We must know that the behaviour of bullying is an imitated activity from society, it comes natural but when its" different forms affect someone physically or psychologically it is worth noting. Schools are becoming a place much of such activity, you enjoy when you do but feel hurt when you are bullied. The decision lies in your hands, choice is yours.

POSSIBLE RESEARCH IDEAS-

- Understanding the different correlates of bullying behavior.
- Study the different Adaptation strategies for bullying of students at different levels of education.
- Study the Role of Teachers and Parents to cope up the Bullying behavior.
- Study of Correlation between Organizational Climate and the behavior of the adolescents.
- Study of Reframing and Restructuring of Emotional variables in school education journey of adolescent.

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2

Understanding of Bullying Behaviour in School and Strategies of Prevention

*Zakir Hussain Gulamgous Deshpande**

ABSTRACT

The objective of the present study was to understand bullying among school children and to examine its association with common symptoms. Bullying is a common phenomenon amongst school going children and frequent bullying is of course associated with certain symptoms and school absenteeism. A representative sample of 500 children aged 8-12 years studying in public and private schools of rural area were selected through random sampling method. The study reveals that 31.4 % underwent bullying and there was no significant difference in bullying among boys and girls. It was also noted that only 24% parents were aware that their children were being bullied. The findings alarm the healthcare care professional to be cautious and aware of bullying so that they can plan for appropriate interventions to overcome the depression and other bullying related health problems among the children.

Keywords: Bullying, Peer Abuse, School children, Violence

INTRODUCTION

Bullying, defined as an intentional unprovoked abuse of power by one or more children in order to inflict pain or cause distress to another child on repeated occasions, is a common form of child abuse or peer abuse(1,2). The reported prevalence of bullying has generally varied from 7.2-24%(3-5) A Korean study has demonstrated

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that as many as 40% students surveyed played some role in bullying with at least 23% being victims or victim-perpetrators(6). Bullying has to be taken seriously as it has been associated with certain immediate unfavorable consequences for the victims(7,8) and several victims carry the scars of this victimization through their adult life (2,9,10). Considering the paucity of data from India and taking into account the potential of this phenomenon to cause damage to the wellbeing of young children, a study to determine the prevalence of bullying amongst school children and if it was associated with any symptomatology.

SUBJECTS AND METHODS

This prospective study was conducted by enrolling students from three randomly selected schools from the locality. The sample size was calculated taking into consideration the prevalence of bullying found in a pilot study (35%), variability of $\pm 5\%$ and the possible refusal rate (20%). A pretested semi-structured questionnaire based on previously validated tool developed by Olweus(11,12) was used for interviewing children studying in 3rd-7th grades. These children were randomly selected using a random table so as to obtain a sample size of 500 children. Another pretested semi-structured questionnaire was used to Research Papers. INDIAN PEDIATRICS interviewed 25 parents. The same investigator (RA) interviewed all children and parents, so as to avoid inter-observer variability.

The frequency of bullying was graded as follows:

Grade I: Nearly every day (>5 times/week);

Grade II: Often (3-4 times/week);

Grade III: Some times (1-2 times/week);

Grade IV: Hardly ever (0.05). The prevalence of bullying was 34% amongst 200 students interviewed from English medium school, and 30.7% amongst 300 vernacular medium (Marathi) students ($p > 0.05$). In contrast, the prevalence of bullying was significantly higher in co-educational schools than in girls' school (35.4% vs. 18.0%, $p < 0.05$). Everyone who claimed to have been bullied reported at least one symptom, while only 180 (52.5%) out of 343 children who were not bullied reported any symptom. Gender wise analysis revealed that 69 (57.5%) of the 120 boys who were not bullied reported at least one symptom.

What this Study Adds • Thirty one percent of school children interviewed reported being bullied in schools • The commonest forms of bullying reported were teasing and keeping names. Causing physical hurt was reported by 25(5%) students • Many of the bullied children do not inform their parents about being bullied.

(54.3%) of the 223 girls who were not bullied did report a symptom. There was no significant gender wise difference amongst those reporting symptoms in absence of bullying ($p > 0.05$). The prevalence of bullying varied from 13.4% in children studying in Class III to 45.94% in those studying in Class VI. The prevalence was higher in certain classes that had more than usual number of retained students. These students having failed at examination and having been retained in the same class were older than their other classmates and easily acted as bullies. The reported frequency of bullying was as follows:

Grade I: 4 (2.5%) and **Grade II:** 10 (6.4%). The majority of students (72, 45.9%) were bullied at a lower frequency of 1-2 per week or once a month (71, 45.2%). Prevalence calculated on the basis of parental/ guardians' interview was much lower at 24%, indicating thereby that most bullied students did not report these incidents to their parents. The commonest types of bullying reported were teasing (128 children) and keeping names (101). Other forms of bullying reported included use of bad words(53), spreading rumors (9) threatening(8) and isolation(2). Causing physical hurt was reported by 25 (16%) students. As shown in the above symptoms such as feeling sad, preferring to stay alone and frequent tearing of clothes were almost exclusively noted in bullied children. In addition, these children were more likely to report symptoms such as school phobia, vomiting and sleep disturbances. Table I also shows that falling sick frequently and headache were the two commonest symptoms noted amongst bullied boys as well as girls. Body ache was the next most frequently reported symptom amongst bullied girls while nightmares constituted the third most common reported symptom amongst bullied boys. Discussion this study has shown that bullying is very much prevalent in Indian schools and the prevalence of bullying noted in our study (31.4%) could be one of the highest amongst studies carried out worldwide. Although actual physical hurt was reported by only a miniscule minority of students; it should be remembered that even non-physical forms of bullying also lead to harmful effects. It is

worrying that severe forms of bullying such as being abused, being isolated and spreading of rumors were suffered by 63 students. It should be remembered that bullying is not a harmless phenomenon, but is associated with several short-term and long-term consequences: Victims, especially if bullying is frequent and severe, frequently abstain themselves from the school, have lower self-esteem, lack confidence, are low achievers affecting their school performance and report several psychosomatic illnesses(5,7,8). In addition, they are more likely to have anxiety, depression and suicidal ideation (8- 10). They are lonely and have fewer friends and consider themselves as less competent. It can also impact their abilities to form relationships in adult life (2). The study has also shown that most victims of bullying do not report the incident to parents and this takes away an important source of support. However, these children do report certain symptoms. For example, in our study vomiting, disturbance in sleep and fear of going to school were reported by victims more commonly than non-bullied children. Williams, et al.(7) found that an association between victims and symptoms such as not sleeping well, bed wetting, feeling sad and experiencing more than occasional headache and tummy ache. It is necessary that doctors are aware of these associations so that they are able to offer the necessary help to children and avoid unnecessary diagnostic work-up. Physicians, therefore should ask about bullying when children and adolescents present with unexplained psychosomatic and behavioural symptoms (13). In our study, certain symptoms were more commonly reported by non-bullied group. These symptoms could be related to illnesses or other anxieties that children suffered from. In view of a high prevalence of bullying there is a need for the teachers, school administrators, pediatricians and educationists to focus on the issue.

Research should be undertaken to determine the high-risk factors for bullying and to identify characteristics of victims in our milieu. This should, of course, be accompanied by implementation of appropriate preventive and remedial measures. Acknowledgements Authors are grateful to Dr. S.V. Kakade, Lecturer and Statistician, Department of Preventive and Social Medicine, Krishna Institute of Medical Sciences (KIMS), Karad for providing assistance in statistical analysis. Contributors: VYK: Concept and study design, critical appraisal of the study, analysis of data, critical revision of the draft, will act as guarantor

of the manuscript. RA: Collection, analysis and interpretation of data, preparation of first draft. SBB: Interpretation of the data, Critical revision of draft, drafting final script.

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Possible research ideas

1. Comparative studies between bullying of school and college students
2. Research should be undertaken to determine the high-risk factors for bullying and to identify characteristics of victims in our milieu.
3. How to handle bullying in children?
4. What must be done to stop bullying in schools?
5. What are the factors that lead adolescents to engage in bullying ?
After looking at the seriousness caused to the students following Strategies can be planned to prevent bullying.

1. MAKE STUDENTS AWARE OF DIFFERENT KINDS OF BULLIES

Bullies in classrooms usually attack students who lack the emotional understanding of bullying. Bullies try to overpower their targets with different approaches. It can be the physical appearance, popularity, or other ways.

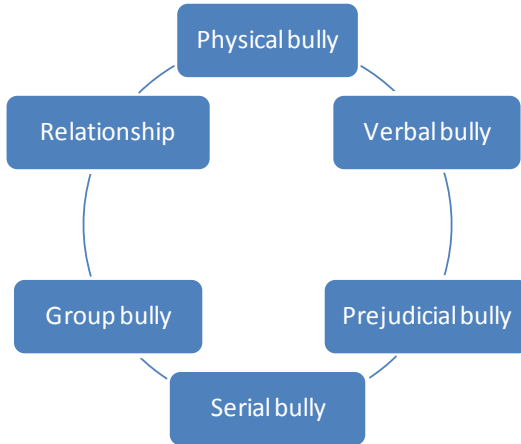
It is important that your students understand all kinds of bullying behaviors. Help students grow emotional intelligence, so they can counter a bully effectively. Also, work on the bullies to help them cultivate empathy and inform them about the consequences of their bullying behaviour.

In a classroom, there are usually 7 kinds of bullies.

- Physical bully- using physical power to strong-arm others
- Verbal bully- using harsh words on other people
- Prejudicial bully- prejudices in terms of religions, races, sexual orientation or others
- Bully victims- who have been a victim of bullying in the past
- Serial bully- who constantly bully others
- Relational bully- uses friendship and other relationships to overpower others
- Group bullies- they bully in groups

You have to understand all kinds of bullies and also make students aware of these kinds.

TYPES OF BULLIES



2. READ SIGNS OF A BULLY IN YOUR CLASSROOM

Not all bullies become visible, as they do not always use physical bullying.

That's why you have to be extremely focused on the behaviour of boys and girls in your classroom. A relational form of bullying usually stays between the bully and the victim.

Hence, you need to keep an eye on how students are interacting with each other. No need to interfere all the time, just observe and definitely interfere to inquire, if you suspect any form of bullying.

3. STAY AVAILABLE EVERYWHERE AND EVERY TIME AT SCHOOL

Apart from your classroom, there are many other hot spots where bullies attack their victims. In fact, the conversations of classroom lead to other spots in college such as the hallway, bathroom, lunchroom, or other areas. It is important that responsible officials stay available near all the hot spots of bullying. At the same time, you should try and ensure that you stay available to the students throughout a school day.

This way, any student, who wants help, can easily come to you and ask for your assistance.

4. TEACH THE SKILL OF FIGHTING BULLIES COLLECTIVELY

Mostly, students stand and watch one kid getting bullied and don't do anything. But in some cases, it is better to collectively come together and take an ethical action against the bully.

In your classroom, you can promote a sense of unity among students. Ask them to recognize and call out a bully. Also, promote behaviour of reporting a bullying behaviour to the authorities, teachers and even parents. The kids should not only inform about their own encounters but also stand up and talk about the bullying encounter, which other students face.

5. FIND CLASS LEADERS AND CONNECT WITH THEM

The emotional vulnerability of victims doesn't allow them to come forward and talk about a bully. And a teacher only has limited exposure to the social environment of students. That's why you need your own informers in the classroom. This way, you can find if a bully is active and bullying one or more students.

The best informers in your classroom are the leaders. Every class has one or more leaders who actually care about the educational environment and work for the betterment of the students. Your goal should be to find those students and connect with them. Let them help you keep an eye on bullies and find victims who generally stay hidden.

6. BRIDGE THE GAP OF COMMUNICATION WITH EVERY STUDENT

Usually, a teacher builds a group relationship with the whole class. Sure, some students come closer and the communication reaches more personal level. So, these students can easily seek a teacher for advice or assistance with anything. But what about the rest of the class?

Not every student is outspoken or bold enough to connect with the teachers. In fact, many times, some students don't feel the need to communicate with teachers on a one-on-one level. In that case, you, as a teacher, have to make efforts. You have to move forward and bridge that gap of communication. Try communicating with each and every student in your classroom.

This does two major things. First of all, every student becomes close enough to share his or her problems with you. At the same time, you come to know the emotional strengths and weaknesses of each

individual. And that can help you identify bullies and victims in your classroom.

7. INCLUDE PARENTS TO WORK TOGETHER FOR KIDS

Teamwork of teachers and parents is essential to winning the fight against bullying. You need to find more effective ways to engage parents in the process of bullying prevention. Utilize PTA and PTO meetings, send newsletters to parents, connect with them on social media and conduct conferences if possible. All these steps can help in recognizing bullies and creating intervention strategies as well.

It is extremely important that you win the trust of parents. Only then, they will indulge in your methods of helping students. So, if a parent complains about a bully, it's your duty to conduct a thorough investigation.

8. BECOME AN ANTI-BULLYING VOICE OF YOUR STUDENTS

In many situations, students make a collective effort to stop the bullies. But they don't attain proper response from the school authorities. This is when your support matters a lot. You have to work as an advocate for students who try to fight against bullying. Become a voice and help students reach out to school authorities.

CONCLUSION

Bullying is a common phenomenon amongst school going children. Frequent bullying is associated with certain symptoms and school absenteeism. Healthcare professionals should be aware of this phenomenon so that they can diagnose the underlying cause when these symptoms are reported and plan for appropriate interventions.

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Psychological and Neurological Impacts of Child Abuse

*Dr. Sindhya V.**

ABSTRACT

The article highlights the types of child abuse and what are its impacts on the various walks of children. Types of child abuse vary from physical abuse to emotional and sexual abuse. The impacts are categorized into psychological as well as the physiological effects created to the abused and also how the life and relationships are hampered. Researches undertaken in the area also point out the dire situation that the victims are facing. Some suggestions like the role of schools and parents for the prevention of child abuse through the curriculum, by providing positive role models and opportunities for participation, effective communication with children, life skills programs for coping with problems were also made.

Keywords: child abuse, physical abuse, sexual abuse, psychological and physiological effects.

INTRODUCTION

Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power (WHO, 1999).

While definitions of abuse remain ambiguous, some behaviours are objectively dexterous to healthy child development. At the same time,

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acceptability around behaviour varies widely from one social group to another (Tucci, Saunders, & Goddard, 2002) and from culture to culture.

TYPES OF CHILD ABUSE

- **Emotional abuse:** The failure of caregivers and adults to nurture a child and provide them with the love and security that they require, and where a child's environment and relationships with caregivers are unstable, coercive or unable to support the child's healthy development.
- **Neglect and negligent treatment:** Where a child is deprived of essential needs, such as love, nutrition, clothing, warmth, shelter, security, protection, medical and dental care, education and supervision.
- **Physical abuse:** The infliction of bodily injury upon a child which is not accidental.
- **Family violence:** Where one partner uses violence, and the threat of violence, to control their partners, children and other family members.
- **Sexual abuse:** The involvement of a child in any sexual activity with an adult, or with another child who is in a relationship of responsibility, trust and power over that child. Sexual abuse includes, but is not limited to, the manipulation or coercion of a child into sexual activity, child prostitution and child pornography.
- **Organised abuse:** This form is very complex and can involve multiple forms of abuse and occur in the context of abusive family groups and perpetrator networks. Different terms including 'organised abuse', 'sadistic abuse' and 'ritual abuse' have been used.

OTHER FORMS OF CHILDHOOD TRAUMA

The Adverse Childhood Experiences Study (Felliti and Anda, 1998) classifies childhood trauma in ten categories:

- **Abuse of child:** psychological, physical, sexual
- **Trauma in child's household environment:** substance abuse, parental separation and/or divorce, mentally ill or suicidal household member, violence to mother, imprisoned household member
- **Neglect of child:** abandonment, child's basic physical and/or emotional needs unmet

- **Domestic violence:** Witnessing and experiencing family violence is a form of psychologically abusive behaviour and has been related to subsequent psychological disturbances (Briere, 1992).

Children are often exposed to harmful behaviours from one or more of these categories of abuse (Higgins & McCabe, 2000). The nature of the abuse and the duration of exposure of harmful behaviours may affect the long-term effects of the abuse into adulthood (Higgins, 2004). However, the type and duration of abuse are not the only factors determining the long-term effects of the abuse.

LIFE PROBLEMS AND ABUSE

Child abuse is rarely an isolated event. It often occurs in the context of other factors which may harm a child's development, such as poverty, or parents with mental health or alcohol and drug problems. As children grow up within abusive environments, they develop adaptive ways of thinking and behaving to survive their childhood. In adulthood, however, the defenses and coping mechanisms that helped protect the child from the full impact of their abuse are often less constructive.

Violation of child rights and child abuse is a widespread phenomenon that needs urgent consideration for its prevention and remediation. Once the child is abused, he/ she may have life-long enduring effects upon both neurological and psychological development altering adult behaviour patterns. Research has proved that child abuse violates the trust at the core of a child's relationship with the world (Walker, 1994). When the primary relationship is one of betrayal, a negative schema or set of beliefs develops. This negative core schema often affects an individual's capacity to establish and sustain significant attachments throughout life. Survivors often experience conflictual relationships and chaotic lifestyles, frequently report difficulties forming adult intimate attachments and display behaviours that threaten and disrupt close relationships (Henderson, 2006).

Many survivors' lives are characterized by frequent crises e.g. job disappointments, relocations, failed relationships, financial setbacks. Many are the result of unresolved childhood abuse issues. The reasons are complex, but for many survivors ongoing internal chaos prevents the establishment of regularity, predictability and consistency. They

function in ‘crisis mode’, responding with stopgap measures which don’t resolve the underlying issues. This can be exhausting and dispiriting and contribute to feelings of helplessness and hopelessness (The Morris Center, 1995).

RESEARCH BACKGROUND

A number of studies have explored the relationship between childhood trauma and later health concerns. Research has found that childhood abuse contributes to the likelihood of depression, anxiety disorders, addictions, personality disorders (Spila, Makara, Kozak, & Urbanska, 2008) eating disorders, sexual disorders and suicidal behaviour (Draper et al., 2007). A study by Palmer, Brown, Rae-Grant, & Loughin (2001) with 384 survivors of childhood abuse found that survivors of child abuse tended to be depressed, have low-self esteem, and to have problems with family functioning. A study found that almost 76% of adults reporting child physical abuse and neglect have at least one psychiatric disorder in their lifetime and nearly 50% have three or more psychiatric disorders (Harper et al., 2007). Adults with abuse histories also present with physical problems more frequently than those who have not experienced abuse (Draper et al., 2007). Furthermore, child sexual abuse has been found to be a key factor in youth homelessness with between 50-70% of young people within Supported Accommodation Assistance Programs having experienced childhood sexual assault (van Loon & Kralik, 2005b).

A. Impact on the Psychological and mental health

Over two decades of research have demonstrated potential negative impact of child abuse and neglect on mental health including:

<ul style="list-style-type: none"> • depression • anxiety disorders • poor self-esteem • aggressive behaviour • suicide attempts • eating disorders • use of illicit drugs 	<ul style="list-style-type: none"> • alcohol abuse • post-traumatic stress • dissociation • sexual difficulties • self-harming behaviours • personality disorders.
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Victims of child abuse and neglect are more likely to commit crimes as juveniles and adults.

Briere & Scott (2006) identified six key areas in which child abuse affects psychological function in adult life:

- 1. Negative pre-verbal assumptions and relational schemata:** Children who are abused internalize profoundly negative messages about themselves, their place in the world and other people. These negative messages often persist into adulthood, and powerfully influence how survivors interact with others and how they feel about themselves. As a result, survivors often lack the skills to mediate close relationships. They may be too defensive, aggressive, scared or shy to fully connect with the people around them.
- 2. Conditioned emotional responses to abuse-related stimuli:** When adult survivors encounter situations, words, or experiences that remind them of their childhood abuse, they may become emotionally overwhelmed. Everyday situations may trigger intense feelings of guilt, shame, grief or anger that take a long time to fade away. These "emotional storms" can make the day-to-day life of a survivor very unpredictable and frightening.
- 3. Implicit/sensory memories of abuse:** Child abuse often involves experiences of fear, betrayal and powerlessness - experiences that a child cannot understand or explain. Such experiences become "implicit" memories (sometimes called "body memories") which mean that, when the memory returns, it does so with the physical sensations and emotional force of the original experience. These experiences, sometimes called "flashbacks", can be terrifying.
- 4. Narrative/autobiographical memories of maltreatment:** For many adults, abuse is a part of their life history. Making sense of this abuse poses a number of challenges. Why did it happen? What does it say about my family? What does the abuse say about me? These are common questions for many survivors.
- 5. Suppressed or "deep" cognitive structures involving abuse-related material:** Physical or sexual violence are overwhelming experiences for children. They do not understand abuse, nor do they have the resources to protect themselves. Trapped in a dangerous situation, children often respond to abuse with a "last ditch" psychological defense: they suppress their knowledge of the abuse. As they grow, their knowledge of their abuse may remain "split off" from awareness, but it deeply shapes the survivor's thinking patterns and ways of relating to others.

- 6. Inadequate development affect regulation skills:** Deprived of natural patterns of learning and development, survivors frequently find themselves overwhelmed by everyday situations and relationships. They often develop "avoidant" coping styles in order to lessen the pain of their past abuse and escape the discomfort of the present. This avoidance can take any number of forms, including withdrawing from social situations, avoiding/sabotaging personal relationships, self-medication through alcohol or drugs, or self-harming in order to dissociate and/or express pain.

B. Impact on the physiology of the brain

Impact on the cortex and limbic system

Research shows that children and adults with histories of child abuse often respond excessively to minor triggers. Traumatized children (and adult survivors) become increasingly responsive to relatively minor stimuli as a result of decreased frontal lobe functioning (learning and problem solving) and increased limbic system (amygdala) sensitivity (impulsiveness) (Streeck-Fischer & van der Kolk, 2000).

Decreased cortex activity

The cortex or the more rational, outer-layer of the brain is the seat of our thinking capacity. The cool, rational cortex is in constant communication with the amygdala and the hippocampus (the limbic system). The frontal lobes are situated in the cortex and are responsible for learning and problem solving. The capacity to learn from experience requires events to be registered in the prefrontal cortex, compared with other experiences and evaluated for an appropriate response (Streeck-Fischer & van der Kolk, 2000).

When children are under threat, the fast tracts of the limbic system are likely to be activated before the slower prefrontal cortex has a chance to evaluate the stimulus (Streeck-Fischer & van der Kolk, 2000). Only a state of non-hyper-arousal allows activation of the prefrontal cortex needed for learning and problem solving.

Increased limbic system sensitivity

The limbic system is sometimes called 'the emotional brain'. It controls many of the most fundamental emotions and drives for survival (McLean Hospital, 2000). The limbic system initiates the fight, flight

or freeze responses to threat. The amygdala and the hippocampus are part of the limbic system. A study by Teicher et al. (1993) found a 38% increased rate of limbic abnormalities ('emotional brain') following physical abuse, 49% after sexual abuse, and 113% following abuse of more than one type combined (cited in Streeck-Fischer & van der Kolk, 2000).

The amygdala processes emotions before the cortex gets the message that something has happened. For example, the sound of a loved one's voice is communicated to the amygdala, and the amygdala generates an emotional response to that information (for example, pleasure) by releasing hormones. When someone is threatened, the amygdala perceives danger and sets in motion a series of hormone releases that lead to the defensive responses of fight, flight or freeze. Because the amygdala is immune to the effects of stress hormones it may continue to sound an alarm inappropriately, as is the core of PTSD (Rothschild, 2004).

The amygdala's role in the encoding, storage and retrieval of emotionally-arousing material (and corresponding hormonal changes) primes animals to remember emotionally charged or threatening events better than every-day events (Howe, Cicchetti and Toth, 2006).

Decreased hippocampal volume

The hippocampus helps to process information and lends time and spatial context to memories and events. The hippocampus assists the transfer of initial information to the cortex which works to make sense of the information. However the hippocampus is vulnerable to stress hormones, in particular the hormones released by the amygdala's alarm. When those hormones reach a high level, they suppress the activity of the hippocampus and it loses its ability to function. Information that would make it possible to differentiate between a real and imagined threat never reaches the cortex and a rational evaluation of the information isn't possible (Rothschild, 2004).

If a particular stimulus is misinterpreted as a threat, this leads to immediate fight/flight/freeze responses (to non-threatening stimuli). This causes this system to respond to minor irritations in a totalistic manner (Streeck-Fischer & van der Kolk, 2000).

Research shows that environments of extreme stress lead to increased cortisol levels (Murray-Close, Han, Cicchetti, Crick, &

Rogosch, 2008) which can lead to decreased hippocampal volume. Decreased hippocampal volume has been associated with poorer declarative memory which places adults at greater risk of developing PTSD-like symptoms, and is closely correlated with experiences of depression and physical inflammations (Danese, Pariante, Caspi, Taylor & Poulton, 2006).

Impact on the left and right hemisphere

Underdevelopment of left brain

A study by McLean Hospital (2000) found that children with histories of abuse were twice as likely as non-abused children to have abnormal electroencephalograms (EEGs). EEG is a medical test used to measure the electrical activity of the brain, via electrodes applied to the scalp. Research shows evidence of deficient development of the left brain hemisphere in abused patients (which controls language), suggesting that the right hemisphere may be more active than in healthy individuals.

A smaller corpus callosum

The corpus callosum is a major information pathway connecting the two hemispheres of the brain (McLean Hospital, 2000). A number of studies have found that the corpus callosum is smaller in abused children than in healthy children (De Bellis et al., 1999; McLean Hospital, 2000; Teicher, Ito, Glod, & Andersen, 1997). Furthermore, McLean Hospital (2000) found that abused patients shifted the degree of activity between the two hemispheres to a much greater extent than normal. They theorised that a smaller corpus callosum leads to less integration of the hemispheres. This can lead to dramatic shifts in mood or personality.

Neuro-endocrine alterations

Brain development is affected by stress early in development. Extensive research has been carried about the neuro-biology of stress. The link between a history of childhood abuse and neglect and neuro-endocrine impacts is well established. Research tells us that the bodies of children who are being abused react and adapt to the unpredictable dangerous environments to which they are exposed. Stress can set off a ripple of hormonal changes that permanently wire a child's brain to cope with a malevolent world (Teicher, 2002). Through this chain of events, violence and abuse pass from generation to generation (Teicher, 2002).

The neuro-endocrine system refers to the system of interaction between our brain/ nervous system and the hormones in our bodies. This system helps regulate our moods, our stress response, our immune system, and our digestion, amongst other things. Any disruption to the neuro-endocrine system affects a range of basic psychological and physiological functions.

Research suggests that many of the long-term impacts of child abuse experienced by adult survivors result from the chronic neuro-endocrine deregulation caused by prolonged exposure to abuse and violence (Kendall-Tackett, 2001).

- **Impact on stress hormones** (including impact on cortisol production)

A number of studies have identified alterations in cortisol production in both children and adults who experienced childhood abuse (Carpenter et al., 2007; Joyce et al., 2007; Linares et al., 2008; McLean Hospital, 2000). Alteration in cortisol levels, either an increase or decrease, can cause a number of long-term physical and psychological health concerns.

Even in utero foetuses experience stress (Cozolino, 2002). Tests have found that foetuses express a biological response indicative of a stress response well before birth (Gunnar, 1998).

The nervous systems of children who are abused run on a constant high because they are constantly anticipating further danger. Their bodies are flooded with fight-or-flight hormones (Cozolino, 2002). A study by Linares et al. (2008) shows alterations in cortisol production in children with histories of abuse and neglect. This state of chronic 'hyper-arousal' persists for many survivors throughout their adult years as well. Even when the abuse and violence has ceased and the environment is 'safe', many adult trauma survivors still perceive the threat to be present; their fear is maintained and becomes pathological (Giarratano, 2004b). A study by Joyce et al. (2007) found that experiences of childhood abuse were associated with high cortisol levels in depressed adult survivors.

Impact on Thyroid production

Studies conducted by McLean Hospital (2000) have found that neglect can also decrease production of thyroid hormone. This can lead to a number of health concerns as the thyroid gland secretes hormones which modulate metabolism.

Trauma is biologically encoded in the brain in a variety of ways. Changes in structures like the hippocampus, and the coordination and

integration of neural network functioning have been identified. These changes are reflected in the victim's physiological, psychological and interpersonal experiences (Cozolino, 2002). Deficit in psychological and interpersonal functioning then create additional stress which further compromises neurobiological structures. In this way, adaptation to trauma, especially early in life, becomes a "state of mind, brain, and body" around which subsequent experience organises (Cozolino, 2002).

Impact on gene expression

A research study, led by Michael Meaney from Douglas Mental Health University Institute in Montreal examined samples from the hippocampus region of the brain, which is associated with memory function, and is known to develop differently in abused children. (Meaney, 2009) They found a gene - NR3CI, which influences the brain's susceptibility to stress hormones - was less likely to be activated in people who have been abused. This study as the first to demonstrate that a genetic process appears to underlie such changes. Those who have been abused had lower levels of expression of the gene for the glucocorticoid (cortisol) receptor, which is critical for the stress response pathway. Children who are abused early are flooded with stress hormones like adrenaline and cortisol, impacting on how the brain develops and the stress regulation method. This in turn impacts on the hippocampus, the area which controls feelings, meaning that adult survivors will be more likely to be highly stressed, have difficulties with anger and emotions, and be prone to self-harm, anxiety, suicide and depression.

Abuse-related conditions

The negative impact of child abuse on adult mental health has been documented for over 150 years, and, over the last thirty years, in particular, numerous research studies have documented the link between child abuse and mental illness in later life. At present, there is no single diagnosis or condition that describes the psychological effects of child abuse. When in contact with mental health services, many adult survivors of child abuse find themselves diagnosed with multiple psychological conditions, many of which have considerable overlap.

The psychological impact of abuse on a child depends on a range of factors, including: the type of abuse, the severity of abuse, the relationship of the child to the abuser/s, the child's family environment

and their relationship with their parents or other caregivers, and whether the child has previous experiences of abuse, or a history of support, care and love. These factors can soften, or exacerbate, the impact of abuse on a child's psychological wellbeing, and the likelihood that they will develop mental illness later in life.

CONCLUSION

The future prosperity of any community depends on its ability to foster the health and well-being of the next generation. When a community invests wisely in children and families, the next generation will pay that back through a lifetime of productivity and social responsibility. All children deserve an equal opportunity to experience healthy growth and development. When child abuse and neglect interferes with that opportunity, we put our future at risk.

Child welfare professionals are working at full capacity to protect our nation's children. But, it is clear that the problem is too great and too important to be delegated entirely to these valiant workers. We must ensure a positive and safe environment so that physical and sexual abuse don't occur and to help children and young adolescents make informed decisions about their health.

Schools can play a part in the prevention of child abuse through the curriculum, by providing positive role models and opportunities for participation. Besides, effective communication with children is the most important key to child safety. Life skills programmes can give children skills for coping with problems as they arise.

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4

Occurrence and Prevention of School Bullying - A Case Study of Fatepur High (H.s.) School, Haringhata, Nadia, West Bengal

*Dr. Tushar Kanti Nath**

ABSTRACT

Commonly bullying is defined as the long-term physical or psychological abuse of children, who is not able to defend himself or herself, by individual or group of other students. Approximately 30 percent of the students of class 6-10 are reported to be involved in bullying either as bullies or victim or both. Due to the media coverage the incidences of bullying and associated aggressions are come into surface and become an issue in school education. In the present investigation, an extensive survey was performed among the students of grade 6-12 of Fatepur High (H.S.) School, Haringhata, Nadia, West Bengal to search the causes, subject matters as well as the probable preventive measures of bullying. It has been observed that 52.22% of total respondents were bullied by their own classmates. Teasing (32.22%), excluding from group and spreading rumors (26.67%) were the major form of bullying. Poor performance in study (43.34%) is the main content of bullying here. Other subject matters are caste/community, family issue/problem, poverty, skin complexion etc. Early intervention, use of close circuit camera and

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introduction of anti-bullying law and policy may be the probable preventive measures as revealed in the present study.

Keywords: Bullying, aggression, preventive measure, teasing, respondents, victim.

INTRODUCTION

Bullying is a very common form of aggression and violence in which repetitive, unpleasant behavior accompanied with abuse of power is occurred and both children and adults may victimized by the process of bullying (Aulia, 2016). Though there is no universal definition of bullying, however most of the educational psychologist broadly agreed that it is characterized with (a) bullying is not accidental, it is deliberate, (b) imbalance of power between bully and victim, (c) repetitive over a period of time. Bullying and victimization are widely occurred phenomena among children and of several types, such as gossiping, name calling, exclusion, and hitting or pushing (Olweus, 1993). Victim receives mild or severe physical, psychological as well as social distress due to bullying. Some observations suggest that victims of bullying may experience obstruction to be wellbeing. A poor adjustment and psychological distress that can lead to depression and thoughts of suicide were higher in conditions among the victims (Rigby, 2003). In most of the cases school students with age group 6 – 16 years are bullied by their own classmates or seniors fellow. According to Fight Crime: Invest in Kids, 2003, nearly 30% of students with age group 6 – 10 are engaged in bullying either as bully or victim or both. Hence, bullying is very common phenomenon nowadays in our society particularly in our school environment (Harris and Petrie, 2003).

The incidence of bullying has increased from time to time. Yoselisa et al (2011) reported that bullying happens largely in the classroom (45.1%) in absence of teacher, in playground (24.2%) and in school canteen (16.1%). Few incidences of bullying were also existed in school bus (8.1%) and corridor (6.5%). So school is the most vulnerable area for bullying. The school authority, students and parents i.e. all the stakeholders need to be aware of the bullying happening among the school students. In the present investigation, attempts were taken to identify the forms, causes, subject matters, effects of bullying along with the probable preventative measures among the students of Fatepur High (H.S.) School of Haringhata block of Nadia district, West Bengal.

REVIEW OF LITERATURE

Bullying may be defined as “intentional, repeated negative (unpleasant or hurtful) behavior by one or more persons directed against a person who has difficulty defending himself or herself” (Olweus, 1997). The incidences of bullying were come on surface widely when media coverage begun to focus on it and subsequently research attention and societal concern were developed rapidly. Porter and Smith-Adcock (2011) reported that Norway and adjoining countries started first the scientific studying on bullying in 1970. World Health Assembly recognized bullying as an international public health concern in 1996 (Menesini & Salmivalli, 2017).

Taking three lac students from forty eight developing and developed countries, a survey was conducted about bullying in 2011. It has been noticed that more than half of the students have experience of bullying in school out of which 33% students having been bullied weekly (Mullis et al., 2012). This and other studies suggested that bullying is a severe societal problem of different nation irrespective of poor or rich countries (Eriksen et al., 2012; Dunne et al., 2013; Ponzio, 2013).

There are three forms of bullying viz. physical, verbal or psychological (Ayenibiowo and Akinbode, 2011). A recent study showed that 56% of students were verbally bullied whereas 29% excluded from group, 28% bullied physically and 22% reported to be extorted (Wang et al., 2010). It is mentioned in the study of James (2011) that physical bullying is more straight-forward while verbal bullying incorporates the exclusionary behaviors like rejection, manipulation, controlling attitude and blackmailing to spoil reputation. The short term effects of bullying includes school absenteeism, having low self-esteem, lack of confidence, poorer grades in school (Kshirsagar, 2007) whereas, in the long term, they are prone to suffer from depression, anxiety and even suicidal ideation (Lemstra, 2012). Due to the effect of peer bullying more frequent and severe health complication, in comparison to other types of bullying, may be developed (Knack et al., 2011). It has been revealed from the study of Christie-Mizell et al. (2010) that children who struggle in school performances or dealing with conflict are involved in bullying. Several bullies are come from authoritarian family i.e. where physical means of disciplines are maintained (Yerger and Gehret, 2011). However, one investigation observes that there is no significant effect of anger on bullying (Moon et al., 2011).

In a report of UNESCO on School violence and Bullying: Global status and trends, drivers and consequences (2018) it was stated that “the proportion of students reporting that they have been bullied is highest in the Middle East, North Africa and sub-Saharan Africa and lowest in Central America, the Caribbean and Europe (GSHS, HBSC)”. Brown and Taylor (2008) noticed the effect of bullying in school in a British study of the National Institute of Child Development. The result showed that the impact of bullying remains during adult life. Harmon and Walker (2000) argued that bullying has an impact on educational level throughout life. Kibriya et al. (2015) investigated school bullying in Ghana in a survey of 7323 students of class eight in 2011. The results showed an adverse impact of bullying on scoring of Mathematics and the level of the effect observed was greater among girls. It was also noticed that the effect of bullying decreases in the case of students who have a female teacher.

Srisiva et al. (2013) studied the incidence, forms and causes of bullying in Indian context. It has been found from their investigation that majority of the school students are facing bullying either by their seniors fellow or from their classmates. There are different types of reasons for being bullied including less intelligent, being fable minded, weak and poor performance in class room studies. The subject matters for bullying are backward in studies, poor appearance, skin complexion, caste or community, poverty etc.

METHODOLOGY

Area of Study: The present study was conducted in Fatepur High (H.S.) School, a government sponsored higher secondary school of Haringhata block of Nadia district, West Bengal, India. The school is situated in rural area.

Population and Sampling size: For the purpose of the present investigation the students were classified into three categories viz. Group-I (class VI-VIII, age 11-14 years), Group-II (class IX-X, age 15-16 years) and Group-III (class XI-XII, age 17-18 years). Thirty students were randomly chosen from each group i.e. total ninety students were taken to conduct focused group discussion and subsequently in survey work.

Data collection: The students were treated with focused group discussion and data were collected from the student respondents of different age groups as mentioned above applying structured questionnaire. Different questions were framed regarding the forms,

subject matters, causes, effects, places etc. of bullying. Possible various types of preventions of bullying were also measured by student's response. The questions were with two option yes/no or multiple choice type.

RESULT AND DISCUSSION

The response of students of three age groups as mentioned and percentage of overall respondents regarding the various parameters for measuring bullying and subsequent aggressions were calculated in the present study. A wide range of opinion was obtained from the pupils of different classes as well as socio economic conditions.

1. Understanding level of students about bullying

Nearly half of the students (48.89%) thought that bullying lowers their morale and made them jocular in the eye of other classmates. In this regards, 70% students of grade 9 & 10, 40% of grade 11 & 12 and 36.67% of grade 6 to 8 students nodded their positive response. However, overall 31.11% students stated that any action which hurt their feeling is called as bullying out of which the individual contribution of Gr.III, Gr.I and Gr.II were 43.33%, 30% and 20% respectively. Another 20% students treated any physical or verbal abuse as bullying. It was also revealed from the present investigation that occasional verbal dual, petty fight and quarrel related to study are not considered as bullying by majority of the students (92%).

2. Victims and Bullies

It has been observed that 52.22% of total respondents were bullied by their own classmates, out of which group-wise percentage were 26.67, 53.34 and 76.67 in case of Gr.I, Gr.II and Gr.III respectively. Upper class students bullied 27.78% of students as responded in the present study. In case of Gr.I, 63.33% of respondents were bullied by senior students. These values were 13.33% and 6.67% for Gr.II and Gr.III pupils. Overall 20% (Gr.I- 10%, Gr.II- 33.33% and Gr.III- 16.67%) of respondents were experienced of bullying both by peers and senior students.

3. Kinds of Bullying

Teasing, threatening, excluding from group and spreading rumors, ganging up & beating and pushing & punching were the different forms of bullying as expressed in the present survey work. Teasing was standing first (32.22%) in this respect (Gr.I- 6.67%, Gr.II- 50% and Gr.III- 40%) whereas 26.67% respondents said that excluding from group and spreading rumors is the main form of bullying. A considerable number of students

(23.33%) thought pushing and punching is the major form of bullying. The overall percentage of threatening and ganging up & beating were 11.11 and 6.67 respectively. The group-wise values are shown in Table.-1 and Fig.-1.

Table-1: Forms of Bullying.

Sl. No.	Kinds of bullying	Percentage of Respondents			
		Class VI-VIII group	Class IX-X group	Class XI-XII group	Overall
1.	Teasing (F1)	6.67	50.00	40.00	32.22
2.	Threatening (F2)	13.33	6.67	13.33	11.11
3.	Excluding from group and spreading rumors (F3)	33.33	13.33	33.33	26.67
4.	Ganging up and beating (F4)	6.67	10.00	3.33	6.67
5.	Pushing and punching (F5)	40.00	20.00	10.00	23.33

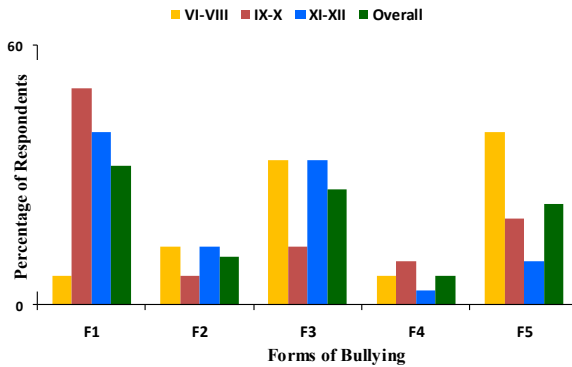


Fig. 1. Different forms of Bullying among three age groups with overall respondents.

4. Content of Bullying

A majority of the respondents (43.34%) said that poor performance in study is the main content of bullying. Overall 14.44% of students thought appearance is the subject matter of bullying whereas the

percentage respondents of caste/community, family issue/problem, poverty, skin complexion and higher economic class were 12.22, 11.11, 8.89, 5.56 and 4.44 respectively. The group-wise values of different content are shown in the Table.-2 and Fig.-2.

Table-2: Content of Bullying.

Sl. No.	Content of Bullying	Percentage of Respondents			
		Class VI-VIII group	Class IX-X group	Class XI-XII group	Overall
1.	Poor academic performance (C1)	33.33	56.67	40.00	43.34
2.	My outlook (C2)	20.00	6.67	16.67	14.44
3.	My skin complexion (C3)	3.33	3.33	10.00	5.56
4.	My race / community (C4)	16.67	13.33	6.67	12.22
5.	My low economic class i.e. poverty (C5)	6.67	6.67	13.33	8.89
6.	My family problems / Family issues (C6)	16.67	6.67	10.00	11.11
7.	My high economic class (C7)	3.33	6.67	3.33	4.44

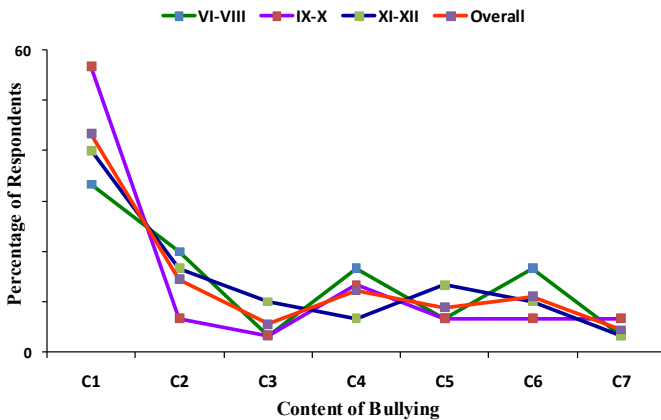


Fig. 1. Content of Bullying among three age groups with overall respondents.

5. Class room performance and Bullying

It was clear from the response of students that bullies take opportunity to bully their victims due to the poor performance in class room studies. Students are said to answer with yes/no/don't know. Overall 36.67% of respondents thought that poor performances in study are associated with bullying (Gr.I- 36.67%, Gr.II- 26.67% and Gr.III- 46.67%) whereas the opinion of 28.89% (Gr.I- 23.33%, Gr.II- 36.67% and Gr.III- 26.67%) students was there is no relationship between the two. The rest of the pupils were unaware of the fact.

6. Place and time of verbal bullying

In case of majority of the respondents, the place of verbal bullying is within the school campus (57.78%). Here the age group-wise data were more or less similar to that of overall value. Rest 42.22% pupils said that verbal bullying was occurred outside the campus. The age group-wise values were also approximately same with the overall percentage. Most of the cases of verbal bullying were occurred after the class hour (54.44%) of which Gr.I and Gr.II represents approximately 60% and Gr.III was only 40%. About 33.33% of respondents said that the incidences of bullying were took place both during after class hour. During class hour only 12.22% of verbal bullying was occurred according to the present survey.

7. Nature and place of Physical Bullying

About 80% of respondents gave opinion that the intensity of physical bullying was not so severe but 20% student said the physical bullying was severe enough to injury. All the group data were more or less same here to that of the overall values. According to the feedback of the students the places of physical bullying were inside the classroom but not during classes, within school campus and outside the school campus in nearly same percentage (30%). Very few incidences (11.11%) were occurred during classes.

8. Reaction of peers

The reaction of peers during bullying was surveyed. About 44.44% (Gr.I-26.67%, Gr.II- 60% and Gr.III- 46.67%) of the respondents were agreed that the classmates enjoy the fact of bullying whereas 32.22% students said that peers protest the bullies to do so. The opinions of all the three groups were approximately same (30%) in later case.

9. Causes of Bullying

There were various types of causes of bullying observed in the present study. The overall and group-wise percentages of the causes are shown in the following table and figure.

Table-3: Causes of Bullying.

Sl. No.	Causes of Bullying	Percentage of Respondents			
		Class VI-VIII group	Class IX-X group	Class XI-XII group	Overall
1.	Dominance of few classmates or higher class students (CA1)	3.33	16.67	10.00	10.00
2.	Physical might (CA2)	26.67	10.00	10.00	15.56
3.	Heroic attitude of some students (CA3)	23.33	23.33	26.67	24.44
4.	Past quarrel (CA4)	20.00	00	10.00	10.00
5.	Petty issue occurred every now and then (CA5)	26.67	50.00	43.33	40.00

■ CA1 ■ CA2 ■ CA3 ■ CA4 ■ CA5

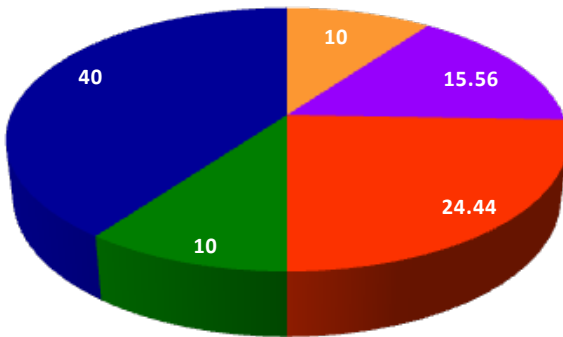


Fig. 1. Different causes of Bullying among three age groups with overall respondents.

10. Effects of Bullying

The occurrence of bullying affects the children both directly and indirectly. The effect sometimes may be serious enough. Different effects as observed in the present survey are shown in the following table and figure along with overall and group-wise percentage data.

Table-4: Effects of being bullied.

Sl. No.	Effects of Bullying	Percentage of Respondents			
		Class VI-VIII group	Class IX-X group	Class XI-XII group	Overall
1.	Poor concentration in studying (E1)	40.00	20.00	40.00	33.33
2.	Adverse impact on self-dignity (E2)	20.00	56.67	23.33	33.33
3.	Tearful students (E3)	3.33	00	13.33	5.56
4.	Indifferences about life (E4)	3.33	6.67	6.67	5.56
5.	Counter Bullying (E5)	33.33	16.67	16.67	22.22

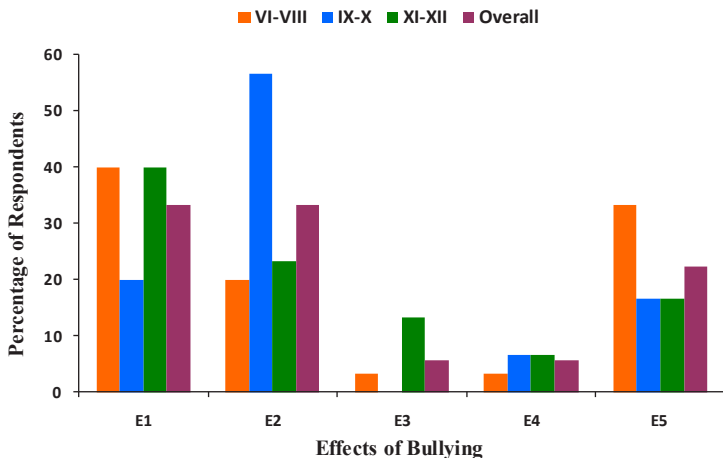


Fig. 1. Different effects of Bullying among three age groups with overall respondents.

11. Results of Bullying

Lack of interest of mingling with others was observed in 43.33% cases due to humiliation of peer or seniors. The group-wise values were nearly same (40%) in each case here. Loneliness was another impact of bullying which exhibits 32.22% (Gr.I- 20%, Gr.II- 33.33% and Gr.III- 43.33%) among the respondents. About 24.45% impact was found for poor performances in study.

12. Reaction and role of teachers

More than half of the respondents (57.78%) agreed that the incidences of bullying were not come to the knowledge of the teacher because they thought they can manage those petty things. 22.22% (Gr.I- 26.67%, Gr.II- 20% and Gr.III- 20%) students informed this to the class teacher and 20% (Gr.I- 40%, Gr.II- 6.67% and Gr.III- 13.33%) pupils could not know to teachers due to the fear of bullies.

13. Punishment

It was found from the study that 43.33% (Gr.I- 43.33%, Gr.II- 50% and Gr.III- 36.67%) of respondents acknowledged to give some symbolic punishment to the bullies whereas 30% (Gr.I- 30%, Gr.II- 33.33% and Gr.III- 26.66%) students were interested to apply exemplary punishment to the bullies. 26.67% (Gr.I- 26.67%, Gr.II- 16.67% and Gr.III- 36.67%) of respondents suggested to keep in peace without any punishment.

14. Preventive measures

Ten possible preventive measures were tested among the students to grade these according to the priority.

1. School wide awareness program
2. Early intervention
3. Introduction of anti-bullying law and policy
4. Training of teachers and staff
5. Introduction of anti-bullying content in syllabus
6. Surveillance of close circuit camera
7. Strong punishment of bullies
8. Explanation of demerits of bullying to the bullies
9. Incorporation of parents to the anti-bullying program
10. Increase of teacher's supervision and teacher-student relationship

It has been showed that maximum respondents (30.12%) kept 'Early intervention' at the top of the list. Use of 'close circuit camera' was the next position (19.28%) to prevent bullying whereas 14.46 % student thought that 'Introduction of anti-bullying law' will be effective to stop bullying and associated aggression.

CONCLUSION

After analyzing all the data obtained from the students of three age groups it can be concluded that -

1. Majority of the children are facing the fear of bullying either verbally or physically from their own peer or senior students. Various forms of bullying including teasing (32.22%), threatening (11.11%), excluding from group and spreading rumors (26.67%), ganging up and beating (6.67%), Pushing and punching (23.33%) etc. are found to be existed in the present study.
2. The subject matters of bullying and associated aggression vary with the victims and bullies. Different contents of bullying as revealed in the present investigation are poor academic performance (43.34%), outlook (14.44%), skin complexion (5.56%), race / community (12.22%), low economic class i.e. poverty (8.89%), family problems / Family issues (11.11%) and high economic class (4.44%).
3. Poor concentration in studying (33.33%), adverse impact on self-dignity (33.33%), tearful (5.56%), counters bullying (5.56%), indifferences about life (22.22%) are the major effects on students due to bullying.
4. It is established from the present study that the most probable means of prevention of bullying are early intervention, Use of close circuit camera and introduction of anti-bullying law and policy.

SUGGESTION FOR POSSIBLE FUTURE RESEARCH

1. Emphasis may be given to identify the different reasons of bullying in class room of both school and colleges.
2. Researchers shall investigate the occurrences and effects of cyber bullying particularly in educational institutes of urban area.
3. Attempts may be done to search the level of awareness of parents regarding the bullying that is continuing with their children in schools. Such awareness may be helpful to mitigate or decrease the occurrence of bullying.

4. Investigation may be done to identify the causes and possible prevention of ragging in colleges especially in Indian scenario.
5. Most of the cases of bullying are not surfaced to teachers. The possible reasons of such not knowing the occurrences of bullying among teachers may be investigated by the researchers.

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5

Social Adjustment of Adolescents

*Sony Alfred**

ABSTRACT

Adolescence is a crucial period in the life of an individual with its characteristics needs and problems of adjustment. Psychologically, adolescence is the age when the individual becomes integrated into the society of adults. This is the time when an individual undergoes tremendous changes both physically, emotionally and psychologically. Adjustment is a process of maintaining balance between the physical, psychological and social needs and the circumstances that influence that is the satisfaction of these needs. It is a process of directing one's efforts towards modification behaviour and attitudes and helping the person to change his environment. Each stage of life has certain needs and adolescent period is one of them. The unfulfilment of needs give rise to problems. The individuals who deal with their problems are well adjusted whereas those who fail to deal with the problems suffer from maladjustment. Thus, adolescents face a lot of adjustment problems regarding sex, emotions, education, society, health etc. thereby leading to abnormal pattern of behaviour. If such problems are not tackled at an appropriate time, the adolescents become problematic and unacceptable members of the society. Social adjustment requires the development of social qualities and virtues in an individual sometimes we face problem in making these social adjustments but they are important to mention personal as well as social peace and harmony.

Keywords:- Social adjustment, Behaviour disorder, and Maladjustment

*Research Scholar, GCTE, Thycaud.

INTRODUCTION

The adjustment problems of adolescence play an important role in the total development of children. Such problems can adversely affect upon learning and behaviour of the child. These problems which occupies the students mind not only hinder him from doing whatever he is supposed to do at a particular moment but also sometimes lead to indiscipline and in some cases even to antisocial manifestations. It is the right of each and every child to get full opportunities for his all-round development. The parental homes are the actual places for the physical, mental, cultural development of the child along with fulfillment of economic, social, religious and educational needs. The family in general and parents in particular have often been considered as the most important support system for the child. Unfortunately, all children are not able to get such kind of environment where they can grow as perfect human beings. Social adjustment implies a state of harmonious relationship between the problem and the individual under specific conditions. Adjustment refers to the adequacy of behavior patterns and the individual accomplishment achieved to satisfy his needs.

CONCEPT OF SOCIAL ADJUSTMENT

An individual cannot live and develop in isolation from society. To be socially accepted individual, one must be socially adjusted in the sense that he is an example to adapt him with the complex situations. Education must equip the individual with necessary skills and social adjustment so that he can conquer perplexes situations. Life is a continuous process of adjustment (Tallent, 1978). Psychology is defined as the science of human behavior and behavior can be better understood if we know the process of adjustment. Adjustment is obviously an important aspect of one's personality. In this sense it is defined as the act or process of harmonizing the personality with the demands of one's environment. There are three views

(i) Adjustment at home

Home influence the personal and social adjustment of adolescents. The satisfactory level of adjustment is related to the extent to which the basic human needs for affection, security, belongingness and an air of fellowship and companionship on an equal footing at home.

(ii) Adjustment at school

The institution of school has evolved in all highly civilized societies. In a democratic society, it holds outstanding and dominant places. In a free society the adolescents breathe the air of full freedom without in any restrictions and shall heighten his level of dreaming to excel in all his endeavors

(iii) *Adjustment in society*

There is an innate desire for every individual 'to be heard'. He needs recognition of his presence and acceptance in to the group as a matter of course without which he feels happy and shall try to fit in to the fabrics of the society around him.

COMPONENTS OF SOCIAL ADJUSTMENT

- (a) *Coherence: Somebody* is supposed to have coherence if he is able to cohere with family members, obey parents and cooperate with siblings
- (b) *Happiness: It* evaluates how far the child is happy while he deals with family members. It is a feeling of belongingness.
- (c) *Social skills: It* includes the effective use of basic skill in conversation, healthy handling of relationship and getting interested in to there.
- (d) *Social standard: It* means accurate identification and understanding of some rules and standard of norms accepted by the society.
- (e) *Communication ability: It* is the ability to communicate the ideas effectively in social and communal context.
- (f) *Problem solving ability: It* refers to the constructive solution of conflict and problem in social situation.
- (g) *School relation: It* refers to the degree of relationship and attachment towards teachers, friends and school as a whole.
- (h) *Standing aloof of anti-social tendencies: It* means keeping oneself away from the socially disapproved activities
- (i) *Perception about academic achievement: It* refers to the acquisition of skills which allow one to achieve what is expected to achieve.
- (j) *Leadership quality: It* is the ability to lead and influence others
- (k) *Empathy: It* indicates the ability to stand in other positions and accept their feeling
- (l) *Self-control: It* refers to the ability to direct and control one self

- (m) *Effective copying ability*: It indicates the ability to adjust with the stressful and strain full situations in day to day life as the past generation has shown.

Characteristics of a well-adjusted person

A healthy and well-adjusted person should possess or displays some observable behavioral patterns. These must be in accordance with the social expectation of an individual. They are

- Maturity in thinking
- Emotional balance
- Warm and co-operative with others
- Freedom from tension and worries
- Independent in decision making
- Awareness about one's strengths and limitations
- Healthy attitudes
- Flexibility in behaviours
- Have a balanced philosophy of life
- Accepting people of all walks of life.
- Fellowship with all whether low or high in society
- Compassion for all and an international outlook
- The mental frame work to serve others without fear or reward

Behaviour disorder of adolescents

Behaviour disorder is nothing but manifestations of improper cognitive and affective functioning. Behavioural problems refer to age inappropriate actions and attitudes that violate family expectations, society's norms and the personal or property right of others. The needs of adolescents are dynamic and its frustration may lead to behavioural difficulties. The behavioural problem of adolescents includes inability to learn, inability to build or maintain satisfactory interpersonal relationships, inappropriate types of behaviour of feelings and fears. Due to cognitive changes adolescents may be anxious, over active, pre occupied and irresponsible. Adolescents with behavioural problems are said to be sluggish, frustrated, verbally abusive, self-injurious, isolate, shy and frequent lying, aggressive and withdrawn. If the adolescents boys

and girls are unhealthy, socially maladjusted, educationally backwards, emotionally disturbed and cannot fit in normal situation, they become problem to themselves and to their families and community. These boys and girls can adjust better if they are properly guided by their parents, teachers and by others.

REASONS FOR MALADJUSTMENT

The maladjustment of the student may be deep in his personality which has been affected by some hereditary factors. His bitter childhood experiences pertaining to his family and school might be another reason of his maladjustment. The poor adjustment at school leads to perversion and juvenile delinquency. The personality of the students as reflected in their adjustment is an important concern of the educator. The ability to adjust to the demands of family and classroom living depends upon the individuals capacity to tolerate frustration as well as the availability of substitute satisfaction.

The adolescence behaviour is greatly influenced by the society in which an individual live. The desire to gain and hold the esteem of one's fellow beings, friends and family to be praised, looked up to or rewarded in some way constitutes a powerful social motive. Thwarting of opportunities for the desire in reputation, prestige and recognition is said to produce feelings of inferiority, weakness, shyness, aggressiveness etc. among adolescence

Factors influencing the social adjustment of adolescence

Home Environment

Home itself is a complex unit. The assessment of its psychosocial environment is not an easy matter. Home environment has been conceptualized as the quality of human interactions from the point of view of the child. It includes those aspects which foster growth and development such as the family trust, confidence, sharing of ideas, making discussions, parental approval, affection and approval of peer Mother child relationships and parental behaviour are important factors involved in home environment. The home is the internal school of life; the first lesson of citizenship is being learned at home. The social, psychological and physical development of the child depends upon the home environment. Home is the starting point in the life of an individual and factors of home environment affect the development of the child.

The optimum development of the individual is possible through the emotional climate of the home in which the child is encouraged, assisted and permitted to grow up with minimum of repressions and negative attitude and feelings. The positive climate of the family is one where exists no siblings rivalry and warm administration for father and mother. Parents are perceived to be generally helpful, considerate and understanding both the parents repose considerable confidence and trust in their children. Mother is perceived as loving, devoted and kind. Children who got guidance whenever needed and those who have considerate parent and guardians and whose difficulties listened to in their homes. The use of love oriented techniques of discipline on the part of parents encourages children to have greater drive for achievement and scaling new heights.

SCHOOL ENVIRONMENT

The school environment is an important role in the total development of children. School adjustment problems can have adverse effect upon the learning and behaviour of child. These problem which the student occupies in his mind not only hinder him from doing whatever he is supposed to do at a particular moment but also sometimes lead to indiscipline and some cases even to anti social manifestation. The ability to adjust the demands of the family and class room living depends upon the individuals capacity to tolerate frustration as well as the availability of substitute satisfaction. It gives the first lesson in socialization of child. The approach of the teacher towards child is considered as teacher influence. Teacher is the second parent of the child. So they have strong influence in child's behaviour. The learning methods, content knowledge, behaviour of teacher influence the child. School environment factors can influence in the positive and negative directions depending upon personal adjustment capacity. Poor school environment makes more adjustment problems of adolescence. School environment is affecting one's achievement. The learning experience and instructional techniques can be shaped so as to minimize the adjustment problems.

Peer group

Peer group is a collection of individual of more or less the same age in maturity and prestige. Peer group is one of the most influential

agencies in the life of child. Peer group helps to develop a rational conscience and scale of value. Peer group helps the members to identify their social roles and facilitate learning. In peer group child develops qualities of leadership and loyalty.

Academic Anxiety

Academic Anxiety is a normal response to the pressure of the school. It is a kind of state anxiety which relates to the impending danger from the environment of the academic institution including examination, fear of homework, teachers, fear of failure etc. Mild or even moderate amount of academic anxiety is not bad. It can help motivate students to study for tests or complete assignments. The severe amount has adverse effects on the performance of the child.

Social factors

Social skills are closely related to academics. It is the child's ability to establish and maintain high quality and mutually satisfying relationship and to avoid negative treatment or victimization from others. It may define as the ability to achieve personal goals in social interaction while simultaneously maintain a positive relationship with others over time and across situations. Social factors are the perceived availability of resources provided by the members of society, family, and friends that assist student in everyday activities.

Psychological factors

Psychological factors include those variables that affect the state of mind and its process. Motivation, depression, interest, perceived stress, inferiority complex, frustration, anxieties, are some psychological aspects which have effect on academic performance

Intellectual factors

The term intelligence covers with the abilities associated with all cognitive process. It is the ability which helps an individual to make adjustment with the environment, make abstract thinking and learn from experience. In this context the variables which contributed to the intelligence is considered as intellectual factors which include memory, IQ, unrealistic expectations, self-effort etc.

CONCLUSION

The process of adjustment starts right from the birth of the child and continues till his death. Every individual has to adjust to various physical, social, emotional, educational and vocational situations and failing to do so called maladjustment. Being deprived of parental care and family protection, such children get lesser opportunities for interactions with physical world and social world outside their immediate neighborhood, thereby developing several adjustment problems. Maintain a good relationship with adolescents. The growing need for independence and privacy of adolescents are to be recognized by teachers. If parents are not responding properly to adolescent's behaviour, discussion may be conducted with them to provide information relating to developmental characteristics of adolescents. The adolescents must learn to do things by themselves. Adolescents who always depend on parents can never have self-concept and self-confidence. So care must be taken to make them independent and self-reliant. The relationship with parents establishes their children have a powerful influence in reducing academic stress of children. Parents maintain a warm, supportive and conducive atmosphere at school. Help them to do their homework, discuss the value of good education and career options with them, help them to establish a close contact with teachers and staff members etc. Teachers should encourage the adolescents to take part in school activities so that the participants will develop positive self-concept and a sense of satisfaction and achievement. The adolescents must be loaded with maximum responsibilities so that they learn management and enjoy the ecstasy of perfect achievements. The fear of teachers and parents to entrust adolescents with their higher responsibilities shall pull them backward. Minor mistakes of the adolescents in their managerial activities shall give brighter results in their future life as the dictum says we learn from our mistakes and we walk straight after a fall.

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6

Bullying and Victimization in Relation to Demographics Among Pre-Adolescents

Dr. P. Rekha and Dr. K. Manikandan***

ABSTRACT

Classroom is a miniature society. Now a day's teachers have the opinion that there are a number of problems in our classrooms. Student's disruptive behavior has become almost a password now a days. Indecent behavior, disrespect, sexual harassment, crime, drug abuse, robbing, suicidal attempts, atrocities and all kinds of exploitation are very common. Cyber violence, ragging etc. are reported in schools of Kerala. Bullying and victimization are two forms of behavior problems of our classrooms which invites special attention by the teachers or community. Bullying is an aggressive intentional act that is carried out by a group or an individual repeatedly and overtime against a victim who cannot easily defend him or herself. The term victimization extends the construct to account for the measurable psychological or physical harm experienced by the victims of bullying. This study aims at bullying and victimization in relation to demographics among Preadolescents. Survey method was adopted to conduct the study among 251 students from 5th, 6th and 7th standard. The study found that bullying behavior is not much evident among pre adolescents but is victimized to some extent. Sex has an influence on bullying and victimization with a higher score for boys, class of study influence the bullying behavior, the other demographical variables viz, education of father and mother, job

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of father and mother, and annual income do not influence bullying and victimization among pre adolescents.

Keywords: Bullying, Victimization, Demographics, Preadolescents

INTRODUCTION

Education is the best cure for any problem that arises in the society. Centuries ago Plato wrote, “What is happening to our young people? They disrespect their elders, disobey their parents, ignore the laws, they riot in the streets.... What is to become of them?” All agencies of education – family, school, Community, Society and nation should address the problems of the present generation at all times. The report of Education Commission (1964-66) begins with the sentence “India’s destiny is being shaped in her classrooms”. Hence the complete education system from elementary to higher education is to be changed to build socially and morally strong minds.

The aim of the society reflects in the educational process. Education is the fundamental right of all children. According to Gandhiji, the primary aim of education is character building and it prepares the students to face the problems of life. In contrary to this the present education aims at intellectual development and people think about how to take degree and to earn money without considering values. Vijayakumar and Namasivayam, (2005), explain, “if we are given the right kind of education definitely we may be an exemplary to others. For example, take any tree when it bores fruits it bows down to the ground due to the weight of the fruits attached to the stem, so that the human beings can reach to their fruits easily. Similarly the educated man should stand like a tree which emphasizes the fact that we should be humble. Here definitely the man’s character and values in the society will be appreciated by the people”.

Classroom is a miniature society. Now a day’s teachers have the opinion that there are a number of problems in our classrooms. Students’ violence and crime had recently received much public attention. Student’s disruptive behavior has become almost a password now a day. Indecent behavior, disrespect, sexual harassment, crime, drug abuse, robbing, suicidal attempts, atrocities and all kinds of exploitation are very common. Cyber violence, ragging etc... are reported in schools of Kerala. There are a number of unreported cases also. Studies also

showed bullying and victimization even in schools. Craig and Pepler (1998) found from their study that bullying occurred regularly in the playground, approximately once every seven minutes and was of short duration, 38 seconds. The study discussed the results from an individual difference, social, intellectual, and ecological perspective.

Bullying is an aggressive intentional act that is carried out by a group or an individual repeatedly and overtime against a victim who cannot easily defend him or herself. On the other hand the term victimization extends the construct to account for the measurable psychological or physical harm experienced by the victims of bullying. Cyber bullying is the recently emerged form of bullying in which the victim may continue to receive text messages or e-mails where ever they are.

Bullies derive pleasure from inflicting injury and suffering on others and defend their actions by saying that their victims provoked them in some way. They can be characterized by impulsivity and a strong need to dominate others. In contrast to prevailing myths bullies appear with little anxiety and strong self-esteem. Victims are typically anxious, insecure, and cautious and suffer from low self-esteem rarely defending themselves the students who bully them. They may lack social skills and friends and they are often socially isolated. They are lonely and feel abandoned at school. The major physical characteristic of victims is that they tend to be physically weaker than their peers, and other characteristics such as weight, dress or wearing eyeglasses do not appear to be significant factors that can be correlated with victimization (Batsche & Knoff, 1994;Olweus, 1993). Many factors are there as the causes of bullying and victimization. The causes of bullying are categorized as individual, family dysfunction, mass media, peer influence and other school factors...

Olweus (1993) pointed out that bullying peaks during the middle school years and decreasing during the high school years. But it is found that ragging, sexual harassment and cybercrimes have been occurred among adolescents. Violence and bullying are more frequent in middle school years than in high schools or in elementary schools. This is the influence of the study by the U S Education Department's National Centre for education statistics, 2017.

Gender is a significant variable in determining involvement in victimization. Boys are much more likely than girls to engage in physical and verbal aggression against others. In contrast girls tend to use indirect

means of aggression including withdrawing their friendship, spreading rumors, and gossip about another girl and encouraging others to ignore or reject someone. Rigby (1993) showed that victimized girls report a negative relationship with their mothers, perceiving them as more critical, bossy and sarcastic. Baumrind (1991) found that parenting style is the best predictor of the bullying behavior. Several studies describing the family parameters effect on bullying and victimization.

Jaradat (2017) conducted a study on gender differences in bullying and victimization among early adolescents in Jordan. From the study it was found that males had significantly high scores than females on each of the two scales of bullying and victimization. For boys, bullying most often occurs on the way home from schools while for girls bullying occurs in the classroom. Craig and Pepler (1998) found that boys bullied more than girls and were more likely to bully victims of the same sex and repeatedly target the same victim.

Craig, Peters, and Konarsky (1980) developed and tested a model describing the effects of structural and functional family characteristics on bullying and victimization experiences. Parent's education and income or family demographics are one of the factors they studied with bullying and victimization. The results were that parenting and family management practices interact with individual behavioral attributes and contribute indirectly to bullying and victimization.

It is seen that all children experience some form of bullying as they move through school and / college or even at home before they enter adulthood. Studies found that demographic variables are influencing bullying and victimization. Thus the study is stated as "*Bullying and Victimization in relation to Demographics among Pre- Adolescents*".

RESEARCH QUESTIONS

While conducting the present study the investigator aims at answering certain questions

1. Is there any influence of demographics on bullying and victimization among pre adolescents?
2. Is there any gender difference in bullying and victimization among pre adolescents?

OBJECTIVES OF THE STUDY

The objectives of the study are as follows

1. To find out the extent of bullying and victimization among pre adolescents
2. To find out the influence of demographics on bullying and victimization among pre adolescents

HYPOTHESES OF THE STUDY

1. There exists significant difference in bullying and victimization among preadolescents with respect to gender
2. There exists significant difference in bullying and victimization between students of different class of study
3. There exists significant difference in bullying and victimization among preadolescents based on education of parents, job of parents, annual income of parents and birth order of child.

METHOD

Design

The present study is to find out the influence of certain demographic variables on bullying and victimization among pre adolescents. The demographical variables include sex, class of study, parent's education, occupation, and annual income and birth order of pre adolescents. The participants are from 5th, 6th, and 7th standards. Survey method was adopted for the conduct of the study.

Variables

In the study bullying and victimization among pre adolescents and demographics of pre adolescents which include sex, class of study, birth order, education, job, and annual income of parents are considered as the variables of the study.

Participants

Population under study is pre adolescents studying in 5th, 6th and 7th standards in schools of Kerala. In this study the final sample is 251 students of standard 5, 6, and 7 taken from a school of Calicut district.

Instruments

The instruments used in the study are as follows

1. Bullying and Victimization Inventory (Manikandan and Rekha, 2017)
2. Personal Information Schedule (Manikandan and Rekha, 2017)

RESULTS AND DISCUSSION

To know the extent of the variables bullying and victimization, the mean, median, mode, standard deviation, Skewness, and Kurtosis of these variables were computed. The statistical values are presented in Table 1.

Table-1: Details of Preliminary Analysis of Data.

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Bullying	251	1.83	1.00	0	1.952	1.411	.651
Victimization	251	4.19	4.00	4	3.004	.536	-.436

Table 1 reveals that the values of mean for bullying and victimization are 1.83 and 4.19 respectively with the standard deviation of 1.95 for bullying and 3.00 for victimization. The median and mode are 1.00 for bullying, 4.00 for victimization and zero for bullying and 4.00 for victimization respectively. The value of Skewness shows that the distribution is slightly positively skewed for bullying. The value of kurtosis shows that the distribution is leptokurtic to some extent. In the case of victimization value of Skewness and Kurtosis show that the distribution is almost normal.

The values of measures of central tendency and Skewness and Kurtosis show that Bullying is not much evident in pre- Adolescents. A positively skewed distribution for bullying is what is expected, but this need not be the actual situation as there is a chance for concealing the actual behavior.

But in the case of victimization, the values of measures of central tendency are around four indicating a higher chance of being victimized than bullying. A higher value of standard deviation also shows the possibility of large deviation among values. The data reveals that these upper primary school students are not much bullying but are victimized more.

Test of significance of sex difference in bullying and victimization

To know whether boys and girls differ significantly in their mean scores on bullying and victimization, test of significance of mean

difference for large independent groups was performed and the details are given in Table 2.

Table-2: Details of test of significance of sex difference in bullying and victimization

Variables	Group	N	Mean	SD	T
Bullying	Boys	137	2.11	2.032	2.488*
	Girls	114	1.50	1.806	
Victimization	Boys	137	5.07	3.061	5.352**
	Girls	114	3.13	2.575	

*denotes $P < .05$

** denotes $P < .01$

From Table 2, it is found that boys have a mean score of 2.11 with a standard deviation of 2.03 and girls have a mean score of 1.50 with standard deviation of 1.81 for bullying. The t value obtained is 2.49 which is greater than 1.96, the value required for significance at .05 level. Hence there is significant sex difference in bullying. That is boys and girls differ significantly ($P < .05$) in their mean score on bullying. Though the test is two tailed, a close observation of mean scores reveals that boys have higher mean score in bullying behavior than girls.

For the variable victimization, boys have a mean score of 5.07 with a standard deviation of 3.06 and girls with mean score 3.13 and standard deviation of 2.58. The t value is 5.35 which show significance of mean difference at .01 level. Hence significant sex difference exists in victimization. The mean score of boys is higher than girls indicating that victimization is higher in boys than girls.

Test of significance of difference between mean scores on bullying and victimization of subgroups based on birth order of students.

One way ANOVA was used to find out the difference between means of bullying and victimization with respect to birth order of students.

Data and results of ANOVA on the basis of birth order of the child is presented in table 3

Table-3: Details of test of significance of difference between means for subgroups based on birth order in Bullying and Victimization

Variable	Sources of variation	Sum of squares	Df	Mean Square	F
Bullying	Between groups	24.606	3	8.202	2.182
	Within groups	928.367	247	3.759	
	Total	952.972	250		
Victimization	Between groups	22.558	3	7.519	.832
	Within groups	2233.641	247	9.043	
	Total	2256.199	250		

Table 3 shows that F value for bullying is 2.182 and for victimization is .832. As the F value is less than the tabled value for significance at 0.05 level with (3,247) degrees of freedom (2.65), the mean difference is not significant among subgroups based on Birth order for either bullying or victimization.

That is birth order of students does not influence bullying and victimization among pre adolescents.

Comparison of mean scores of bullying and victimization among subgroups based on grade level

To know the influence of grade level (class of study) on Bullying and Victimization one way ANOVA was done. The result of one way ANOVA is given in table 4.

Table-4.: Details of Test of Significance of difference between means for subgroups based on grade level of students in Bullying and Victimization

Variable	Sources of variation	Sum of squares	Df	Mean Square	F
Bullying	Between groups	24.926	2	12.463	3.330*
	Within groups	928.046	248	3.742	
	Total	952.972	250		
Victimization	Between groups	16.842	2	8.421	.933
	Within groups	2239.357	248	9.030	
	Total	2256.199	250		

*P<.05

Table 4 shows that F value for bullying is 3.330, which is greater than the table value of F for significance at 0.05 level with (2,248) degrees of freedom, as the table value being 3.04. Hence mean difference in Bullying among fifth, sixth and seventh standard students are significant. That is significant difference exist in the mean scores of bullying among fifth, sixth and seventh standard students.

In the case of victimization, the F value is. 933 which is less than the table value of F for (2,248) degrees of freedom. This indicates that the difference in mean score on victimization among fifth, sixth and seventh standard students is not significant ($P > .05$).

The results of one way ANOVA in Bullying with respect to different grades (Class of study) shows significant mean difference and hence was subjected to Post Hoc Analysis. The result of Post Hoc Analysis is shown in Table 5.

Table-5: Result of Scheffe’s Test of multiple comparisons of mean scores of bullying with respect to different grades (class of study).

		Mean	Standard Deviation	Subset for alpha= 0.05	
Class	N			1	2
5	77			1.42	
6	92			1.85	1.85
7	82				2.21
Sig				.355	

Table 5 shows that among preadolescents the students of 5th and 7th standards differ significantly in their bullying mean score but between fifth and sixth and between sixth and seventh class students no difference in bullying was observed.

Influence of bullying and victimization among preadolescents with respect to education of father

To find out the difference in Bullying and victimization with respect to education of father among preadolescents one way ANOVA was used. The data and results of ANOVA is shown in Table 6.

Table-6: Data and Results of ANOVA to find out the difference in Bullying and Victimization based on Education of Father.

Variable	Sources of variation	Sum of Squares	df	Mean square	F
Bullying	Between groups	36.458	5	7.292	1.949
	Within groups	916.514	245	3.741	
	Total	952.972	250		
Victimization	Between groups	82.632	5	16.526	1.863
	Within groups	2173.567	245	8.872	
	Total	2256.199	250		

Table 6 shows that F value for bullying is 1.949 and for victimization it is 1.863. The table value of F for significance is 2.26 with (5,245) degrees of freedom. From the analysis, it is found that, there is no significant difference in bullying and victimization with respect to the education of father among preadolescents.

Difference in the mean scores of bullying and victimization based on education of mother of pre adolescents

To find out whether education of mother has any influence on bullying and victimization, one way ANOVA was used. The data and results of ANOVA is presented in table 7.

Table-7: Data and Results of ANOVA on bullying and victimization by Education of mother.

Variable	Sources of variation	Sum of squares	df	Mean square	F
Bullying	Between groups	13.250	5	2.650	.691
	Within groups	939.722	245	3.836	
	Total	952.972	250		
Victimization	Between groups	32.507	5	6.501	.716
	Within groups	2223.693	245	9.076	
	Total	2256.199	250		

Table 7 reveals that F value of bullying is .691 and that of victimization is .716. The values of F are less than the value for significance for (5,245) degrees of freedom (2.26). This shows that education of mother has no significant influence on bullying and victimization.

The difference in the mean scores of bullying and victimization based on job of father

Based on the job of father the participants are classified into four groups. To find out whether there is any difference in bullying as well as victimization among the four groups based on job of father, one way ANOVA was used. Details of one way ANOVA is presented in table 8.

Table-8: Details of ANOVA on bullying and victimization by job of Father.

Variable	Sources of variation	Sum of squares	df	Mean square	F
Bullying	Between groups	19.078	4	4.769	1.256
	Within groups	933.894	246	3.796	
	Total	952.972	250		
Victimization	Between groups	59.591	4	14.898	1.668
	Within groups	2196.608	246	8.929	
	Total	2256.199	250		

Table 8 shows that F value for bullying is 1.256 and victimization is 1.668. the F values of Bullying and victimization are less than the table value (2.41) for significance at 0.05 level for 2,246 degrees of freedom. This shows that Job of Father has no significant influence on bullying and victimization among pre adolescents.

Difference in the mean scores of bullying and victimization based on job of mother

The participants are classified into four groups based on the job of mother. One way ANOVA was used to know whether there is any difference in bullying or victimization with respect to Job of mother. The details of one way ANOVA is shown in Table 9.

Table-9: Details of ANOVA on bullying and victimization based by Job of mother.

Variable	Sources of variation	Sum of squares	df	Mean square	F
Bullying	Between groups	27.526	4	5.505	1.457
	Within groups	925.446	246	3.777	
	Total	952.972	250		
Victimization	Between groups	121.250	4	24.250	2.783
	Within groups	2134.949	246	8.714	
	Total	2256.199	250		

Table 9 reveals that F value for bullying is 1.457 and that of victimization is 2.783. The F values of bullying and victimization are less than the table value for (5,245) degrees of freedom (2.26). This indicates that job of mother has no significant influence on bullying or victimization among the preadolescents.

Difference in the mean scores of bullying and victimization with respect to annual income

The participants were classified into four groups based on the annual income of parents. One way ANOVA was used to know the mean difference in bullying as well as victimization with respect to the annual income of parents. The details are presented in table 10.

Table-10: Details of ANOVA on bullying and victimization based by Annual income

Variable	Sources of variation	Sum of squares	df	Mean square	F
Bullying	Between groups	11.182	3	3.727	.978
	Within groups	941.790	247	3.813	
	Total	952.972	250		
Victimization	Between groups	6.708	3	2.236	.246
	Within groups	2249.491	247	9.107	
	Total	2256.199	250		

Table 10 shows that F value (.978) of the variable bullying is less than the table value of F for (3,247) degrees of freedom. The F value for

victimization is .246 which is less than the table value for significance. This indicates that annual income of parents has no significant influence on bullying and victimization among pre adolescents.

MAJOR FINDINGS

The present study was to find out the influence of Demographic variables on bullying and victimization among pre adolescents. The demographic variables were sex of the participants, class of study, birth order, education of parents, job of parents, and annual income of the parents. From the study it was found that among the demographics sex of the sample influences bullying and victimization among pre adolescents. This shows sex difference in bullying and victimization. The mean scores of boys both for bullying and victimization are higher than girls which show that bullying and victimization are higher in boys.

The results of ANOVA for the subsample Class of study showed that bullying is different in different classes of students. The students are showing differences in bullying between the classes of 5th and 7th. But no differences in bullying were found between 5th and 6th standard students, and 6th and 7th standard students. But in the case of victimization there showed no difference between different classes of upper primary school students.

Birth order was found to be not influencing bullying and victimization among pre adolescents.

From the analysis it was found that education of father was not influencing bullying and victimization of pre adolescents. Education of mother was found to be not influencing bullying and victimization among pre- adolescents.

Results show that job of father has no influence on bullying and victimization among pre- adolescents. Job of mother was found to be not influencing bullying and victimization among pre adolescents.

Analysis shows that annual income of parents is not influencing bullying and victimization among pre- adolescents.

CONCLUSION

The study reveals that bullying behavior is not much evident among pre adolescents but is victimized to some extent. Sex has an influence on bullying and victimization with a higher score for boys, class of study influence the bullying behavior, the other demographical

variables viz, education of father and mother, job of father and mother, and annual income do not influence bullying and victimization among pre adolescents.

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7

New Perspective of Bullying: Cyber Bullying

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ABSTRACT

Cyber bullying, harassment through the use of information and communication technology such as cell phones and the Internet, is an emerging phenomenon all around the world. Extensive research on aggression and bullying is guiding educators' understanding of cyber bullying. Yet the gap between the advancement in technology and the dearth of study on cyber bullying suggests that more research is needed to understand the scope of this form of bullying. The recent upsurge of cyber bullying is a frequent cause of emotional disturbance in children and young people. The situation is complicated by the fact that these interpersonal safety issues are actually generated by the peer group and in contexts that are difficult for adults to control. This chapter provides information regarding the current trends followed in bullying and mobbing. This chapter gives an outline on the definition of cyber bullying, its various types, methods used, its harmful effects, and the various Anti-Cyber Bullying Laws in India.

Keywords: Cyber bullying, bullying, Anti-Cyber Bullying Laws, children

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1. INTRODUCTION

Bullying is neither a new concept nor a new word in the Indian Context. This is an age old issue that occurs between friends, relatives and others both in formal and informal contexts. Bullying is a part of many cultures in India. The increasing access of Indians to the Internet across India has given rise to the threat of the ‘faceless evil’ of cyberbullying, with teenagers being the most vulnerable victims. India ranks third on global cyber bullying list (End to cyber bullying, inc, 2017).

2. DEFINITION

2.1. Cyber

‘Cyber is a prefix meaning "computer" or "computer network;" and it is the electronic medium in which online communication takes place. (Humphrey & Petta, 2011).

2.2. Bullying

Olweus’s (1993) definition of bullying states that “a student is being bullied or victimized when he is exposed repeatedly and over time to negative actions on the part of one or more other students”.

2.3. Cyber Bullying

Cyber Bullying is abuse/harassment by teasing or insulting, victim’s body shape, intellect, family back ground, dress sense, mother tongue, place of origin, attitude, race, caste, class, name calling, using modern telecommunication networks such as mobile phones (SMS/MMS) and Internet (Chat rooms, emails, notice boards and groups)” (Jaishankar, 2009).

3. TYPES OF CYBER BULLYING

The various forms of cyber bullying has been enumerated by Hunter (2011). They are as follows:

3.1. Bullying by Phone

Bullying by phone can take lots of different forms. People can be harassed by abusive or threatening text messages or phone calls. This might just be one text message, or it could be hundreds of messages

from one person or from a group of people. People may also receive messages containing nasty or offensive pictures. With phone bullying, as with other kinds of cyber bullying, the people sending the bullying message or making the call can easily hide their identities (Hunter, 2011).

3.2. E-mail Harassment

Bullying by email can happen in lots of different ways. Sometimes a victim will receive one or many insulting or threatening emails. Although this is upsetting, it can be relatively easy to deal with. Most email programs and Internet-based email services like Hotmail or Gmail enable you to block senders if you do not want to receive mail from them. But some forms of email bullying can be more difficult to stop. People who want to bully others can easily set up numerous email accounts online. It is difficult to trace the owner of these accounts. Sometimes cyber bullies will set up an account with a name that sounds very similar to their victim's name and send emails pretending to be that person. Often the victim may not know about this (Hunter, 2011).

3.3. Instant Messaging

Cyber bullies use IM in many ways that are similar to email. You do not always know what person you are actually talking to when you use IM, and people say things using IM that they would not say face-to-face. Private photos and videos can also be sent by IM. It is easy to be less careful about privacy and security when using IM. You should always understand and check the privacy settings on your IM application and block anyone who sends bullying messages or who is not on your buddy list. Make sure you only give out personal details, like your email address, to people you trust (Hunter, 2011).

3.4. Chat Rooms

Chat rooms are a great way to talk with people online, but they can also be dangerous if you are not careful. Many people who use chat rooms may use different identities. Some chat rooms actually encourage people to use a different identity or avatar (character or symbol). Bullying in chat rooms is much more difficult to track than emails and text messages, since the messages from chat rooms cannot be easily saved. The bullying that happens in chat rooms is often similar to what can happen when any group of people meet together, for example,

in a school or club. People in chat rooms can get carried away in a “herd” behaviour, and gang up on a single person, making negative comments about what that person says. Groups can also get together with the goal of ignoring certain people within the chat room, which is another form of cyber bullying if it is done on purpose (Hunter, 2011).

3.5. Social Networking

The growth of social networking sites like Facebook and MySpace in the last few years has been amazing. Facebook has more than 500 million users worldwide. Most young people see these sites as part of their daily lives. Yet wherever young people meet, either in the real world or online, there will be opportunities for bullying. Cyber bullying can happen through messages posted on personal pages or by pages being created specifically to bully people. You should be careful about what you post on social networking sites. It is easy to forget how many people can see what you post. Once something is on the site, it is difficult to remove completely. It is best to think before saying anything or uploading photos that might hurt others, or that you might regret yourself. As with all online accounts, never give your password to anyone else (Hunter, 2011).

3.6. Bullying on Websites

Social networking sites are not the only websites used for cyber bullying. Websites can be very public, as they can be accessed by anyone connected to the Internet. For example, 15-year-old Jodi Plumb was horrified when she discovered that a website had been set up to bully her. She found out about it when a classmate took a photo of her to include on the website. Personal polling sites are also used in cyber bullying. These kinds of polls can be hurtful, such as voting for the ugliest child in a class. (Hunter, 2011).

3.7. Gaming

Online gaming is growing in popularity all the time, particularly with the constant growth of MMORPGs (Massive Multiplayer Online Role-Playing Games) like World of Warcraft. These games include chat rooms and discussion forums. As with any game, players often get frustrated with each other in the heat of the game. People will often be very aggressive and rude in what they say and do online. This kind of aggressive interaction is called “flaming” (Hunter, 2011).

3.8. Cyberstalking

If someone is consistently tracked and harassed using email, IM, social networking sites, or any other electronic media, then that is known as cybers talking. According to Dr. Parry Aftab, cyberstalkers fall into three groups: Failed relationships, Terminated online relationships, Random cybers talkers (Hunter, 2011).

3.9. Happy slapping

In a happy slapping attack, one person physically attacks someone, while another person records the attack, often with a mobile phone camera. The video of the incident is then posted online or sent from phone to phone for others to watch. This type of bullying is designed to threaten and humiliate the victim, who may be someone unknown to his or her attackers (Hunter, 2011).

3.10. Private emails

E-mail or a private picture is forwarded to those who are not supposed to be the viewer's meant by the original person who sent the message. (Hunter, 2011).

4. ANTI-CYBER BULLYING LAWS IN INDIA

There are no special Anti-Cyber Bullying Laws in India yet. Following are some cyber laws though that cover some of the acts classified as cyber bullying in India.

4.1. IPC Sec 465

This section deals with punishment to forgery of electronic records. According to this section, whoever commits forgery shall be punished with imprisonment of either description for a term which may extend to two years, or with fine, or with both. The offence under this section is non-cognizable, bailable, non-compoundable and triable by magistrate of the first class. (SRD Law Notes, 2019).

4.2. IPC Sec 420

This section deals with bogus websites, cyber frauds. According to this section, Whoever cheats and thereby dishonestly induces the person deceived to deliver any property to any person, or to make, alter

or destroy the whole or any part of a valuable security, or anything which is signed or sealed, and which is capable of being converted into a valuable security, shall be punished with imprisonment of either description for a term which may extend to seven years, and shall also be liable to fine (Indian Law Commission, 1860).

4.3. IPC Sec 292A

This section deals with printing, etc. of grossly indecent or scurrilous matter or matter intended for blackmail. The punishment on first conviction is with imprisonment of either description for a term which may extend to two years, or with fine, or with both, and, in the event of a second or subsequent conviction, with imprisonment of either description for a term which may extend to five years, and also with fine (Chawla Publications (P) Ltd, 2016).

4.4. IPC Sec 354A

This section deals with making sexually colored remarks, guilty of the offence of sexual harassment. The punishment for this offence include rigorous imprisonment for a term which may extend to three years, or with fine, or with both or shall be punished with imprisonment of either description for a term which may extend to one year, or with fine, or with both. (UP State Commission for Women, 2019).

4.5. IPC Sec 354D

This section deals with stalking in which using of monitoring by internet/email or any kinds of electronic resources included. On first time convicted minimum 3 year imprisonment after that minimum 5 years imprisonment and fine (UP State Commission for Women, 2019).

4.6. IPC Sec 499

This section deals with Defamation. According to section 499 of IPC, whoever, by words either spoken or intended to be read, or by signs or by visible representations, makes or publishes any imputation concerning any person intending to harm, or knowing or having reason to believe that such imputation will harm, the reputation of such person, is said, except in the cases hereinafter expected, to defame that person. (Cyber Law Consulting, 2018).

4.7. IPC Sec 500

This section deals with E-Mail Abuse. Emails that are defamatory in nature are punishable under Section 500 of the Indian Penal Code (IPC), which prescribes an imprisonment of up to two years or a fine or both. (Saiprethi & Rajan, 2018).

4.8. IPC Sec 503

This section deals with sending threatening messages. Section 503 punishes criminal intimidation as threats made to any person with injury to her reputation, either in order to cause alarm to her, or to make her change her course of action regarding anything she would otherwise do/not do. The offences under section 499 and section 503 are punishable with imprisonment which may extend to two years, and/or fine (Pandey, 2018).

4.9. IPC Sec 506

This section deals with punishment for criminal intimidation. According to this law Whoever commits, the offence of criminal intimidation shall be punished with imprisonment of either description for a term which may extend to two years, or with fine, or with both; If threat be to cause death or grievous hurt, etc.—And if the threat be to cause death or grievous hurt, or to cause the destruction of any property by fire, or to cause an offence punishable with death or 1[imprisonment for life], or with imprisonment for a term which may extend to seven years, or to impute, unchastity to a woman, shall be punished with imprisonment of either description for a term which may extend to seven years, or with fine, or with both. (Indian Law Commission, 1860).

4.10. IPC Sec 507

This section deals with criminal intimidation by an anonymous communication. According to this section whoever commits the offence of criminal intimidation by an anonymous communication, or having taken precaution to conceal the name or abode of the person from whom the threat comes, shall be punished with imprisonment of either description for a term which may extend to two years, in addition to the punishment provided for the offence by the last preceding section (Indian Law Commission, 1860).

4.11. IPC Sec 509

This section deals with word, gesture, or act intended to insult the modesty of a woman. According to this section, whoever, intending to insult the modesty of any woman, utters any word, makes any sound or gesture, or exhibits any object, intending that such word or sound shall be heard, or that such gesture or object shall be seen, by such woman, or intrudes upon the privacy of such woman, shall be punished with simple imprisonment for a term which may extend to one year, or with fine, or with both. (Indian Law Commission, 1860).

4.12. IT Act (2000) Sec 66 A

66A deals with the sending of offensive messages through communication service, and causing annoyance to any electronic communication, and also includes the offence of misleading the recipient of the origin of such messages (Sarmah, Roshmi, & Baruah, 2017).

4.13. IT Act (2000) Sec 66 C

66C deals with stealing electronic signature or identity such as using another persons' password or electronic signature, such an offence can be punished with three years of imprisonment or fine of Rs. 1 lakh or both. (Sarmah, Roshmi, & Baruah, 2017).

4.14. IT Act (2000) Sec 66 D

This section deals with Cheating by personation. According to this section, Whoever tries to cheats someone by personating through any communication devices or computer's resources shall be sentenced either with a description for a term that may extend up to 3 years of imprisonment along with a fine that may extend up to rupee 1 lakh. (Sarmah, Roshmi, & Baruah, 2017).

4.15. IT Act (2000) Sec 66 E

This section deals with punishment for violation of privacy. According to this section Whoever knowingly or with an intention of publishing, transmitting or capturing images of private areas or private parts of any individual without his/her consent, that violets the privacy of the individual shall be shall be sentenced to 3 years of imprisonment or with a fine not exceeding more than 2 lakhs rupees or both. (Sarmah, Roshmi, & Baruah, 2017).

4.16. IT Act (2000) Sec 67

This section deals with publishing or transmitting obscene material in electronic form. Whoever transmits or publishes or cause to publish any obscene materials in electronics form. Any material that is vulgar or appeal to be lubricious or if its effect is for instance to tends to corrupt any individual who are likely to have regard to all relevant circumstances to read or to see or to hear the matter that contained in it, shall be sentenced on the first convict with either description for a term that may extend upto five years of imprisonment along with a fine which may extend upto 1 lakh rupee and in the second or subsequent convict it can be sentenced either description for a term that may extend upto ten years along with a fine that may perhaps extend to two lakhs rupees (Sarmah, Roshmi, & Baruah, 2017).

4.17. IT Act (2000) Sec 67 A

This section deals with publishing or transmitting of material containing sexually explicit act, etc. in electronic form. Whoever transmits or publishes materials that contains sexually explicit contents or acts shall be sentences for either description for a term which may extend upto 5 years or imprisonment along with a fine that could extend to 10 lakhs rupees in the first convict. And in the event of the second convict criminal could be sentenced for either description for a term that could extend upto 7 years of imprisonment along with a fine that may extend upto 20 lakhs rupees. (Sarmah, Roshmi, & Baruah, 2017).

4.18. IT Act (2000) Sec 67 B

This section deals with Child Pornography. According to this section, whoever transmits or publishes any materials that depict children in sexually explicit act or conduct in any electronics form shall be sentenced for either description for a term which may extend to 5 years of imprisonment with a fine that could extend to rupees 10 lakhs on the first conviction. And in the event of second conviction criminals could be sentenced for either description for a term that could extend to 7 years along with a fine that could extend to rupees 10 lakhs (Sarmah, Roshmi, & Baruah, 2017).

4.19. IT Act (2000) Sec 72

This section deals with Breach of confidentiality and privacy. On breaching confidentiality and privacy of a person the criminal shall be punished with imprisonment for a term which may extend to two years, or with fine which may extend to one lakh rupees, or with both. (<https://indiankanoon.org>, 2012).

4.20. The Protection of Children from Sexual Offences Act, 2012 (POCSO Act)

Penetrative Sexual Assault (Section 3) - Not less than seven years which may extend to imprisonment for life, and fine (Section 4). Aggravated Penetrative Sexual Assault (Section 5) - Not less than ten years which may extend to imprisonment for life, and fine (Section 6). Sexual Assault (Section 7) - Not less than three years which may extend to five years, and fine (Section 8). Aggravated Sexual Assault (Section 9) - Not less than five years which may extend to seven years, and fine (Section 10). Sexual Harassment of the Child (Section 11) - Three years and fine (Section 12). Use of Child for Pornographic Purposes (Section 13) - Five years and fine and in the event of subsequent conviction, seven years and fine (Section 14 (1)).

5. CONCLUSION

This chapter gives an over view on the various laws that are used for controlling cyber bullying. Even though the laws are hard and fast online bullying can be particularly damaging and upsetting because it's usually anonymous or hard to trace. It's also hard to control, and the person being victimized has no idea how many people have seen the messages or posts. People can be tormented nonstop whenever they check their device or computer. The stress of being in a constant state of upset or fear can lead to problems with mood, energy level, sleep, and appetite. It also can make someone feel jumpy, anxious, or sad.

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8

Cyber Aggression and Bullying in Adolescents

Asgar Yasir S. and Dr. Joseph I. Thomas***

ABSTRACT

In this chapter the characteristics of cyber bullying and the various methods used for cyber bullying is mentioned. This chapter depicts nine most common methods used for effective cyber bullying. This chapter also provides an outline about the various legislation and policies that are made in order to protect children from online harassment. The limitations of the existing laws in regulating cybercrimes is also detailed in this chapter. Various methods deployed for controlling cyber bullying is also mentioned in this chapter. The guidelines issued by NCERT to schools on cyber safety is also mentioned in this chapter.

Keywords: *Cyber Aggression, Legislation and Policies, Adolescents, Cyber Bullying.*

1. INTRODUCTION

Cyber bullying is increasingly become a cause of worry for all. In cyber bullying technological devices are been used for carrying out aggressive acts. (Grigg, 2010). Cyber bullying puts students on a virtual space with little supervision and little rules, which allow bullying to progress rapidly even at life-threatening levels. The records of cyber bullying activities are highly alarming. The eleven facts that

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is presented by dosomething.org is as follows: About 37% of young people between the ages of 12 and 17 have been bullied online. 30% have had it happen more than once, 95% of teens in the U.S. are online, and the vast majority access the internet on their mobile device, making it the most common medium for cyber bullying, 23% of students reported that they've said or done something mean or cruel to another person online. 27% reported that they've experienced the same from someone else, Girls are more likely than boys to be both victims and perpetrators of cyber bullying. 15% of teen girls have been the target of at least four different kinds of abusive online behaviors, compared with 6% of boys., about half of LGBTQ+ students experience online harassment -- a rate higher than average, Instagram is the social media site where most young people report experiencing cyberbullying, with 42% of those surveyed experiencing harassment on the platform., Young people who experience cyberbullying are at a greater risk than those who don't for both self-harm and suicidal behaviors., 83% of young people believe social media companies should be doing more to tackle cyberbullying on their platforms, 60% of young people have witnessed online bullying, Only 1 in 10 teen victims will inform a parent or trusted adult of their abuse, and 4 out of 5 students (81%) say they would be more likely to intervene in instances of cyberbullying if they could do it anonymously. (DoSomething.org, 2019). Cyber bullying occurs when technology is used by individuals for writing aggressive, embarrassing and hateful messages in order to intimidate, harass, shame and control another individual or individuals. Cyberspace to kids is like a forest that awaits discovery for a formerly caged animal. This new platform is often used for all the activities that gives them pleasure. From artistic talents to bullying talents, cyber space gives an equal opportunity for each and every teen to express his true color. Cyber aggression is becoming common due to the anonymity that the cyber space provides. The bullying behavior if prevalent in a child will definitely be revealed in cyber space as cyber space provides children the opportunity for hiding their real identity. This provision could be utilized by a netizen for revealing their bullying mindset without losing their image in the society. This gives them an extra mileage for repeating more serious offences using the same media which ultimately results in the production of an anti-social attitude and for developing a misanthropic mindset right from the childhood. Combined with the treatment a child gets

during his initial stages of development, cyber bullying will only be a way to express his misanthropic thoughts towards his colleagues. The anonymity offered by the internet gives seamless opportunity to the bullying children to express his deepest thoughts since he is in a veil. Due to the reasons mentioned above, cyber bullying must be considered as a working example of Freudian slips in the new era.

2. DEFINITION

2.1 Cyber Aggression

Grigg (2010) defines the term ‘cyber-aggression’ as “intentional harm delivered by the use of electronic means to a person or a group of people irrespective of their age, who perceive(s) such acts as offensive, derogatory, harmful or unwanted.”

2.2 Bullying

Olweus’s (1993) definition of bullying states that “a student is being bullied or victimized when he is exposed repeatedly and over time to negative actions on the part of one or more other students”.

2.3 Cyber Bullying

“Cyber Bullying is abuse/harassment by teasing or insulting, victim’s body shape, intellect, family back ground, dress sense, mother tongue, place of origin, attitude, race, caste, class, name calling, using modern telecommunication networks such as mobile phones (SMS/MMS) and Internet (Chat rooms, emails, notice boards and groups)” (Jaishankar, 2009).

3. METHODS USED FOR EFFECTIVE CYBER BULLYING

The following methods are used for effective bullying using social media.

3.1 Exclusion

Teenagers may intentionally exclude others from an online group.

3.2 Cyber talking

Teens will harass others by constantly sending emails, messages, or tagging others in posts they don’t want to be tagged in.

3.3 Gossip

Teens will post or send cruel messages that damage another's reputation, relationships, or confidence.

3.4 Outing/Trickery

Cyber bullies will trick another teen into revealing secrets or embarrassing information which the cyber bully will then share online.

3.5 Harassment

Cyber bullies will post or send offensive, insulting, and mean messages repeatedly.

3.6 Impersonation

Cyber bullies may create fake accounts to exploit another teen's trust. They may also hack into an account and post or send messages that are damaging to the person's reputation or relationships.

3.7 Cyber Threats

Cyber bullies will threaten or imply violent behavior toward others to make them feel uncomfortable.

3.8 Flaming

Fights online that involve hateful or offensive messages that may be posted to various websites, forums, or blogs. (Rawhide, 2018).

3.9 Exclusion

This is when a person is left by others in a group intentionally. This could be using group messages, online apps, gaming sites, and other online engagement (Family Lives, n.d.).

3.9 Denigration

This occurs when a person may send information about another person that is fake, damaging and untrue. Sharing photos of somebody for the purpose to ridicule, spreading fake rumors and gossip is part of denigration. This can be on any site online or on apps. We even hear about people altering photos of others and posting in online for the purpose of bullying. This type of activities is known as denigration. (Family Lives, n.d.).

4. CHARACTERISTICS OF CYBER BULLYING

The following are the characteristics of cyber bullying:

- 4.1. Anonymity
- 4.2. Infinite Audience
- 4.3. Prevalent Sexual and Homophobic Harassment
- 4.4. Permanence of Expression
- 4.5. Online Social Communication Tools
- 4.6. Prevalence of Sexual and Homophobic Harassment
(Shariff, 2009)

5. LEGISLATION AND POLICIES TO PROTECT CHILDREN ONLINE

India's policy and legal framework for cyber security is evolving and, despite its limitations, provides a base for building a comprehensive strategy for child online protection. The following laws exist to address cybercrimes:

5.1. The Information Technology Act, 2000

Section 67B of the act specifies the punishment for publishing or transmitting of material depicting children in sexually explicit act in electronic form. Whoever publishes materials which come under the purview of the act shall be punished on first conviction with imprisonment of either description for a term which may extend to 5 years and may be fined up to ten lakh rupees and on second or subsequent conviction with imprisonment of either a for a specific period or 7yr term with a fine of Rs. 10, 00,000 (Parliament of India, 2000).

5.2. National Policy for Children (NPC), 2013

The national policy of children not only protects children from discrimination on the grounds of religion, caste, sex, place of birth, class, language and disability, social, economic or other status but also protects them from child labor. (Parliament of India, 2013).

5.3. National Policy of ICT in School Education, 2012

Section 4.6.1 of the policy states that "use of ICT will catalyze the cause and achieve the goals of inclusive education in schools." Section 4.6.2 of the policy states that "ICT software and tools to facilitate access

to persons with disabilities, screen readers, Braille printers etc... will be part of ICT infra-structure in all schools. Special care will be taken to ensure appropriate ICT access to students and teachers with special needs. ” (Parliament of India, 2012).

5.4. National Cyber Security Policy, 2013

The national cyber security policy addresses the prevention, investigation and prosecution of cybercrimes, including those against children. (Parliament of India, 2013).

5.5. Indecent Representation of Women (Prohibition) Act, 1986

This law prohibits indecent representations of women and criminalizes the performance of obscene acts and songs but does not punish the audience or the persons who make the person perform such acts.

5.6. Protection of Children from Sexual Offences Act, 2012

It deals with online offences against children, including grooming and child pornography.

The limitations of the above laws are:

Lack of a uniform terminology

Lacunae in the law

Subjective interpretation of legal provisions

Balancing protection and privacy

Children accused of cyber offences (UNICEF, 2016).

6. HOW TO CONTROL CYBER BULLYING

The following are some of the policies that a child can take in order to prevent him/her from cyber bullying:

1. Do not accept friend request from unknown people on social media
2. Don't share personal information
3. Don't share phone number
4. Never install unwanted software and Apps like dating apps, online games etc from unknown sources
5. Don't react with an aggressive reply in case you feel hurt after reading a post

6. Never share mean comments or hurtful messages (Ministry of Home Affairs, Government of India, 2018).

The following are the guidelines issued by NCERT to schools on cyber safety and Security.

1. Identify threats vulnerability and assess risk exposure
2. Develop protection and detection methods
3. Protect sensitive data
4. Respond to and recover from cyber security incidents
5. Educate your stake holders (NCERT, 2019).

7. CONCLUSION

This chapter gives an outline about cyber aggression, methods used for effective cyber bullying, characteristics of cyber bullying, the legislation and policies followed in India to protect children online, and the various methods used for controlling cyber bullying.

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9

Qualitative Study Models in Understanding of Aggression, Bullying, and Violence

*Dr. C. Girija Navaneedhan**

ABSTRACT

Aggression in humans is characterized under two categories a) physical and b) Mental aggression. Physical aggression is the Psychological as well as Social behaviour in which an individual literally causes physical harm leading to pain on another individual, whereas mental aggression is the one in which an individual causes emotional pain verbally on another individual. Both the types of aggression damages social well-being of the individuals involved in it. This scenario is similar to the outbreak of Tsunami followed by a Earth quake. In both the situation the consequence is damage. Bullying is a psychological act of provocation as the result of distress by the individuals exhibiting their power on others. Though bullying is very common in school environment, it also occurs in office environment etc. Bullying causes emotional damage to a greater extent compared to physical damage. Violence is the product of aggression and bullying resulting in physical injury as well as emotional breakdown. The present chapter discusses in detail a qualitative model in understanding of the acts of aggression and bullying resulting in violence as well as suggestions controlling the act of aggression and bullying.

Keywords: *Aggression, Bullying, Psychological act, Provocation and Damage.*

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INTRODUCTION

Aggression is a negative feeling that occurs when an individual experiences rejection from whom they are closely associated with (Downey, Irwin, Ramsay, & Ayduk, 2004). It is also seen in individuals having a false feeling of threat from others (Crick & Dodge, 1994). People who tend to be aggressive in nature believe in adopting violence as a strategy to solve interpersonal conflicts (Anderson, 1997; Dill, Anderson, & Deuser, 1997). In general youth take shelter in adopting violence to solve social situations (Baumeister, Smart, & Boden, 1996). Research studies have proven that people with low self-esteem are more aggressive than people with high self-esteem. Individuals with low self-esteem have a feel of insecurity and prone to anger as their self-image is threatened (Kernis, Brockner, & Frankel, 1989; Baumeister et al., 1996). For example, students who tend to bully others are those who always want to be the centre of attention, selfish, and who cannot take criticism (Salmivalli & Nieminen, 2002). It appears that these people are highly motivated to protect their inflated self-concepts and react with anger and aggression when it is threatened. In a study conducted by Salmivalli, Ojanen, Haanpaa, and Peets (2005), on a group of fifth and sixth grade children asking them to fill a series of questions regarding describing themselves, their relationship with others, children whose concern about themselves are rated as aggressive and those who care for others are rated as altruistic. Several studies have shown that gender plays an important role in aggression (Archer & Coyne, 2005; Crick & Nelson, 2002). Men are found to be more aggressive in comparison to women. Aggressive women and girls indulge in shouting, insulting, spreading rumours, abstaining others from activities. Whereas, men indulge in physical violence such as hitting, pushing, tripping and kicking (Österman et al., 1998). World-wide the data shows that 99% of rapes are committed by men, as are about 90% of robberies, assaults, and murders (Graham & Wells, 2001). Among children, boys show higher rates of physical aggression than girls do (Loeber & Hay, 1997), and even infants differ, such that infant boys tend to show more anger and poorer emotional regulation in comparison to infant girls. The reason probably is men desire to grab more attention among peers compared to women. This does not mean that women are not aggressive, both men and women become

provocative as well as aggressive as they encounter insults. This gender difference in aggressiveness among men and women can also be related to their individual hormone levels. Testosterone, which exists at higher levels in boys and men, plays a significant role in aggression, and this is in part responsible for these differences. Another contributing factor to gender differences is evolutionary pattern. In olden days women used to do cooking and take care of children on contrary men do hunting, fighting etc which symbolically represented them to be more aggressive. In addition to this, men are generally competitive to each other in gaining status in turn is related to attract women (Buss & Shackelford, 1997).

According to Eagly (1987) and her colleagues, social norms and expectations contribute to gender differences. According Eagly (1987) in many Nations women are expected to be humble, friendly and emotionally balanced. When they express anger and distress, they are considered aggressive. On the other hand, Men show independence, assertiveness, aggressiveness if it is related to their social or material rewards. The following model depicts the link between Aggression, Bullying, Violence and Victimization.



Figure 1: Aggression model

AGGRESSION AND VIOLENCE

There is strong evidence that aggression leads to violence. Research studies have shown that one of reasons for aggression

is the socioeconomic status. Children with low socioeconomic status are found to be more aggressive compared to their peers with moderate and high socio-economic status, the reason being children with low socioeconomic status are vulnerable child abuse affecting their psychological well-being (Caspi et al., 2002). Though aggression mainly depends on biological factors, low socio-economic status acts as a trigger. (Zigler, Taussig, & Black, 1992), suggested that aggressive behaviour leading to violence can be changed with improving cognition and emotion. Therefore, children in their formative years to be targeted to bring in effective change in behaviour having a check of their thoughts and feelings. Many attempts world-wide to check aggressive behaviour leading to violence through “boot camps,” individual and group therapy, and “scared straight” programs in rehabilitation centre proved to be unsuccessful unless it is addressed at grass root level by personal interventions by teachers and parents at a tender age. In order to prevent aggressive behaviour among children is to prevent them from exposure to violence in day to day life as well as discouraging them watching violent films, playing violent video games, having a close monitor on children’s activities. Children behaving aggressively are to be diverted with laughter which drastically brings change in their behaviour rather than encountering with aggression. It is necessary to have a check on emotions, otherwise leads to negative behaviour of arousal. Therefore, children are to be trained to think about their feelings, learn the ways to respond negative emotions depending on the situations to find most effective solution to overcome frustration or anger (Berkowitz, 1993).

In most of the cultures worldwide Parents send their children to schools at a very tender age thinking that the school is the best place for their children safety. Whereas, a few children aggressive in nature, have shown violent behaviour indulging themselves in shooting incidents due to the free availability of hand guns and other violent materials. Therefore, school systems must strictly enforce laws to prevent the students from teasing, threatening or any kind of mistreat on fellow students. Countries like Canada, New Zealand and United States have recently passed a legislation to stop cyber bullying. The following are a few suggestions to overcome aggressive behaviour leading to bullying among children and adolescents.

- By reducing the gap in the socio- economic status between rich and poor sections of the society which in turn reduce upward comparison by the poverty-stricken society leading to frustration, aggression eventually to violence.
- By educating Children and adolescents the causes of violence might result in less aggressiveness.
- By giving support and rehabilitation of young adults under the influence of drugs and alcohol as well as making them understand that substance abuse lead to aggressive behaviour.
- By counselling the children to reduce violence who grow up in abusive homes having the opinion aggressiveness is considered as normal behaviour.
- By encouraging the children to think positively and develop concern about other from young age, might result in increase in positive feeling about themselves as well as with others helping them to communicate better, reducing violence and aggression.

Some of the qualitative methods on Bullying, Aggression and Violence

Several research studies have been published about Bullying, Aggression and violence for te past three decades in international journals, (Bjorqvist 1994; Hawker and Boulton 2000; Rigby 2003; Salmon et al. 2000; Smith 2004; Smith and Brain 2000). World -wide out of 75 research studies conducted so far 7 are found to be based on qualitative methods and the rest are either quantitative or mixed research. According to Torrance (2000), qualitative research on Bullying gives implicit understanding as the participants victimized by bullying narrates their personal experiences. This is also supported by (Stewin and Mah 2001). According to Yauch and Steudel (2003) quantitative and qualitative methods differ in their approach based on the fact that the quantitative research method involves the collection of the data by survey or other measurement techniques. Whereas the qualitative research involves the collection of the data through interviews, focus groups and participants observation. Smircich (1980) suggested that the researcher has to decide to choose the appropriate method based on the assumptions and nature of the social phenomenon under investigation. Therefore, it is suggested that a combination of quantitative and qualitative research methods is

recommended to understand the assumptions thoroughly. However, Greene, Caracelli and Graham (1989) confirmed that there are three main reasons for combining the quantitative and qualitative methods.

1. Triangulation for supporting data and obtaining the convergent validity.
2. Complementarity for fully explaining the results of data analysis.
3. Guiding for further data collection, sampling or analysis.

(Yauch and Steudel 2003). Mentioned that on overall basis, mixed methods have the potential to enhance the understanding of the problem. Nearly 25 mixed research studies published in academic journals on Bullying, Aggression, Violence as the main area of focus revealed new insights, complimentary and divergent findings. DeLara (2000) findings based on a research study involving High School students on sense of safety and the variables contributing to bullying. The research study involved mixed methods that is exploratory case study, quantitatively examining the student's perception about safety of their school through survey and qualitatively through focus groups as well as individual interviews with students, teachers and school administrators regarding methodologies adopted to prevent bullying. The findings of her study from qualitative data revealed that the girls believe in seeking conflict resolution among their peers compared to boys. The findings from the focus groups and interviews revealed that the students expressed the need for adult supervision and intervention in bullying incidents. Though DeLara(2000) findings are contradicting to earlier research findings on bullying where students hesitate to report the incidents of bullying to adults. The qualitative research findings are found to be in agreement with the survey findings. The findings of the study added much depth in understanding the student's perception about the school environment. Another research study based on mixed methods was conducted by Kulig, Hall and Kalischunk (2008) on student's perceptions and experiences in bullying, victimization, the study involved a self-report questionnaire administered to a total of 180 students and in -depth interviews with 52students. The results of both the qualitative and quantitate were complimentary revealing the validity of the research report. Similarly, researches conducted by journal entries, participatory field observations which are qualitative in nature are fond to increase the validity of the study as the results were trustworthy with survey.

Another study conducted by (Pelligirini, Long 2002; Varjas et al. 2006), on students transiting from elementary to middle school on bullying. In this study the researchers used multi-informant mixed methods to provide acceptable definition on bullying behaviour of both accused as well as victims. The study involved 421 participants moving from fifth grade to seventh grade. The participants are instructed to make diary entries regarding experiences and observation on bullying recollecting the incidents within 24 hours once in a month through the academic year followed by peer nominations and self-reports. The results revealed increase in the validity of the constructs of bullying using mixed methods reducing the type I error. Vajras et al (2006) studied the bullying victimization on urban students to evaluate an intervention strategy using mixed methods approach by means of group interviews, curriculum worksheets, acceptability measures namely: evaluation of participant's feeling about the session by listening to audiotapes. Quantitative measurement involved assessment of a questionnaire from Behaviour Assessment system for Children and Revised Child Self-Report Post Traumatic Stress Reaction Index. Findings from qualitative data revealed that the some of the indicators of bullying are racial minority status based on skin colour, Physical differences, perceived sexual differences that is labelled as gay or lesbian by peers and a new student in the school. The qualitative research findings were complementary to quantitative analyses. Therefore, both quantitative and qualitative research methods to understand in depth about aggression, bullying and violence are proved to be effective in data collection, analysis and interpretation. They are several research studies carried out by mixed methods reported divergent findings posing certain limitations, Linkroums (2006) examined the coping mechanism of coping bullying among 213 African American middle school students who were randomly selected by administering a questionnaire to find out their experiences in bullying, semi structured interviews were conducted on 80 students qualitatively to know about their coping strategies. The findings showed 15 coping strategies, 13 strategies out of 15 were found to form a social cluster. However, the regression model derived from quantitative data was found to be not in agreement with the responses obtained from interview qualitatively. Divergence in findings reported from Self-report and interview considered as the limitations of the mixed methods. Another research study by Cowie and Olafsson (2000) reported divergence in qualitative and

quantitative data findings. They examined the impact peer support services program adopted by a high school with high rate of bullying to reduce the aggressive behaviour. The program consisted of students serving as peer supporters meeting the other students during lunch and instructing them to be vigilant on incidences of bullying and to intervene appropriately. The researchers conducted evaluation administering the questionnaire quantitatively twice to collect pre-test and post- test data. The result of the analysis showed insignificant differences between pre-test and post-test showing that the peer support service program did not reduce bullying. Whereas, qualitative research conducted by taking interviews with peer supporters, students and the students who received interventions (victims). The results showed that the incidents of bullying reduced by adopting peer support services and the students who are victims felt that peer supporters were helpful with timely intervention. Therefore, the rich qualitative data proved the strength of peer student support service program in reducing the incidents of bullying, otherwise merely going by the results of quantitative data one would infer that peer student support service program as ineffective in reducing bullying. Pool et al (2010) suggested that mixed methods often lead to inconsistency involving both quantitative and qualitative analysis, no attempt has been made to find out the reasons for such inconsistencies in research findings. Though there is lots of scope for research on bullying the methods adopted, mixed methods are widely used in the research on bullying. Another study by (Swearer and Esplelage 2011) focused to find how technology is used in bullying and violence by students used mixed methods. This type of bullying is referred as cyber bullying, digital harassment. Therefore, more mixed method research is necessary to find the loop holes in networking sites, blogging communities, and virtual communities. There is strong evidence to show why mixed methods are recommended in the studies involving aggression, bullying, violence considering the inconsistent results shown by 16 quantitative studies involving meta-analysis on 15,000 students (from kindergarten to twelfth grades) in Europe, Canada, and United States revealed positive effects in bullying for about 1/3rd of the studies, while no changes were found in rest of the studies. Swedish council for crime prevention evaluated 44 research studies on effectiveness preventing bullying by adopting Olweus Program in schools were found to effective in Europe compared to USA when the same was adopted. Therefore, the

inconsistency in the findings could had been refined had the studies involved the collection of the data by interviews, observations and focus groups. It can be concluded that mixed methods of research on bullying provides new insights to researchers to re-conceptualize the research questions as well as hypothesis based on the problem to investigate. The lives of children and adolescents are influenced by the updated technologies which are changing to new dimensions. Henceforth, a researcher involved in studies on bullying to understand it root causes, prevention has to used mixed methods of research.

Lesson Plan: Aggression, Bullying, Violence and Victimization
Learning objectives

- To understand the explicit meaning of Aggression, Bullying, Violence and victimization.
- To reason out the causes of Aggression
- To interpret why people involve themselves Bullying others.
- To analyse the consequences of Bullying
- To list out different types of violence noticed as the result of Bullying.
- To find out the strategies to reform aggressive behaviour.
- To feel the pain of victimization.

Objectives	Content	Learning Experiences	Evaluation
Understand	The definition of Aggression, Bullying Violence and Victimization	Is Aggression an animal behaviour? How do you compare the Aggressive behaviour animals and Humans? Is Bullying wright or wrong? Can you give one example of Bullying leading to disaster? What are the consequences of violence due to bullying? Can you measure the pain of victimization?	Present a case study on each of the following: Aggression, Bullying, Violence, Victimization.

Objectives	Content	Learning Experiences	Evaluation
Reasoning	Biological, Social, Economic, Parenting reasons of Aggression How to control Aggression at family level, school level and societal level.	Is there a link between Physiology of human body with the exhibition of Aggression? Is the Aggressive behaviour is the parent of bullying, violence and victimization?	List out the facts showing the Biological link between Human Physiology and Aggression. List out a few incidents of Aggressive behaviour leading to bullying, violence and victimization.
Analysis	Carrying out research studies focusing on main objective either understanding the root causes of Aggression and to propose strategies to identify the incidents as well as prevention of bullying, violence and victimization as the result of aggression. Drafting a research design based on the objective of the study.	What are the factors responsible for exhibiting Aggression? What is the relationship between Aggression with bullying and violence? Does gender play a role in exhibiting Aggression? Does age, socio economic status play a role in exhibition of Aggressive behaviour?	Finding the root causes for showing Aggressive behaviour and its relationship gender, age, socio economic status etc.

Objectives	Content	Learning Experiences	Evaluation
Interpretation	Collecting data from various resources by suitable protocol to understand thoroughly about Aggression, Bullying, Violence and Victimization.	Applying suitable methods for analysing the data collected from various resources. Discussing as well as validating the research findings.	Interpretation of the research findings with suitable examples.

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10

Bullying and Victimization Among the Adolescence at High School Level

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ABSTRACT

Bullying has been defined as repeated exposure to negative actions by another or others over time (Olweus, 1993). As well as actions are being repetitive and harmful, there must be a power imbalance between the bully and their victim (Graffin & Gross, 2004). Childhood bullying and victimization pose significant health risks for children. Bullying is characterized by bigger and stronger youngsters' "victimizing" their peers through the repeated use of negative actions, such as physical, verbal, or relational aggression. The victims of bullying are at the risk of many short- and long-term consequences leading to anxiety, depression, decreased self-esteem, delinquency and poor mental health. About 10 to 20 percent of children are bullies, while 15 to 30 percent are repeatedly victimized. Most bullies are boys who use both physical and verbal attacks, but girls sometimes bombard a vulnerable classmate with verbal and relational hostility (Rigby, 2004). The teens who bully are at greater risk for engaging in delinquent behaviours, including vandalism, as well as violence inside and outside of school. They are also at risk of substance abuse and dropping out of school. Bullies and victims tend to experience depression more than their peers who have not been involved in bullying, which can lead to academic problems, frequent absences from school, loneliness, and social isolation.

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School-based interventions have shown a significant reduction in bullying and the timely interventions change victimized children's negative opinions of themselves.

Keywords:- *Bullying, Victimizing, Anxiety, Depression, Abuse*

INTRODUCTION

Bullying is defined as “repeated intentional aggression caused by a more dominant individual or group against a less powerful victim”. (Olweus, 1993) Bullying is characterized by bigger and stronger youngsters' "victimizing" their peers through the repeated use of negative actions, such as physical, verbal, or relational aggression. Bullying is also more frequently observed among boys than girls (Boulton & Smith, 1994; Olweus, 1993; Schwartz, Dodge, & Coie, 1993; Smith & Sharp, 1994). Victims of bullying suffer from significant health problems along with psychological, physical, and behavioural problems. The victims of bullying are at the risk of many short- and long-term consequences leading to anxiety, depression, decreased self-esteem, delinquency and poor mental health.

CLASSIFICATION OF BULLYING

Bullying is recognized into two distinct modes. They are direct bullying and indirect bullying. In direct bullying it is an unadulterated aggression towards the individual and occurs in the presence of a targeted youth. This type of bullying intends to cause psychological harm rather than physical harm. Direct type of bullying is more common in Schools and work places. Physical and verbal aggression are direct forms of bullying, Physical bullying includes any type of physical act such as hitting, pushing, kicking, choking, punching, spitting and forcefully taking something from the victim. Verbal bullying includes verbal harassment in the form of name-calling, sexual comments, threatening words, notes or gestures, taunting, malicious teasing, and psychological intimidation using words to harm victims. Indirect bullying primarily consists of relational aggression which occurs by inflicting harm through damaging the social reputation, peer relationships, and self-esteem of the victim leading to social isolation. Gossiping, slandering, sabotage, and convincing peers to exclude victims are forms of relational bullying. Cyber bullying is an

emerging form of bullying which is causing harm through threatening, harassing, taunting, and sending embarrassing messages to a peer using an electronic medium, such as computers, cell phones, and other electronic devices. Bullying victimization is more likely in middle childhood, and the specific forms of bullying that children are most likely to experience vary by age, depending on the children’s verbal, cognitive, and social development and on circumstances.

Types of Bullying			
Physical Bullying	Verbal Bullying	Social Bullying	Cyber Bullying
Hitting, pushing, kicking, Choking, slapping,spitting Punching, tripping, stealing or destroying someones possessions, pinching, rude hand gestures	Name calling, threatening, taunting, Insults, teasing, inappropriate sexual comments,	Gossiping, slandering, sabotage,lying, spreading rumours, embarrassing someone in public, social isolation, posting embarrassing images	Making online threats,sending embarrassing or vicious messages,spreading nasty gossips, Faking an identity online

SCHOOL BASED BULLYING

The problem of aggression and bullying in schools is persistent and very visible, as youngsters make the transition from primary school to adolescence. That aggression is frequently observed during this period may be due to the fact that adolescence is a period of abrupt biological and social change so the frequency of aggression is high. About 10 to 20 percent of children are bullies, while 15 to 30 percent are repeatedly victimized. Most bullies are boys who use both physical and verbal attacks, but girls sometimes bombard a vulnerable classmate with verbal and relational hostility (Rigby, 2004). As bullies move into adolescence, many amplify their attacks through electronic means (Twyman et al, 2010). About 20 to 40 percent of youths have experienced "cyberbullying" through text messages, e-mail, chat rooms, or other

electronic tools (Tokunaga, 2010). They often do not report it to parents or adults at School. Biologically based traits-an inhibited temperament and a frail physical appearance contribute to victimization. But victims also have histories of resistant attachment, overly controlling child rearing, and maternal overprotection-parenting that prompts anxiety, low self-esteem, and dependency, resulting in a fearful demeanour that marks these children as vulnerable (Snyder et al.,2003). The teens who bully are at greater risk for engaging in delinquent behaviours, including vandalism, as well as violence inside and outside of school. They are also at risk of substance abuse and dropping out of school. Bullies and victims tend to experience depression more than their peers who have not been involved in bullying, which can lead to academic problems, frequent absences from school, loneliness, and social isolation. Research shows that bullies and their victims are also at risk for having attention deficit hyperactivity disorder (ADHD).

Factors for bullying perpetration

- Low academic achievement
- Child abuse and exposure to domestic violence
- High levels of anger in the child
- Poor mental health of the child
- Corporal punishment and anger by parents
- Lack of parental monitoring
- Family conflicts
- Poor relationships with classmates
- Negative influences from peers
- Living in an unsafe neighbourhood. Experiencing problems with neighbours is uniquely associated with bully-victims.
- Maternal and paternal depression also may influence child bullying perpetration. This relationship may be mediated by poorer quality of interactions between depressed mothers and their children, or decreased maternal attachment to the child, which are associated with bullying.
- Poor parent-child communication. The presence of positive social relationships or social capital within the family creates parent-child

bonds that help parents effectively transmit appropriate social norms to their children. These parent-child relationships may also benefit from social connections that parents cultivate with people outside the family, including other parents, neighbours, teachers, and work colleagues (Coleman 1990). Parents create and sustain these helpful relationships by spending time with their children, monitoring their children's activities, and paying attention to the general welfare of their children. Such investments in the well-being of children are related to academic success as well as fewer behaviour and mental health problems among youth (Duncan and Brooks-Gunn 1997; Parcel and Menaghan (1994a, 1994b).

Symptoms of Bullying

The following are the psychological, physical, and behavioural problems faced by the victims of bullying

- panic disorders
- sleeping disturbances
- concentration difficulties
- tendency to make mistakes and have accidents
- loss of control
- depression
- elevated blood pressure and risk of cardiovascular disease
- reduced resistance to infection
- impaired memory function
- stomach and bowel problems
- severe loss of confidence and self-esteem
- headaches and feelings of nausea
- gain or loss of weight
- aggression
- irritability
- vengefulness
- withdrawal from social activities

- obsessive dwelling on the aggressor
- feeling of being emotionally drained
- School avoidance
- lower academic achievement
- misconduct
- severe stress or anxiety

Some researchers have also found that peer victimization is associated with later externalizing behaviours, such as aggression, delinquency, and misconduct (Reijntjes et al., 2010). Researchers have found that being bullied in childhood predicted later suicide attempts and deaths by suicide for girls but not for boys, after controlling for prior depression and conduct problems (Klomek et al., 2013), and that boys identified as bully–victims were at increased risk of suicidal thoughts and attempts in young adulthood (Copeland et al., 2013).

Peer acceptance refers to likeability to the extent which a child is viewed by classmates or agemates as a worthy social partner. Certain social skills among friends also enhances better peer acceptance. Some bullies have well-developed social skills and use bullying to gain or maintain dominance in their peer group. Peer acceptance is a powerful predictor of current as well as future psychological adjustment. The rejected children display a wide range of negative social behaviour. They show high rates of conflicts, physical and relational aggression, and hyperactive, inattentive and impulsive behaviour. Rejected children are excluded by peers and this rejection impairs classroom participation and their academic achievement falters. Rejected children are at high risk of peer harassment, rejected- aggressive children also act as bullies whereas rejected withdrawn children are likely to be victimized.

Treatment options for victims of bullying

Bullying is a serious problem for both the bully and the victim. The first step is to identify bullying interactions at an early stage. We can't quickly fix the problems related to bullying as it is important to understand the issues that are unique to the individual. Timely interventions is the best method to stop bullying.

- Providing a supportive and safe environment to the child for his overall development

- Working with other agencies or counselors to protect the victim
- Defuse or de-escalate the prevailing acute situation
- Discourage children from bullying
- Regular supervision in commonly under-supervised areas in the school by the authorities.
- Bullying prevention strategies should be clear and visible to other children
- Educate children about consequences of bullying and making him aware about this serious act.
- Empathetic listening to the child and trying to understand child's view
- Providing emotional support to child and family
- Setting boundaries between acceptable and unacceptable behaviour and communicate that this behaviour is unacceptable

CONCLUSION

Bullying is a learned behaviour that may be preventable. School-based interventions have shown a significant reduction in bullying by up to 20%. Interventions changes victimized children's negative opinions of themselves and that teach them to respond in nonreinforcing ways to their attackers are helpful. Clinicians can play a role in identifying bullies and victims, evaluating them for co-morbid conditions, and providing resources and referrals as necessary. Parents, providers, and schools can work together to prevent and intervene in childhood bullying. Successful anti-bullying programs increased playground supervision, provide clear consequences for bullying, and teaching students how to stand up for victims so that bullying behaviour gains a stigma rather than being socially beneficial.

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International Laws Against Bullying

Dr. B. Mini Devi and Dr. Joseph I Thomas***

ABSTRACT

Bullying behavior is becoming a threat to those wish to secure education through the formal channels. Be it school or college, a student often changes himself/herself to a bully or a victim nowadays. The lack of proper education and awareness of the rules and regulations that is prevailing in a nation is the prime cause of the emergence of bullies and victims. This chapter gives an introduction to the various international laws and conventions detailing how effectively laws can handle cases related to bullying.

Keywords:- International laws, International conventions, bullying, children, child

1. INTRODUCTION

Most violence against children involves at least one of six main types of interpersonal violence that tend to occur at different stages in a child's development. They are: Maltreatment, Bullying, Youth violence, Intimate partner violence, Sexual violence, and Emotional or psychological violence. Violence against children has lifelong impacts on health and well-being of children, families, communities, and countries. Violence against children can result in death, or can lead to severe injuries. It can also result in permanent impairment to brain and nervous system

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development, negative coping and health risk behaviours, unintended pregnancies, induced abortions, gynecological problems, and sexually transmitted infections, including HIV. This can lead to increased risk for cardiovascular disease, cancer, diabetes, and other health conditions. Those children who are exposed to violence and other adversities are more likely to drop out of school and they are more likely to face difficulty in finding and keeping a job. Preventing and responding to violence against children requires that efforts systematically address risk and protective factors at all four interrelated levels of risk, namely, individual, relationship, community, society. Under the leadership of WHO, a group of 10 international agencies have developed and endorsed an evidence-based technical package called *INSPIRE: Seven strategies for ending violence against children*. They are: Implementation and enforcement of laws, Norms and values change, Safe environments, Parental and caregiver support, Income and economic strengthening, Response services provision, Education and life skills (World Health Organization, 2019).

2. DEFINITION

2.1. Bullying

“Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. Bullying may include physical violence, sexual violence, threats, teasing, social exclusion or other psychological violence. The presence of bullying is often a sign of aggressive or violent behaviour elsewhere in children’s lives and young children may be acting out at schools or elsewhere what they have observed and learned at home. Recent studies suggest that bullying in adolescence and childhood can have worse long-term effects on young adult’s mental health than being subject to maltreatment during childhood” (Lereya, Copeland, Costello, & Wolke, 2015).

2.2. Child

“A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier” (Office of the High Commissioner for Human Rights, 1990).

3. MODUS-OPERANDI OF BULLIES

Bullying occurs in places where people do not have a say among the group members they want to be in. In an effort to establish a social network or hierarchy, bullies will try to exert their power with all children. Students who have an emotional reaction (eg, cry, run away, are upset) and have nobody or few to stand up for them, are the repeated targets of bullies (Wolke & Lereya, 2015).

4. INTERNATIONAL LAWS AND CONVENTIONS AGAINST BULLYING

Some of the important international laws and conventions are detailed under the following headings.

4.1. The United Nations Convention on the Rights of the Child

The Article 2(2) of the Convention on the Rights of the Child states that children's rights entitle them to protection from, "all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members" (Office of the High Commissioner for Human Rights, 1990).

The Convention on the Rights of the Child recognizes children's right to protection from all forms of violence, including physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment, exploitation, including sexual abuse (Office of the High Commissioner for Human Rights, 1990).

4.2. Universal Declaration of Human Rights

The Article 25 (2) of the Universal Declaration of Human Rights states that "All children, whether born in or out of wedlock, shall enjoy the same social protection". The Article 26 (3) of the Universal Declaration of Human Rights states that "Parents have a prior right to choose the kind of education that shall be given to their children" (The United Nations, 1948).

4.3. International Covenant on Economic, Social, and Cultural Rights (ICESCR)

The Article 10 (3) of the International Convent on Economic, Social and Cultural Rights (1976) states that "Special measures of

protection and assistance should be taken on behalf of all children and young persons without any discrimination for reasons of parentage or other conditions. Children and young persons should be protected from economic and social exploitation. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development should be punishable by law. States should also set age limits below which the paid employment of child labour should be prohibited and punishable by law” (Office of the High Commissioner for Human Rights, 1976).

4.4. Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography

Article 1 of Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography states that “States Parties shall prohibit the sale of children, child prostitution and child pornography as provided for by the present Protocol”. According to Article 9 (4) of the protocol, “States Parties shall ensure that all child victims of the offences described in the present Protocol have access to adequate procedures to seek, without discrimination, compensation for damages from those legally responsible” (Office of the High Commissioner for Human Rights, 2002).

4.5. International Labor Organization Minimum Age Convention

International Labor Organization Minimum Age Convention (ILO 138) (1973) stipulates that the minimum age for employment is generally 15 years, although developing countries may initially specify a minimum age of 14 years. For employment under specified circumstances (e.g., in the case of health hazards), the minimum age is 18 years (International Labour Organisation, 1973).

4.6. Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict

Article 4 (1) of The Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict (2002) states that “Armed groups that are distinct from the armed forces of a State should not, under any circumstances, recruit or use

in hostilities persons under the age of 18 years.”. According to Article 8 (1) of The Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict (2002), “Each State Party shall, within two years following the entry into force of the present Protocol for that State Party, submit a report to the Committee on the Rights of the Child providing comprehensive information on the measures it has taken to implement the provisions of the Protocol, including the measures taken to implement the provisions on participation and recruitment” (Office of the High Commissioner for Human Rights, 2002).

4.7. Worst Forms of Child Labour Convention

According to Article 3 of the Worst Forms of Child Labour Convention (1999) “the worst forms of child labour” comprises of “all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict; the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children” (International Labour Organization, 1999).

4.8. United Nations Standard Minimum Rules for the Administration of Juvenile Justice

According to Article 1 (3) United Nations Standard Minimum Rules for the Administration of Juvenile Justice (1985), “Sufficient attention shall be given to positive measures that involve the full mobilization of all possible resources, including the family, volunteers and other community groups, as well as schools and other community institutions, for the purpose of promoting the well-being of the juvenile, with a view to reducing the need for intervention under the law, and of effectively, fairly and humanely dealing with the juvenile in conflict with the law”. As per Article 8 (1) of the Act, “the juvenile's right to privacy shall be respected at all stages in order to avoid harm being caused to her or him by undue publicity or by the process of labelling”. As per Article 26 (1) of the Act, “The objective

of training and treatment of juveniles placed in institutions is to provide care, protection, education and vocational skills, with a view to assisting them to assume socially constructive and productive roles in society.” As per Article 26 (4), “Young female offenders placed in an institution deserve special attention as to their personal needs and problems. They shall by no means receive less care, protection, assistance, treatment and training than young male offenders. Their fair treatment shall be ensured.” As per Article 28 (1), “Conditional release from an institution shall be used by the appropriate authority to the greatest possible extent, and shall be granted at the earliest possible time”. As per Article 28 (2), “Juveniles released conditionally from an institution shall be assisted and supervised by an appropriate authority and shall receive full support by the community” (Office of the High Commissioner for Human Rights, 1985).

4.9. Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief

According to Article 5 (1) of Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief (1981), “The parents or, as the case may be, the legal guardians of the child have the right to organize the life within the family in accordance with their religion or belief and bearing in mind the moral education in which they believe the child should be brought up” (Office of the United Nations High Commissioner for Human Rights, 1981).

5. CONCLUSION

This chapter gives an overview on how various international organizations view crime against children. Each and every individual has the right to live and it’s the duty of the society to protect the budding generation and be a leading light. No discrimination must be imposed upon a child as children are the ones who are going to be part of the society in the coming years. All children must be given the space to exhibit their talents and it’s the duty of the society to correct the children in the best interest of their future. It’s the children that’s going to be living in the society in the coming years. So its quintessential that children must be protected from anti-social elements and from the bullies, both in their academic environment as well from the society that they live.

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12

Anti-Bullying Organizations-an Overview

Dr. Nair Remadevi Appukuttan and Dr. Joseph I. Thomas***

ABSTRACT

Bullying behavior is present in every one's character. It depends upon a person's discretion whether to exhibit it or not. This chapter gives an overview on the various anti-bullying organizations. It introduces to the reader the various types of bullying, characteristics of bullies and victims, organizations working against bullying.

Keywords:- *Bullying, Anti-Bullying, Anti-Bullying Organizations*

1. INTRODUCTION

Bullying is prevalent in our society and has serious detrimental effects on students. According to Hearn (2016), there are three main components of bullying: the intension to hurt another person physically, verbally or psychologically; its repetition over a period of time and a power imbalance between a powerful bully or group of bullies and a defenseless victim. This broad definition is often used in schools' anti-bullying policies and in studies on bullying using traditional methods such as questionnaires and interviews. According to him, students experiencing bullying at schools are widely considered to happen more often at primary school and to decrease with age. According to Fretwel (2015), the consequences of bullying can manifest immediately and can continue to affect the bully and the victim well into adulthood. Victims may become depressed, have substance abuse problems and/

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or have difficulties with relationships. In the words of Banks (1997), “bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially”.

1. DEFINITION

1.1. Bullying

“Bullying, by definition, is the persistent, intentional harming of another individual” (Pescara-Kovach, 2014).

“Bullying is most often defined as occurring when one or more students of greater power repeatedly and intentionally harm a weaker student” (Solberg & Olweus, 2003).

1.2. Bully

“The person or persons who perpetrates the act of aggression toward the victim” (Hilton, Annegela-Cole, & Wakita, 2010).

1.3. Victim

“Victims are the individuals or groups who are being bullied, or toward whom the aggressive behavior is directed.” (Wernert, 2017).

2. Types of Bullying

According to Pescara-Kovach (2014), there are four individual types of bullying. They are physical, verbal, relational, and cyber bullying.

2.1. Physical Bullying

Swearer and Espelage (2004) define Physical Bullying as “physical, aggressive behavior directed at an individual or group with the primary purpose of maintaining power over the victim. Examples of this include, but are not limited to, punching, hitting, kicking, pushing, shoving, or damaging property.”

2.2. Verbal Bullying

Verbal Bullying is defined as “audible statements directed at an individual or group. Like other forms of bullying, verbal bullying is persistent or repeated in nature with a purpose of creating a power imbalance between the aggressor and the victim”. (Espelage, Mebane, & Swearer, 2004).

2.3. Relational Bullying

Relational bullying is “aggressive behavior concentrated on an individual or group in the form of ostracism, social manipulation or non-physical attacks with the purpose of harming the victim’s social relationships and/or status with the intent to maintain a power imbalance” (Espelage, Mebane, & Swearer, 2004).

2.4. Cyber Bullying

Raskauskas and Stoltz (2007) define cyber bullying as “attacks that are done through the Internet, cell phone texting, social media, etc. for the purposes of hurting feelings, damaging relationships or friendships, or social manipulation.”

3. CHARACTERISTICS OF BULLIES AND VICTIMS

According to Banks (1997), the following are the characteristics of bullies and victims:

1. Students who engage in bullying behaviors seem to have a need to feel powerful and in control.
2. They appear to derive satisfaction from inflicting injury and suffering on others, seem to have little empathy for their victims, and often defend their actions by saying that their victims provoked them in some way.
3. Bullies often come from homes where physical punishment is used, where the children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are frequently lacking.
4. Students who regularly display bullying behaviors are generally defiant or oppositional toward adults, antisocial, and apt to break school rules. In contrast to prevailing myths, bullies appear to have little anxiety and to possess strong self-esteem.
5. Students who are victims of bullying are typically anxious, insecure, cautious, and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them.
6. Victims may lack social skills and friends, and they are often socially isolated.

7. Victims tend to be close to their parents and may have parents who can be described as overprotective.
8. Victims tend to be physically weaker than their peers--other physical characteristics such as weight, dress, or wearing eyeglasses do not appear to be significant factors that can be correlated with victimization.

4. ORGANIZATIONS WORKING AGAINST BULLYING

There are various organizations working towards helping both the victims as well as the bullies for a change in their outlook towards the society. Some of the prominent organizations doing the job above is as follows:

4.1. PACER's National Bullying Prevention Center

Founded in 2006, PACER's National Bullying Prevention Center actively leads social change to prevent childhood bullying, so that all youth are safe and supported in their schools, communities and online. PACER provides innovative resources for students, parents, educators, and others, and recognizes bullying as a serious community issue that impacts education, physical and emotional health, and the safety and well-being of students. (PACER Center, Inc., 2019).

4.2. Fairfield Special Education Association (SEPTA) Bullying Resources

The Fairfield SEPTA is a group of parents, teachers, community professionals and community supporters striving to improve the education and social interactions and recreational opportunities of children with special needs. The association's website brings together various information resources related to prevention of bullying, cyber bullying and teen suicide etc. (The Fairfield Special Education Parent and Teachers Association, Inc., 2019).

4.3. Anti-Bullying Pro

Anti-Bullying Pro is a program run out of the U.K to help students in England, Wales, Scotland and Ireland to stand up against bullying. Anti-Bullying Pro have "trained over 24,000 young people to be Anti-Bullying Ambassadors in the U.K, worked with over 3,000 Primary and

Secondary schools, received funding from the Department for Education, held 6 National Anti-Bullying Week events, run 8 School Showcase events to celebrate and share best practice, and been recognized as best practice in Ofsted reports.” (The Diana Award, 2019).

4.4. The Skate Movement K2BK

The aim of SKATE movement is to reduce the impact of bullying by empowering high school students to lead younger children down a more empathetic path. High school students are trained to demonstrate the concepts of kindness and tolerance to set examples for younger children (SKATEmovement, 2013).

4.5. The Trevor Project

Founded in 1998 by the creators of the short film TREVOR, The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25 (The Trevor Project, 2019).

4.6. Stomp Out Bullying. com

STOMP Out Bullying is the leading national nonprofit dedicated to changing the culture for all students. It works to reduce and prevent bullying, cyberbullying and other digital abuse, educates against homophobia, LGBTQ discrimination, racism and hatred, and deters violence in schools, online and in communities across New York (STOMP Out Bullying, 2019).

4.7. The Kind Campaign

Kind Campaign is an internationally recognized nonprofit organization that brings awareness and healing to the negative and lasting effects of girl-against-girl bullying through their global movement, documentary film, in-school assemblies and educational curriculums (Kind Campaign, 2019).

4.8. The Jed Foundation

The Jed Foundation's mission is to protect emotional health and protect against suicide among college and university students. JED is

a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults. The foundation is partnering with high schools and colleges to strengthen their mental health, substance misuse, and suicide prevention programs and systems (The Jed Foundation, 2019).

4.9. It Gets Better Project

"It Gets Better" Project is a social media campaign launched by American author and gay rights advocate Dan Savage in an effort to prevent suicide among LGBT youth by encouraging gay adults to spread the message that their lives will improve. Since its foundation in September 2010, the project has grown into an international movement with more than 50,000 video messages and 50 million views. (Literally Media Ltd., 2017). The It Gets Better Project wants to remind teenagers in the LGBT community that they are not alone — and it WILL get better (It Gets Better Project., 2019).

4.10. Born This Way Foundation

The singer Lady Gaga's foundation that is focused on supporting the wellness of young people, and empowering them to create a kinder and gentler world. The foundation leverages innovative programming and partnerships to model, convene, and support healthy conversations about mental wellness to connect youth with resources and services that support their mental health – online and offline, and to encourage and build communities that understand and prioritize mental and emotional wellness (Born This Way Foundation, 2019).

4.11. Athlete Ally

Athlete Ally is a nonprofit organization that provides public awareness campaigns, educational programming and tools and resources to foster inclusive sports communities. Their mission is to end the rampant homophobia and trans phobia in sport and to activate the athletic community to exercise their leadership to champion LGBTQ equality (Athlete Ally, 2016).

4.12. Anti-Defamation League

Founded in 1913, the Anti-Defamation League is now the nation's premier civil rights/human relations agency. Anti-Defamation League

offers the following interactive workshops and assembly programs for elementary, middle and high schools on bullying and cyber bullying. *Becoming an Ally: Responding to Name-Calling and Bullying (Educator Version)*, *Becoming an Ally: Responding to Name-Calling and Bullying (Youth Version)*, *Understanding and Addressing Cyber bullying*, *Cyber bullying: Focus on the Legal Issues*, *Cyber ALLY*, *Youth and Cyber bullying: What Families Don't Know Will Hurt Them*, and Assembly programs (Anti-Defamation League, 2019).

5. CONCLUSION

This chapter gives an over view on the various types of bullying, characteristics of bullies and victims, and about the various organizations working against bullying. Bullying by any means doesn't sow the seeds of goodness in a child, but the seeds of hatred. For the bullied, it sows the seeds of anti-social behavior and the sense of being overlooked. In order to sow the seeds of goodness in the coming generations, bullying behavior must not be nurtured but must be corrected in the earliest instance of detection.

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13

Socially Unacceptable Behaviours Among Adolescence

Vimal Kumar P.G.*

ABSTRACT

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later. During adolescence, issues of emotional (if not physical) separation from parents arise. While this sense of separation is a necessary step in the establishment of personal values, the transition to self-sufficiency forces an array of adjustments upon many adolescents. Furthermore, teenagers seldom have clear roles of their own in society but instead occupy an ambiguous period between childhood and adulthood. These issues most often define adolescence in Western cultures, and the response to them partly determines the nature of an individual's adult years. Also during adolescence, the individual experiences an upsurge of sexual feelings following the latent sexuality of childhood. It is during adolescence that the individual learns to control and direct sexual urges. The present chapter deals with socially unacceptable behaviours among adolescence

Keywords:- Adolescence, transitional stage, adulthood

INTRODUCTION

Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier

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and end later Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. . A hallmark of adolescence is a cluster of key changes in the primary sexual characteristics. Most notably, reproductive organs gradually increase in size. In the words of Stanley Hall, “ it is a period of Stress and Strain, Storm and Strife.” Adolescence has been likened to a tide that rises in the veins of youth; if this be taken in the strength and along the flow of its current it will move on to fortune.

Various studies have been conducted on Adolescence emotional maturity, anti social behaviors like smoking, cyber crimes, sex related activities etc. some of them are mentioned below.

A study conducted by Sandhu & Kaur (2012) on Adolescent Problem Behaviour in Relation to Emotional Autonomy and Parent Child Relationship reveals that emotional autonomy is an important correlate of adolescent problem behavior. Deidealization of parents and non-dependency on parents are positively correlated with internalizing and externalizing problems in adolescents, while perceiving parents as people dimension is inversely correlated with internalizing problems in adolescents. Also deidealization of parents and individuation are positively contributing towards problem behavior in adolescents. As adolescent boys realize their parents’ weaknesses, parents no longer serve as ideal for them.

A study was undertaken by Spein, Sexton, and Kvernmo(2004) to examine the predictors of smoking behaviour among indigenous Sami adolescents and non-indigenous peers in North Norway, and to examine for ethnic-specific predictors. The study concluded that youth smoking behaviour was strongly associated with risk-taking behavior. A broader focus on health-compromising behaviours in anti-smoking campaigns is needed. The findings indicate little need for culturally sensitive anti-smoking campaigns specially designed for indigenous Sami youth, as the main predictors (risk-taking behaviours) were similar across ethnic groups.

A study conducted by Hamsa, Singh & Panackal (2018) on the effect of Social Networking Sites on the Young World of Cyber Crime revealed the following conclusions.

- Out of 100 respondents’ majority have shown that extensive use of social media can actually cause addiction and negative effects,

- Whatsapp is the most famous application of social media networking followed by Youtube, facebook and Instagram consecutively,
- Majority of the respondents are conscious and do not accept any friend request from strangers. 40% respondents believe there is no harm in chatting with strangers.
- It was astonishing to note that maximum respondents don't mind sharing crucial information like their password amongst family and friends, which shows level of awareness is very low amongst youth
- Majority of the youth on social networking sites enjoy having friends of the opposite gender which can be misleading and can cause negative effects
- Majority of respondents have not disclosed details of cybercrime faced by them to their parents out of fear which again shows that the level of awareness of the consequences of cyber crime needs to be assessed.

A study conducted by Kusheta, Bancha etal (2019) intended to determine adolescent-parent communication on sexual and reproductive health issues and its factors among secondary and preparatory school adolescents in Hadiya Zone, Ethiopia concluded that adolescents were not communicating much with parents about sexual and reproductive health issues even though they were aware of adolescent and youth friendly sexual and reproductive health services. In addition, promotion of service availability may be important to motivate adolescents to communicate with parents. Contextual and age dependent communication barriers should be further identified.

From the above studies it can be concluded that many of the socially unacceptable behaviors are associated with the adolescent stage. Several such problems are discussed here.

1. UNACCEPTABLE BEHAVIOR DUE TO ALCOHOL, AND DRUGS

Adolescence are increasingly indulging in alcohol, drugs, and sex even before they reach the legal age, as a “normal” teen behavior, and it is not a physical or mental illness. It very often lead to depression, liver failure, and other chronic diseases. Alcohol and drug addiction may be difficult to recover from.

As a parent or a teacher don't be panic and not to react instantly. But do not approve these activities at the same time. One of the most

effective way is to talk to the adolescence calmly and explain why they shouldn't be indulging in drugs and alcohol early in their life. Try to avoid an accusing tone with the issue, but try to be friendly. Let them teach how to say no to alcohol or drugs when someone offers it to them. Those adolescents who eat regularly with their parents, participating in co curricular activities and those who are not wandering around late at night, have a significantly lower risk of becoming involved in these situations.

2. ATTRACTION TOWARDS THE OPPOSITE SEX

The development of secondary sexual characteristics and physical growth in adolescence make one feel a strong attraction towards the opposite sex. The adolescents who fail to adjust themselves to those of the opposite sex in a proper way, would prove awkward in their behaviour. Such a maladjusted person would ever be having a feeling of strain. It lead to the development of socially unacceptable behaviours among adolescence.

3. NEED FOR SEXUAL SATISFACTION

Adolescent developments are basically conditioned by physical changes. The onset of puberty gives the physical excitement that they never experienced before. They react to these experience without realizing what is happening to them. Sexual development is an important developmental stage of adolescence. The sex instincts and the desire to do sex, which had been lying dormant during childhood is reawakened during the adolescence. The adolescent children show the following sexual behavior which is not socially acceptable.

- **Auto – eroticism:** It is the sexual feeling arising without known external stimulation. It is the sexual gratification obtained by oneself or one's own body. The adolescent takes interest in his own body and he/she handles his own sex organs for satisfying the sex urge.
- **Homo-sexuality:** It is the romantic attraction, sexual attraction, or sexual behavior between members of the same sex or gender. During the early period of adolescence boys love to mix with boys and girls love to mix with girls. But the societal acceptance of homosexuality is lowest in Indian context.

- **Hetero – sexuality:** It is the romantic attraction, sexual attraction or sexual behavior between persons of the opposite sex or gender. This type of sexuality is found at the later stage of adolescence. The boys and girls are attracted towards the opposite sex. But when an adolescent boy and girl live together for satisfying their sexual needs, it is against the social norms and culture.

4. ADOLESCENCE AND UNDERAGED SEX

Most adolescents are curious about sex. Some of them will take advantage of an opportunity to find out more with younger children. They know it's wrong. They know they shouldn't do it. Even though a small number of adolescents are sexually attracted to children rather than to age-appropriate peers. They may be developing a mental disorder known as pedophilia. Pedophilia involves intense sexual arousal to children of 13 or younger. Understanding teens with illegal sexual behavior is a complex challenge.

5. DELINQUENT BEHAVIOR

Delinquency is an expression of aggression in socially unacceptable ways. It is against the established social norms and orders. Society can function smoothly only when all members conform to the codes of conduct written as well as unwritten. During the period of adolescence some individuals tend to view rules and regulations as an encroachment upon their freedom and liberty. They are prone to react violently and unmindful of the consequence of their actions. To be able to understand the dynamics of delinquent behaviour one has to probe into the basic psychological needs of the individual and see whether these needs are adequately met or not.

6. INCREASED USE OF COMMUNICATION DEVICES AND SOCIAL MEDIA

According to Pew Research Center, 73% of teenagers had access to smart phones in 2015 and more than 92% teens logged into social media every day using their smart phones. Use of communication devices and social media is not bad. In fact, it is necessary for teens to have a mobile phone so that parents can keep a track of their whereabouts. The use of these devices can turn into an addiction and affect the adolescent's life style and attitude. Social media can open doors for strangers who

may want to take undue advantage of your native teenager, which can be dangerous.

As a parent or a teacher, monitor how they use the internet and made an open arrangement for it so that you don't have to check on them behind their back. Also, encourage them to talk about what they do online, by being friendly and open to their ideas and interests. Restrictions must be there on regarding the time spent on texting and calling their friends or on social media when they are at home.

7. NONCONFORMIST BEHAVIOUR

There are conformists as well as non-conformists among adolescence. The former accept the values of society ungrudgingly and never rebel against unfair demands. We may call them "apathetic youth". Non conformist reject some or all of society and refuse to adhere to the accepted norms of behavior. There can be a rebels, reformers, activists and the alienated among the nonconformists.³

8. MOOD SWINGS

Mood swings during adolescence are partially due to biology. Hormonal shifts that occur during puberty play a major role in the way teens think and feel. As teens mature, they commonly experience increased irritability, intense sadness, and frequent frustration due to the chemical changes occurring inside their brains.

³ Dandapani, S. : *Advanced Educational Psychology*, Anmol Publications Pvt. Ltd., New Delhi, 2004. Page : 55

As a parent or a teacher, try to avoid giving advice or diverting the topic. Rather than brushing off their reaction, try to listen and empathize. Let them talk about it and you may even be able to lead them to realize that the drama is not worth it. If you feel that there is a genuine mental health concern, then take the teen to a mental health professional.

9. AGGRESSION

Aggressive behavior in adolescence can cause physical or emotional harm to others. It may range from verbal abuse to physical abuse. It can also involve harming personal property. Due to aggressive nature, adolescence violates social boundaries and it breakdown the relationships. It can cause irritability, restless and impulsive nature. It is hard to control the

behavior. Socially appropriate behaviors are not known by the aggressive nature of adolescence. Adolescence may get angry with you often and for reasons that are incomprehensible. They may become argumentative and talk back more than they did when they were kids. Understand that anger is a normal human emotion, and it is common among teens. But if they don't channelize their anger properly, it can become aggression and result in violence, which can be dangerous to them and others.

As a Parent or a teacher, do not react to an angry adolescence by shouting back. Avoid the temptation to be louder than the adolescence and 'win' the argument, because that does not always fetch the desired results. The only way to calm an angry teen is to be calm. Find ways to control the anger and listen to what the adolescence has to say. Avoid arguments as far as possible and let your teen vent out all the anger. Once they run out of things to say, they will calm down. Encourage them to talk to you when there is a problem instead of bottling it up. Teach them healthy ways to express anger rather than being aggressive or violent.

10. LYING OR HIDING FACTS

Lying is a kind of storytelling to make people believe what isn't true. The purpose of this falsification is to control the narrative about what did or didn't happen, what is happening, or what will happen. It can be devastating for parents to find that their child has lied to them, or has not revealed everything. The truth is that their new sense of independence makes it seem unnecessary for them to tell you everything. Also, the fear of being judged and punished may force your teen to lie, which could become a compulsive habit if not nipped in the bud.

As a Parent or a teacher, teach them to tell the truth, by setting an example for them. Have an open channel of communication with the adolescence, which allows them to share anything and everything without hesitation. When the adolescence see their parents being truthful and honest about everything, including their mistakes, they will learn to do the same.

11. DEFYING RULES AND ARGUING

Adolescences are rebellious. They may not always want to do what you tell them to and would want to see the extent to which they can defy you. When teenagers argue with you and refuse to obey rules, do not punish

them and act like a tyrant as it makes them more stubborn. They break rules more often. They may refuse to do chores, and talk back all the time.

As a parent or a teacher, make the consequences clear if they defy the rules and enforce them, regardless of how trivial the issue may seem. Adolescence will know that you are serious about the rules, and that will instill a sense of discipline in them.

12. EMOTIONAL PROBLEMS

Heightened emotionality is a major problem of adolescence. Adolescents experience excessive emotion and they do not have sufficient control over violence. Excitability and anger may find expression in its destructive form may lead to law and order problem of the society. Emotion of love, suspicion, jealousy, frustration and revengefulness are very common among adolescents. Thus emotional immaturity is a major problem of adolescence and it leads to violation of the social norms.

13. SOCIAL PROBLEM

Every society has its own customs and traditions, which it wants to maintain. Every individual has to follow these social values but often the adolescents think all these are out dated and they are not willing to obey. This leads to conflicts. Physical development has many social implications. Sexual development necessarily includes heterosexual orientation and they want to take part in social activities with the opposite sex. The denial of this desire often makes them discontented and restless. Thus, a number of social problems disturb the adolescent.

14. DECREASED COMMUNICATION WITH PARENTS

Adolescence is not talking too much with parents. But they may seem to share more with their friends. It is also important to realize that the part of the brain that links emotions to communication is still developing in adolescence, so they may not be able to put words to what is happening for them. In moments when they are feeling down, acknowledge it and offer them support. This can be enough to help them put words to what is happening for them.

15. SPREADING OF RUMOURS OR GOSSIPS

Gossip and rumors are the results of societal interaction and most of the people would like to avoid or others fall victims to.

Gossip refers to talks about someone or something with another person or a group of persons. Rumor refers to spreading specific information about someone or something that has not been verified. In other words, it may be a truth or a falsehood. Adolescents usually spread malicious rumours or gossips with their friends and families. Teens who gossip often suffer from low self-esteem, and put others down in an attempt to boost themselves up. Some teens are starved for attention and gossip because it puts the focus on them; others are victims of gossip themselves, and spill their classmates' business to shift attention to someone else.

16. ADOLESCENCE AND CYBERCRIMES

As per the National Crime Agency report, free “off-the-shelf” hacking tools, online tutorials and video guides are making it increasingly easy for young people to become involved in cyber crime. i.e., For the adolescent a very little skill is required to become a cyber criminal. Cyber crimes are of two types,

- (a) Computer crimes or cybercrimes, such as hacking, denial of service, and production of malware, in which computer systems and networks are the target of criminal activity;
- (b) Computer related crime, in which computers serve as instruments of otherwise non-digital crime, such as forgery, fraud, sexual abuse of children, or copyright infringement.

In the adolescent stage, there is an increase in reports of intimidation, harassment, intrusion, fear, and violence experienced through Information Technologies (IT). Hacking, spamming, identity theft, child pornography, cyber bullying, and cyber stalking are just a few examples of cyber-crimes.

Our adolescents feel ashamed to discuss freely their sex problems with their parents or teachers. Most of the parents are conservative in their nature regarding the sex problem of their children. Stanley Hall points out two kinds of causes that lead to sexual excitability- physical and mental.⁴ The physical causes are improper clothes, rich food, overwork, nervousness, habits of defective cleanliness, prolonged sitting or standing, monotonous walking and too much straining of the brain. Prominent among mental causes are erotic reading, attending adult movies and theatrical performances.

CONCLUSION

Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically (Jersild). It is not a smooth sailing process. One has to encounter a number of developmental tasks characteristics to the stage. The successful accomplishment of these enables to ascend the higher level of maturity. Co-education, Psychological approach, Sex-nurture, Sex education and sympathetic guidance from parents and teachers will promote their social morality and helps them to develop socially acceptable behaviours.

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14

Socially Unacceptable Behaviors Among Adolescents

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ABSTRACT

This chapter is an effort to reach out to readers the various stages of child development, what are the attitudes of today's youth and its causing factors. The chapter also deals with the various disabilities that occur in children. According to psychological experts, today's children tend to develop an attitude of resistance to advices due to the influence of their peers, and the excessive indulgent in electronic devices creates gap between their virtual world and reality. During the research it is evident that children in order to fill their pockets engage in criminal activities, which becomes a barrier for their bright future as they progress. This chapter also plays as an eye opener, as it unveils the dark side of the social media

Keywords: *Youth, Addiction, Disabilities, Attitude,*

INTRODUCTION

As youth approach adulthood, certain factors in his experience conspire to make him more consciously concerned about him as a person. He begins to feel as if he is dealing with a different person than his former self which he was not able to manage so expertly (dubey, 2017). During the physical and mental development, he/ she is exposed

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to various emotions and thought process. It is due to the exposure with newer experiences and emotions that, there occur various changes in behavioral pattern among adults, while they are growing.

1. SOCIALLY UNACCEPTABLE BEHAVIORS

Unacceptable behavior (including bullying, harassment and victimization) may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort (university of camebridge, 2018)

2. YOUTH AND THEIR DILEMMA IN LIFE

Adulthood (12-18 yes) is a prime age in a child's life where he/she tries to explore different spheres of life. When the transition from a child to an adult occurs, he/she experiences a diverse form of character shaped within them. The task to shape the young minds relies upon the hands of elders. But, as the child develops into an adult, they gets mingled with their peers and because of that, there comes a generation gap between the parental relations and adulthood.

The ways by which an adult behaves gets influenced by their family situations and surroundings. In the adult age they tend to imitate both good and bad that happen around them.

In the present situation, they undergo pressure of academics; as well as the confusion with regards to select their own path. It is in this context of pressure, and a negative approach towards failure that they come in contact with various kinds of intoxications.

3. YOUTH AND ATTITUDES: REASON AND ANALYSIS

- **Unbarring Attitude Towards Advice:** The generation of today show hesitance towards the advice of elders. In young age, they feel about themselves capable enough to manage their own affairs. The addition of access to internet makes the attitude among children much more rigid. Due to today's technological advancement, children makes themselves busy with the world of gaming and other sorts of entertainment that no attention are paid towards their elders.
- **Connection with The Outer World:** Adults gets in touch with the internet at an early age due to the influence of their parents. At the stage of infancy itself, they are made to eat food by showing them

videos on internet. Now children possess technical knowledge than their parents.

Though today there are parental controls, children know how to get access internet without any help. This can be seen as the negative impact of the deep involvement of technology into society and family relations. During the developmental stage of an adult, he/she gets encircled in the web of WhatsApp, Facebook, Messenger, and Telegram etc so much that there develops a kind of addiction, an addiction which connects him with his other companions of same age.

For teenagers, connection with new people through internet is always a matter of thrill. But this kind of connection also has its dark side.

This provides only a seed to social media crimes. It also becomes a factor to the relationship with their family. According to statistics released by “National Crime Records Bureau in 2017”, 56% of cyber crimes cases registered were for the motive of fraud (12,213 out of 21,796 cases) followed by sexual exploitation with 6.7% (1,460) cases. Assam comes highest in number of cases registered under IT Act section 67A. U.P comes first in the number of cases registered under IT Act section 67B. (vishwakarma, 2019)

- **Porn Addiction:** As a boy changes to an adult, his mind gets occupied with many thoughts and doubts. One major question among children would be regarding their birth. In India, where the term “Sex” itself is a taboo, the parents would often tell them bizarre stories in order to put an end to their growing curiosity. But, due to the intervention of internet into their life, all their doubts get cleared in a negative way. Their practice for searching adult content becomes addiction as the time goes by. It has become an issue as porn has affected the marital lives of several young adults. Dr. Roshan Jain claims that “excessive porn viewing could be reflective of compulsive behavior in individuals”.

Experts are of the opinion that sex education for school going children may be an answer to avoid obsessive behavior with porn later in life. (joseph, 2019)

- **Speed of Today’s Youth:** Most of the youngsters in today’s generation are enjoying full speed of life, violating the road safety rules and regulations. They are more into adventurous activities which could be life threatening. The accidents that happen while rash driving are at

stake in many cities. The number of road accidents has increased by 0.46% in the year 2018 as compared to 2017. The death rate during the road accident has also increased by 2.37% during this period. In 2018, a total of 4,67,044 road accident cases were reported compared to the total of 4,64,910 accident cases reported in 2017. But, the number of injuries in road accidents has decreased by 0.33%. The National Highway constitutes only 1.94% of the total road network in the country, while its share in total road accidents is 30.2%. About 15% of pedestrians lost their lives in road accidents, while the accident rate of bike racers or two wheelers turned 36.5%.

At present, U.P has the highest number of persons died in road accidents. And these death rates justify the wording “Speed thrills, but kills” (Union Ministry of Road Transport and Highways, 2018)

- **Silence On Sexual Offence: Child Sexual Abuse** is a pressing human right issue and public health concern. There are many cases, where the adults gets sexually assaulted either by a person known to them or by any other person through the influence of drugs or by black mailing

That one act of evilness leads them to various psychiatric disorders and leaves them helpless in a confused state where, they are not able to identify their own sexual identity.

In a study conducted by Ministry of Women and Child Development in 2007 that among the 12,447 children interviewed, 53% reported experience of sexual assault (Government of India, 2018)

DISABILITIES FACED BY CHILDREN

At times children are criticized for their incapability to produce things as it is. They are often tagged as “lazy” in and around, which causes turmoil of self confidence in him. There are certain educational disorders that hamper the future of children. Let’s look at some of them

- (a) **Dyslexia:** A language based disability in which a person has trouble understanding written words (Ramaswamy, 2013)
- (b) **Dyscalculia:** Mathematical disability in which a person faces difficulty in solving mathematical calculations (Ramaswamy, 2013)
- (c) **Dysgraphia:** It is a disability in which the afflicted person finds difficulty in forming letters within defined space (Ramaswamy, 2013)

- (d) Add: Attention Deficit Hyperactivity Disorder is a type of neurobehavioral condition that makes focusing on every day requests and routines challenging. Children with ADHD can be defiant, socially inept or aggressive. (American psychiatric association, 2019)
- (e) Panic Disorder: It is a type of anxiety disorder. It causes panic attacks, which are sudden feelings of terror when there is no real danger (medlineplus, 2019) Children with such disorders are unable to cope to bullying, harassment etc... that degrades their morale.

CONCLUSION

Adolescents of this era have to bear many expectations in their shoulders. This leads to mental and emotional turmoil. This imbalance between expectations and performance forces an adolescent to experiment with socially unacceptable occupations which they are forced to preoccupy with. The lack of attention from kith and kin forces an adolescent to take the roads not taken. Thus in order to prevent the new generation from exploring the horizons laid down by anti-social elements in our society, the adults should be shaped in such a way that the needs of the adolescent is given an ear.

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15

Behavioral Problems in Adolescents: An Over View

*Ronald Rose S. L.**

ABSTRACT

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Adolescence is a time for developing independence. Adolescents whose behavior is dangerous or otherwise unacceptable despite their parents' best efforts may need professional intervention. Behavioral scientists have gained valuable insight into the conditions that cause teenage strife. In many cases, adults are in the position to alleviate some of the frictions that make intergenerational relations more strained than they need to be. Research indicates that those adolescents who have the opportunity to develop a relationship with an adult role model (parental or otherwise) are more successful than their peers in coping with the everyday stresses of life.

Keywords: *Adolescence, teenage, adults*

INTRODUCTION

Adolescence is a time for developing independence. Typically, adolescents exercise their independence by questioning, and sometimes breaking, rules. Parents and doctors must distinguish occasional errors of judgment from a pattern of misbehavior that requires professional intervention. The severity and frequency of infractions are guides. For example, regular drinking, frequent episodes of fighting, truancy,

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and theft are much more significant than isolated episodes of the same activities. Other warning signs include deterioration of performance at school and running away from home. Of particular concern are adolescents who cause serious injury or use a weapon in a fight. Antisocial behavior may begin during childhood and if maintained during adolescence, is likely to continue and escalate during adulthood. During adolescence, in particular, it has been established that antisocial behavior may be reinforced and shaped by exchanges between the teenager and his parents and peers, although the molecular process of these relations is as yet unknown.

CAUSES OF ANTISOCIAL BEHAVIOUR

There are some factors that have been thought to be responsible for the development of antisocial behaviour in children. Some of these factors include

THE NATURE OF THE HOME ENVIRONMENT

The nature of the home environment here refers to the affective aspect of the home environment in which children are raised. Some children are nurtured in aversive, punitive, or violent environments while others are nurtured in blissful environment with love, care, compassion and understanding. Children raised in aversive and punitive environments are usually verbally abused, spanked and sometimes injuries are inflicted on them for any perceived misconduct (real or imagined) by their primary caretakers. Again, the elderly siblings also mete out raw treatment to the younger ones. Children raised in such home environments are physically and psychologically traumatized. In such homes, all the children can see is hatred, quarrel, bitterness, hostility, violence, competition and pains. They accept misdemeanor as a way of life and may have no qualms meting out this same treatment to the weaker ones.

(i) Gender

Gender has been implicated as a factor that has influence on the development of pre-social or antisocial behaviour in adolescents. Sex stereo-type manifestation of antisocial behaviour traits is common in our society. Boys by their very nature exhibit [More physical, verbal aggression and thuggery while antisocial behaviour in girls is

more subtle, indirect and relational involving harmful manipulation of others. Besides, there is more involvement of boys than girls in such antisocial behaviours as stealing, kidnapping, rape, fighting and violence. More girls than boys participate in such antisocial behaviours like prostitution, lesbianism, frequent running away from home, hedonism, child theft and child trafficking.

(ii) Socio-Economic Status of Parents

Discussion on factors that contribute to the development of antisocial behaviour traits in adolescents cannot be complete without mention of socio-economic status of parents. Some adolescents are nurtured in a state of abject poverty while some others are brought up in affluent conditions. For those brought up in later condition, life is good and there is no need to do anything that can endanger their lives. For those brought up in the former condition, the reverse is the case as they have to struggle for survival. Chauhan (1990) observed that poverty of parents make it impossible to fulfill the legitimate basic physiological needs could give rise to frustration which could ultimately trigger off anger and general antisocial behaviour in adolescents. Nwankwo (2003) also noted that children born into impoverished environments might take to socially unacceptable behaviours as a survival strategy.

(iii) Peer Group Influence

Peer group association appears to exert influence on the behaviour of adolescents. An adolescent who belongs to a peer group whose members engage in antisocial activities such as under-age smoking, alcoholism, pilfering, cultism, rape, prostitution and violence is most likely to imbibe these attitudes. Developmental theories according to Monahan, Steinberg and Cauffman (2009), suggest that affiliation with deviant peers and susceptibility to peer influence are important contributors to adolescent delinquency. Monahan et al. (2009) conducted a longitudinal study of 1354 antisocial youths to investigate how individual variation in exposure to deviant peers and resistance to peer influence affected antisocial behaviour manifestation from middle adolescence into young adulthood (ages 14 to 22 years). They obtained evidence that antisocial individuals chose to affiliate with deviant peers, and affiliating with deviant peers was associated with an individual's

own delinquency. Duarte, Escario and Molina (2011) found that there was existence of significant peer group influences on the deviant behaviours of alcohol abuse and truancy.

(iv) Residential Location

The impact of location or place of residence as one of the contributory factors in the development of antisocial behaviour traits in adolescents cannot be over-emphasized. Urban dwellers have diverse cultural and ethnic backgrounds. Hence they tend to be more individualistic and often show less concern for the plight of others (Berger, 2003). Cost of living in urban centers is comparatively higher than that of the rural areas and there is more pressure on social amenities in urban centers compared to rural areas. The quest for money and material things is more pronounced in urban centers than in rural areas. All these circumstances conspire to make crimes and delinquent acts equally more pronounced in urban centers (Berger, 2003). Crime-ridden societies typified by some Nigerian urban centers breed adolescents who engage in various forms of delinquency while notorious criminal adults serve as models. In contrast, in rural areas, there are usually strong cultural and ethnic bonds among the dwellers. In such places, adolescents are less emboldened to be violent. Berger (2003) reported that adolescents resident in urban centers exhibit more anger-driven behaviours than those residents in rural areas, adding that residential location significantly influenced such behaviours in adolescents.

During adolescence, the frequency and severity of violent interactions may increase. Although episodes of violence at school are highly publicized, adolescents are much more likely to be involved in violent episodes (or more often the threat of violence) at home and outside of school. Many factors contribute to an increased risk of violence for adolescents, including

Violence prevention begins in early childhood with violence-free discipline. Limiting exposure to violence through media and video games may also help because exposure to these violent images has been shown to desensitize children to violence and cause children to accept violence as part of their life. School-age children should have access to a safe school environment. Older children and adolescents should not have access to weapons and should be taught to avoid high-risk

situations (such as places or settings where others have weapons or are using alcohol or drugs) and to use strategies to defuse tense situations.

Encouraging good behaviour in teenagers

- Take time to actively listen

Actively listening means paying close attention to what your child is saying and feeling, rather than thinking of what you want to say next. This shows your child that you care and that you're interested.

- Set clear rules about behaviour

Family rules make expectations about behaviour clear. If you can, involve all family members in the discussions about rules. Try to keep the rules positive. For example, instead of saying 'Don't be disrespectful,' you could say, 'We speak to each other with respect'.

- Encourage self-reflection

If you need to use a consequence, explain why you're doing it. This gives your child the chance to reflect on what she could change to stop the problem coming up again. For example, you could say something like, 'Gemma, I get worried when you stay out late without telling me what you're doing. Next time, I'll pick you up at 10 pm. What could you do differently next time so you don't get a consequence?'

Follow up by asking your child what a fair consequence would be if it happens again.

- Try to be a positive role model

Children – even teenagers – do as you do, so being a being a role model for your child is a powerful and positive way to guide your child's behaviour. For example, when your child sees you following the family rules yourself, he gets a powerful example.

- Take your child seriously

Your child is an individual and she needs to know that she's valued, accepted and respected for who she is. One way to do this is by taking her developing ideas and opinions seriously, even if you don't necessarily agree with them.

- Give your child responsibility

Learning to handle responsibility is one of the biggest challenges of adolescence, and an important step towards becoming an adult.

Giving your child responsibility in certain areas – like letting him choose his own clothes or hairstyle – can help increase autonomy and independence. It can also help you avoid battles over the little things.

- Tackle problems in a positive way

Whether it's an argument with your child or a disagreement with your partner, using positive problem-solving skills to sort things out helps to keep you calm. It also gives your child a great example to follow.

- Praise your child

Descriptive praise and encouragement are powerful motivators. Teenagers might seem self-sufficient, but your child still wants and needs your approval. When you notice and comment on your child's responsible choices and positive behaviour, you encourage her to keep behaving in that way. Just remember that teenagers often prefer you to praise them privately rather than in front of their friends.

- Share your feelings

Telling your child honestly how his behaviour affects you can help your relationship. 'I' statements can be a big help here. For example, saying 'I really worry when you don't come home on time' will probably get a better response than 'You know you're supposed to ring me after school!'

- Learn to live with mistakes

Everybody makes mistakes, and nobody's perfect. It's all about how you deal with mistakes – both your own and your child's – when they happen. Taking responsibility for mistakes is a good first step, and then working out what you can do to make things better might be your next move.

Saying sorry to your child when you make a mistake helps to keep your relationship going well.

- Respect your child's need for privacy

Teenagers crave some privacy and a space of their own. Asking for your child's permission to enter his room, and not going through his phone or belongings, are ways to show this respect. Another way might be to think about what you really need to know, and what can be left as private between your child and his friends.

- Encourage a sense of belonging
Family rituals can give your child a sense of stability and belonging at a time when lots of other things around her – and inside her – might be changing. Some families might choose to have Friday family pizza nights, pancakes for breakfast on Sundays, or particular traditions for celebrating birthdays.
- Keep promises
When you follow through on promises, good or bad, your child learns to trust and respect you. Be clear and consistent, and promise only what you know you can deliver.
- Have realistic expectations
Just as you might do, your child will probably slip up and break the rules sometimes. Teenagers and their brains are still under construction – they’re still working out who they are. Testing boundaries is all part of the process, so it helps to be realistic about your child’s behaviour.
- Look for the funny side of things
Laughing or making jokes can help diffuse tension and possible conflict, and stop you and your child taking things too personally. You can also sometimes use a joke or a laugh to kick off a difficult conversation.

BEHAVIORAL CHANGES

Overwhelming emotions can lead to impulsive behavior, which can be harmful to your child as well as others. Mostly, it is just teen behavior that will last as long as their adolescence.

- Adolescence is the time when kids develop and exercise their independence. This can give rise to questioning the parents’ rules (seen as argumentative) and standing up for what they believe is right (seen as stubbornness).
- Significant developmental change in the brain makes teens moody, tired and difficult to deal with.
- The raging hormones in teenage boys can even push them to get into physical confrontations. They would also want to listen to loud music.

- As a part of their new-found independence, adolescents may also want to try new things and take risks, resulting in careless behavior.
- Sometimes, peer pressure and the need to ‘fit in’ can make them behave in a certain way or develop certain habits that are hard to break.
- Your teen’s dressing, hairstyle, and sense of fashion also change, mostly to something that you may not approve of.
- The most troubling behavior is perhaps your teen hanging out with problem kids and adapting to a dangerous lifestyle.
- Lying is one of the common teen behavioral issues. Teens may lie to avoid confrontation with parents or out of fear.

SOLUTION

- Behavioral problems in adolescence can make life difficult for parents. But remember that it is a passing phase, and is entirely normal.
- Gaining your child’s trust is important if you want to help him with behavioral issues. Talk to them and listen to what they have to say. Do not judge or criticize them, as it could worsen their behavior.
- Let them know that you love them just as they are. Encourage them to be true to themselves and not take on a personality just to please others.
- Remember that your adolescent child is not completely independent in dealing with his emotions and needs your support. Help him by telling him what you do when you are feel sad, angry, jealous, etc. He can try those solutions to come out of his own emotional issues.
- You will have to intervene if you see them falling into bad company. Remember that adolescents are sensitive and may not take criticism well.

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16

Antisocial Behaviour Among Adolescents

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ABSTRACT

During adolescence antisocial behaviors are reinforced and shaped by exchanges between the teenager and his parents and peers. The influence of a number of risk factors linked to the development of antisocial behavior has been found, including family environment and involvement with antisocial peers (Alcázar and Bouso, 2008; Antolín et al., 2009). Low quality in family relationships, lack of emotional expression (in parents) and intrusive parental practices can lead social isolation during adolescence (Rovis et al., 2015) etc. also leads to antisocial behaviors. The present chapter discusses about antisocial behaviour among adolescents and its causes. It also put forward some suggestions to prevent these behaviors among adolescents.

Keywords: *Antisocial behaviour, peers, school, parents, prosaically behaviour*

INTRODUCTION

Adolescence as one of the most important life period is critical age of young people's development. In this period of life a person is expected to mature into a health person and to take its place in society as its useful member. During acquisition, development and learning of the rules and norms of behavior, adolescent often goes astray and lose its way of regular development. As a result of this, adolescents, without the knowledge and/ or having support or model, often go

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astay absorbing different forms of antisocial behavior (Ibidem, 75 as cited in Jevtic, 2011).

Antisocial behaviors are acts intended to harm or disadvantage another individual, and can negatively affect the well-being of others (Kavussanu & Stanger, 2017). Serious antisocial behavior, which violates the rights of others (e.g., aggression, destruction of property) or violates major age appropriate norms and rules (e.g., deceitful behavior, truancy, running away from home), is a critical component of the externalizing spectrum of disorders (Golmaryami & Frick, 2016).

Antisocial behavior among adolescents encompasses things such as a fight in school, cheating on an exam, angry yelling, talking back to parents and other conduct problems. There are also many elements that contribute to antisocial behavior such as peer rejection, peer pressure, uncomfortable social situations and other outside factors that teens feel they cannot escape. Mood swings, carelessness, little or no remorse for actions, lack of empathy, hurting self or others, skipping school or running away etc. are some of the antisocial behaviors exhibited by the adolescents.

The pattern of antisocial behavior needs to have some considerations. According to the Organization for Economic Cooperation and Development (OECD) recent report based data collected by the Gallup World Poll conducted over 140 countries, it was found that antisocial behavior among adolescent is very high and rising specifically in Mexico and Chile. The report shows that most Scandinavian countries which include Sweden, Denmark and Norway have a higher proportion of cases than the OECD average index.

TYPOLOGIES OF ANTISOCIAL BEHAVIOR

Antisocial behavior among adolescent have different types and different levels. Based on various definitions antisocial behavior among adolescent was classified into four mains categories which includes:

- (1) Misuse of public space
- (2) Disruption of public and community
- (3) Personal directed act
- (4) Environmental damage

Ardein,2016 was found that the most common cases from these four categories includes drug taking and dealing, alcohol taking in inappropriate areas, act of vandalism like graffiti, fighting with each other

under influence, illegal begging, rowdy behaviour such as shouting and use of foul language in public, inappropriate sexual conduct, false calls to emergency, urinating in public however in specific areas, abandoned car or any other vehicle-related nuisance and use, animal-related problems, verbal threat abuse, menacing gestures due to age, racial, sexual or gender orientation, religion and disability, damage of property like bus shelters and phone kiosks, street littering, to mention but a few.

CAUSES OF ANTISOCIAL BEHAVIOR AMONG ADOLESCENTS

There are several factors associated with the causes of antisocial behavior among adolescents. These includes social factors, such as parental conflict and attitudes, undisciplined and antisocial parents, poor parental emotional support, unstable families, family income, the neighborhood and environment and all kind of abuse on the child to mention but a few(Ardein,2016). These factors which arise since childhood may have a devastating effect and “increases the risk for generalized delinquency and adult antisocial lifestyle” who may, in turn, become criminal. (Farrington P, 2005). Some other biological factors have been linked to this phenomenon

1. BIOLOGICAL CONCERN: GENETICS AND HEREDITY

Early studies showed that there is considerable genetic is directly related to criminal behavior (Mednick et al., 1984,Ardein,2016). Genetic influences are clearly important in explaining antisocial behavior and aggressive behavior. Several researches stemming from behavioral genetic studies have shown that heredity is highly correlated to antisocial behavior. In the interest of identifying associates this, Baker et al (2008) investigated the influence of both social risks and biological factors. According to Baker, ASB(Anti-social behavior) might be dealt by genetic and environmental factors. After having examined 605 families of twins or triplets aged 9- to 10-year-old using a multi-informant approach, they presented a biosocial model of antisocial behaviour and demonstrated interactions of biological and social factors in the development of Anti-social behavior.

2. SOCIAL STATUS AND DEPRESSION

A study of the factors behind depression and ASB among adolescents in Sweden was made by Cecilia Aslund (2009). The focus there was on

social and psychological. For her, ASB can be defined as 'behaviour in public that lacks judgment and consideration for others and may cause damage to them or their property; those persons lacking social skills and being excessively introverted'. According to her, psychological, mental, interpersonal and economic problems creates societal burden which in return may cause depression leading to aggression and Anti-social behavior. Any abuse including physical, emotional and sexual in additions with inter-parental problems affects the child were identified as associations behind ASB among adolescent.

3. PARENTS

The view of parents' actions towards child reflects on the child's view of itself, which influence recurrently later interpretation of their procedures (Knezevic-Florice, 2007, 91). Irresponsibility of parents, deficiency of love towards child brings to the fact that children react with aggression on family, and later also on society (Ibidem, 130, as cited in Jevtic, 2011).

According to Gibnes (as cited in Jevtic, 2011), these children have the following types of parents:

- Parents actively reject children, and in that way create antisocial and aggressive persons inclined to fights and even to brutal crackdowns.
- Parents are uninterested, not involved, most often guests in a house. They try to compensate shortfall of emotional investments with money, valuable and even unnecessary gifts.
- Parents that are inflexible, rigid in their attitudes form inhibited children which are introvert, shy, apathetic and lukewarm (Bukelic, 2004, 304).

4. SCHOOL AND PEERS

School represents specific surroundings where students make relationships essentially different from those with family members which contribute to development and maturation of personality and also enrich their experience. School nevertheless fulfils educational function, has also an influence on the process of socialization of students where interaction with peers is very important. The characteristics of school influence on mutual relations of students and accomplishment of socializing role of peers, as well as an attitude towards school and

learning depends on quality of interaction with peers (Joksimovic, 2004, 37).

Concerning the school, the risky factors are:

- Scarce resource and poverty of school (Sobot and collaborators, 2010, 58).
- Situation factors (big schools, large number of students in classes, urban place where the school is situated).
- Injurious teachers that don't respect students and beside that don't encourage collaboration between students, but competition.
- Methods of work in class and leadership determinate authority, where does not exist collaborating atmosphere, encouragement of students to be active and tolerant with different opinions and ideas (Joksimovic, 2004, 55–56).

In peers' groups the risky factors are:

- Influence of antisocial peers.
- Rejecting by peers and unpopularity of individuals. (Sobot and collaborators, 2010: 58)
- Influence of juvenile gangs (Sobot and collaborators, 2010, 58).

5. ECONOMIC FACTORS

- Low economic power correlates positively with inclination to social behavior disorders.

Ljubicic, 2006 states that “class position of juvenile's family, which brings to status frustration, and/or creation of subculture, unequal distribution of social goods, and in poverty intermediated stigma’. Children growing up in poverty have lower academic success, show lower self-confidence, when parents look on them in inappropriate way, because they usually don't have good skills (According to Ibidem, 594, as cited in Jevtic, 2011).

6. INFLUENCE OF DRUGS, ALCOHOL OR OTHER SUBSTANCES

Heavy consumption and abuse of alcohol make people become out of sense and thus they become antisocial without being conscious of what they are doing. In the last decades, there have been many cases of misbehavior committed by youngsters being under the influence of alcohol. Nowadays, the new trend is about synthetic drugs which have

been proved to have an immediate effect after consumption. With the large variety of drug available on the local market, youngsters have easy access to them. These substances are very toxic and may lead to confusing effect, hallucination, and violent behaviour. In the last decades, synthetic drug has caused almost 25 indirect or direct cases of deaths and this toll will get heavier with time.

7. IMPACT OF TECHNOLOGY AND MEDIA

Digital medial form parts of the life of youngsters. Nowadays, almost all youngsters have a mobile phone, a tablet or any other technological product. Even those child below six years old are gifted such products.

However, with easy access to technology and use of social network, they are being exposed to this new world governed by greed, corruptions, drugs, violence and all sorts of wrongdoing with shameful and degrading behaviours. While viewing such scenes, they may be influenced and thus as they are risk takers, they may try to replicate it without being conscious of the consequences associated with. We are not surprised with what happens every day and how these youngsters have become out of control

Some Suggestions to prevent Antisocial Behaviour among Adolescents

- Improve parent-child relationships, neighborhood conditions and quality of social support as well as appropriate school-based provision
- Conducting awareness programs and Parent Management Training for developing positive parenting skills
- Building up prosocially behaviors in the classroom
- The school acts as an agent of secondary socialization to educate youngsters towards their role towards the society. They have to inculcate moral values to pupils from an early age. In schools, students should abide by the rules and regulations and we need to have more superintendents and/or discipline master so as to maintain discipline.

CONCLUSION

Anti -social behavior among adolescents is a very sensible issue that needs serious consideration. It is a contested concept and the definitions vary according to individuals thought in different societies.

It is very common among the youth and affects the perpetrators, the parents and family of those involved and the neighborhood. People describe antisocial youngsters as irritable, aggressive, irresponsible, reckless and impulsive. It is a reality that those involved in antisocial acts tend to have a less prosperous future compared to those who comply with the norms set in society. However, while those psychiatrists and other natural scientists argued that anti-social behavior is predictable and as a result of mental or genetic imbalances, there are other multifarious socioeconomic factors like family issues, poverty and injustices, unsupportive care in childhood and interaction with other antisocial beings which may influence and motivate the child to become deviant. Antisocial behavior affects the inclusion of our youth in the society.

Furthermore, it is clear that there is no fixed age where anti-social behavior can develop or end but variations could be found in the seriousness of the act committed. Both girls and boys are involved in such kind of behavior. Anti-social behavior should be tackled at a very young age

“An adolescent can oppose to a dominate culture, to assimilate attitudes of deviant groups, to search for group identity, run away from deviant social ambiences, that can give him an illusion of identity and liberty“ (Ibidem, 132, as cited in Jevtic, 2011). So that a negative energy of everyday life can move a positive approach to life, it is necessary to gather all the society and in this circumstances work on getting balance and patience in mutual relations. All this should be followed by more compatibility of words and actions because there is no solution for the problem of children’s aggression without solving a number of questions of life quality of people in society.

Adolescents who associate with

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Neurobiological Correlates of Human Aggression

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ABSTRACT

Aggression is common form of emotion or feeling expressed by humans and other animals alike. We may aggress against others because it allows us to gain access to valuable resources such as food and desirable mates or to protect ourselves from direct attack by others or when we feel that our social status is threatened. Even then, it is harmful, hurtful and disruptive, comprising among the most notable and problematic behavioral challenges of humankind. The disruptive nature of aggression, can destroy individuals and escalate through groups, even up to the national level, harming individuals, communities, religions, and even the economies of countries. Aggression is a fundamental part of a young child's social development and is considered maladaptive when it causes harm to others and also produces harm to the aggressor. Aggression in a person is influenced by various factors that has Genetic, Neurological, Physiological and Biochemical roots. The matter provides an insight in to these correlates of aggression.

Keywords:- *Aggression, emotion, violent*

“Anybody can become angry - that is easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way - that is not within everybody's power and is not easy”- Aristotle, The Art of Rhetoric.

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INTRODUCTION

It is basically humane that people are generally warm towards each other, have a basic desire to accept, care for and help, as we have witnessed in the flood hit near past of Kerala. However, it is quite a contrary that aggressive or violent events occur in personal and extreme social situations that do not reflect this general character of human beings. In humans, aggressive behavior has seemed to exponentially increase in the last few decades (Narvaes & Martins de Almeida, 2014). Global status report on violence prevention by WHO found that 475 000 people die each year due to acts of aggression or violence (WHO, 2014).

Aggression is a common form of emotion or feeling expressed by humans and other animals alike, either as a tool for survival, self-protection or goal procurement. It is found that aggression is often associated with developmental transitions in individuals and manifest throughout the life span in one form or other, as it is wired into the deepest and oldest parts of our brain and is stimulated and controlled by social, situational, and cultural variables. From an evolutionary perspective, aggression could be considered as a positive trait that brings out success in competition (Buss & Duntley, 2006), so that we prevent others from harming us and those we care about. We may indulge in aggression against others because it may enable access to valuable resources such as food and desirable mates or to protect ourselves and the near ones from direct attack by others or when we feel that our social status is vulnerable. When aggression helps with either our individual survival or in the survival of our genes, like any other animal the process of natural selection may well cause humans to be aggressive (Stangor, 2011).

Paradoxically, it shackles social consolidation from a sociological point of view. Aggression can destroy individuals and escalate through groups, even up to the national level, harming individuals, communities, religions, and even the economies of countries. Hence constructive consensus has to be reached regarding the etiological nuances of aggression while grooming young minds in the field of education.

MANIFESTATIONS OF AGGRESSION

The most common definition of aggressive behavior is described by Moyer as “overt behavior involving intent to inflict noxious stimulation or to behave destructively toward another organism” (Moyer 1976). In addition to overt aggression, it may include temper tantrums, irritability,

refusal to cooperate, jealousy, suspicion, and many other attitudes and behaviors (Buss and Durkee, 1957) Aggression can be either physical, verbal, emotional or relational. Physical aggression is universal, is pervasive, and has existed throughout history despite its negative impact and cost. It is intended either to express anger or hostility, assert dominance, intimidate or threaten, achieve a goal, express possession, response to fear or pain or to compete with others. When males tend to aggress more overtly, females tend to aggress using more subtle, passive strategies such as peer group exclusion and rumor spreading (Denson, O'Dean, Blake & Beames, 2018). Impulsive aggression is a form of aggression, which is not planned and often takes place in the heat of the moment. Also known as affective or coldblooded aggression, such aggression requires no provocation or not even anger. On the other hand, instrumental aggression is often carefully planned and usually goal directed. Also known as predatory or hot-blooded aggression, is offensive and typically results from actual or often misperceived provocations or threats. (Malti & Rubin, 2018).

Aggressive Behavior Across the Lifespan

Aggressive behavior can vary a great deal over the course of an individual's life. Aggressive outbursts typically peak at 18 to 24 months and slowly decrease by age 5 with highest propensity before age 2, at around 17 months of age (Keenan & Wakschlag, 2000). Before children acquire verbal skills, aggressive behavior is displayed physically as screaming, crying, biting, throwing, kicking as well as breaking objects. Aggression then becomes more indirect, often termed passive-aggressive, subtle, or covert (Malti & Rubin, 2018). In addition, in children having developmental delay, a higher rate of aggression and other externalizing behavior complications were found (Baker et al., 2003). At the outset of schooling, children carry over the pre-school aggressiveness. As they begin more social interactions and develop more relationships, aggressiveness towards peers begin to appear (Greydanus et al., 1992). In addition, behaviors such as bullying, teasing, fighting, irritability, cruelty to animals or fire-setting may be seen. Aggressive behavior increases from ages 4 to 11 years and then a decrease over time (Tremblay et al., 1996). This may be due to children's increased use of verbal skills and a larger number of social relationships and interactions during this timeframe.

Moving forward, more serious aggressive behavior and even violence often appear during adolescence (Reiss & Roth, 1993). Adolescent aggressive behavior usually occurs in groups, as a way to gain popularity or high social status by demonstrating power or control. Peer pressure may lead to displays of aggressive behavior out of fear of isolation or loss of social standing (Lopez & Emmer, 2002) along with the added effect of substance abuse. World Health Organization surveyed Health Behaviour in School-Aged Children (HBSC) in 161,082 students across 35 nations revealed that fighting per country ranged from 37–69% for boys and 13–32% for girls (Pickett et al., 2005).

As aggressive children grow older and enter adolescence, they become at greater risk for anxiety, depression and suicidal behavior (Rosenberg & Rossman, 1998). However, it is also found that youngsters who were previously healthy and normal engage in delinquent behavior during adolescence, but discontinue such behaviors upon entering adulthood. It is termed adolescence limited antisocial behavior, which is relatively common and practically normative (Moffitt & Caspi, 2001). On reaching adulthood, aggressiveness may escalate into acts like road rage more serious and violent acts, such as sexual abuse, domestic violence, child abuse, and even homicide. Various studies show that aggressive media content also leads to a short-term increase in aggressive behaviors in children and adolescents (Anderson et al., 2015).

Neuro-Biological Roots of Aggressiveness

Kenneth A. Dodge and Gregory S. Pettit (2003) posits that human aggression is a composite dynamic integral of bio, psycho and social aspects of a person attuned by situational factors. According to them, “biological dispositions and sociocultural contexts place certain children at risk in early life and that life experiences with parents, peers, and social institutions increment and mediate this risk”. Biological predispositions of human aggression include Genetic, Neurological & Physiological elements of a person.

Genetic factors

As aggression is an adaptive trait that has been conserved during evolution, genetic factors play a vital role in its expression (Cairns, 1996). A recent study at University of Barcelona (Zhang-James et al., 2018) identified 27 genes related to aggressive behavior in

humans. The genes were related to nervous system development and function and other cellular functions and maintenance. Of these, the highest ranking is Monoamine oxidase A (MAO-A). The MAOA gene is located in the X chromosome and is known as the warrior gene as abnormal versions of the gene often result in aggressive behaviors. The MAOA produces its enzyme that metabolizes several neurotransmitters involved in impulse control, attention, and other cognitive functions MAO-A's function affects the following systems:

- (i) The dopamine system, which is involved in mood, motivation and reward, arousal, and other behaviors.
- (ii) The serotonin system, which is involved in impulse control, affect regulation, sleep, and appetite.
- (iii) The epinephrine/norepinephrine system, which facilitates fight-or-flight reactions and autonomic nervous system activity.

Mutations in the normal MAOA gene lead to deficient production of the MAOA enzyme. A total lack of MAOA disrupts the normal function of other neurotransmitters, resulting in a wide range of disorders—including attention-deficit hyperactivity disorder, alcoholism, drug abuse, impulsivity, and other risky behaviors (Raine, 2013). The genetic base for aggressiveness likely arise from combinations of genes that are expressed in different ways at different points in life (Torgerson, 1997). Such polygenetic factors may operate additively or interactively.

Gene symbol	Gene name	Gene symbol	Gene name
<i>MAOA</i>	Monoamine oxidase A	<i>ALK</i>	Anaplastic lymphoma receptor tyrosine kinase
<i>ERBB4</i>	Erb-b2 receptor tyrosine kinase 4	<i>DNAJB5</i>	DnaJ heat shock protein family (Hsp40) member B5
<i>GRIA3</i>	Glutamate ionotropic receptor AMPA type subunit 3	<i>ECM1</i>	Extracellular matrix protein 1
<i>MECP2</i>	Methyl-CpG-binding protein 2	<i>EEF1A2</i>	Eukaryotic translation elongation factor 1 alpha 2
<i>PRNP</i>	Prion protein	<i>EHMT1</i>	Euchromatic histone lysine methyltransferase 1
<i>AVPR1A</i>	Arginine vasopressin receptor 1A	<i>LAMA2</i>	Laminin subunit alpha 2
<i>CHMP2B</i>	Charged multivesicular body protein 2B	<i>MAPK15</i>	Mitogen-activated protein kinase 15
<i>EN2</i>	Engrailed homeobox 2	<i>NFKB1</i>	Nuclear factor kappa B subunit 1
<i>FGF14</i>	Fibroblast growth factor 14	<i>OSMR</i>	Oncostatin M receptor
<i>HDAC4</i>	Histone deacetylase 4	<i>RBFOX1</i>	RNA-binding protein, fox-1 homolog 1
<i>KCNJ18</i>	Potassium voltage-gated channel subfamily J member 18	<i>SPAST</i>	Spastin
<i>LRRC7</i>	Leucine rich repeat containing 7	<i>SYN1</i>	Synapsin I
<i>SERPIN1</i>	Serpin family I member 1	<i>WDR62</i>	WD repeat domain 62
<i>ALDH5A1</i>	Aldehyde dehydrogenase 5 family member A1		

Figure 1: Genes related to human aggressive nature

Heritability of Aggression

It is fairly well established that aggression and antisocial behavior run in families (Miles and Carey 1997). Investigations on the heritability of

aggressive behaviour reckon that genetic background accounts for 50% of the occurrence of physical aggression (Tuvblad et al., 2009). Path analysis studies reveal that the grandparents' aggressiveness could be transmitted to their grandchildren (Huesmann et al. 1984) as the malfunctioning genes are being transferred genetically. Various prenatal, perinatal and postnatal developmental errors can also cause aggressive behaviour as they disrupt the normal development of the offspring's nervous system. This include exposure smoking or drugs like marijuana, opiates or methadone during pregnancy, birth complications, maternal depression, malnutrition, lead exposure, head injury, maternal stress child abuse etc, along with birth complications like anoxia, forceps delivery, etc. (Lilienfeld, Pasamanick & Rogers, 1955). Thus, because of genes or in utero experiences, some children are born with an underactive behavioral inhibition system (Fowles, 2001), which lead them towards aggressive behaviour.

Neurological Factors

Several neural networks are associated with aggressive behavior. Recent studies with neuro-imaging techniques show the crucial role of the prefrontal cortex (PFC) and the limbic system, which are corticolimbic circuits, in charge of affect regulation and the origins of aggressive behaviors (Coccaro, Sripada, Yanowitch & Phan, 2011). Prefrontal Cortex (PFC) is the part of the cerebrum that lies directly behind the eyes and the forehead. This area dictates our personality, goals and values and regulates interpersonal relationships and decision making. The limbic system is a complex set of structures that lies on both sides of the thalamus, just under the cerebrum.

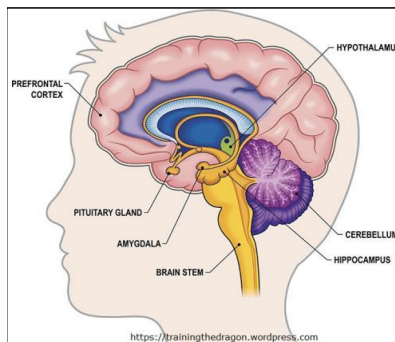


Figure 2: Corticolimbic structures of brain

The origins of the limbic structural concept go back to Broca (1878) and, more recently, to MacLean (1952) and is still evolving. The four main parts of the limbic system are hypothalamus, amygdala, thalamus, and the hippocampus. There are several other structures that are involved in the limbic system, but generality regarding that is yet to be reached. Coccaro et al. identified three cortico-limbic systems that are critical for understanding reactive aggression

- (i) Neural systems that support the experience of aggressive impulses, which include subcortical regions such as the hypothalamus and emotion- expression regions such as amygdala and insula;
- (ii) Neural systems that evaluate the consequences of aggressing or not aggressing, which include decision- making & social - emotional information processing circuits that assess interpersonal cues and determine if behavior is consistent with societal norms and values;
- (iii) Neural regions subserving emotion regulation, which include frontoparietal regions that are involved in modifying or suppressing emotions and other impulsive motivational urges.

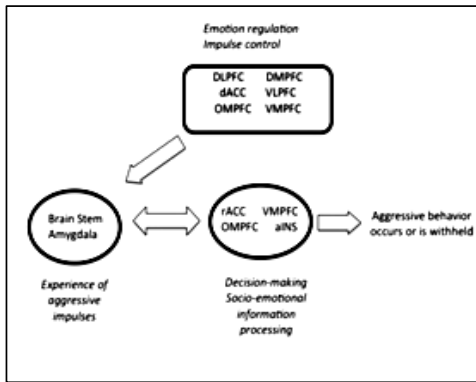


Figure 3 : Cortico-limbic systems in brain

aINS anterior insular cortex; *dACC* dorsal anterior cingulate cortex
DLPFC dorsolateral prefrontal cortex *DMPFC* dorsomedial prefrontal cortex
OMPFC orbital medial prefrontal cortex *rACC* rostral anterior cingulate cortex

◆ *VLPFC ventrolateral prefrontal cortex VMPFC ventromedial prefrontal cortex*

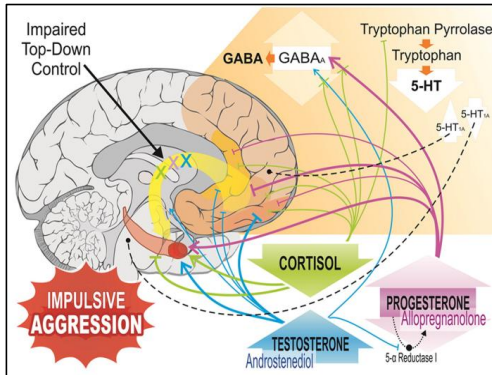
Physiological Factors

Aggressive behaviour is influenced by a cascade of physiological factors like neurotransmitters and hormones. In one way or the other, they interact with the brain regions responsible for impulse control, leading to amygdala hyperactivation and hypofunction of prefrontal cortex structures. Neurotransmitters are brain chemicals essential to brain functioning. Abnormalities of the genes that influence neurotransmitter functioning result in aggressive thoughts, feelings, and behaviors. The important neurotransmitters that are linked with aggression are serotonin (5-hydroxytryptamine [5-HT]), dopamine and GABA (γ -Aminobutyric Acid) (Narvaes & Martins de Almeida, 2014).

Aberrations in genes like Monoamine oxidase A (MAO-A), Catechol-o- methyltransferase (COMT), Serotonin transporter (5-HTT), Tryptophan hydroxylase 2 (TPH2), Dopamine transporter 1 (DAT1), Dopamine receptor D2 (DRD2), Dopamine receptor D4 (DRD4) etc are linked to aggressive behavior as they are involved with the two important neurotransmitters, the *soothing serotonin* and *driving dopamine*. Dopamine acts as an accelerator for rewards while serotonin acts as biochemical brakes on our behavior for inhibition. Dopamine helps produce drive and motivation and hence aggression, as aggressive behavior is rewarding. When dopamine is experimentally increased, it fuels aggression; while blocking dopamine decreases aggression. Serotonin is a mood stabilizer, which has an inhibitory function in the brain as it innervates or lubricates the frontal cortex. Serotonin facilitates prefrontal cortical regions, such as the orbital frontal cortex and anterior cingulate cortex, that are involved in modulating and often suppressing the emergence of aggressive behaviors primarily by acting on 5-HT receptors in these regions. Thus, deficiencies in serotonergic distribution of these regions result in disinhibited aggression upon provocation. It is also found that serotonin not only regulates the levels of aggressive behavior but also regulates the reaction to aggressive behavior (Narvaes & Martins de Almeida, 2014).

The role of γ -aminobutyric acid neurotransmitter in the face of urgency, the tendency to act rashly or aggressively in the context of distress is studied more as urgency is strongly linked to problematic levels

of alcohol consumption, smoking, gambling, binge eating, illicit drug use, and risky sexual behavior. The team Boy et al. (2011) found that men with more GABA in their dorsolateral prefrontal cortex (DLPFC) have a lower tendency to act rashly in response to distress or other strong emotions and urges; contrarily, men with lower GABA tend to have higher urgency ratings.

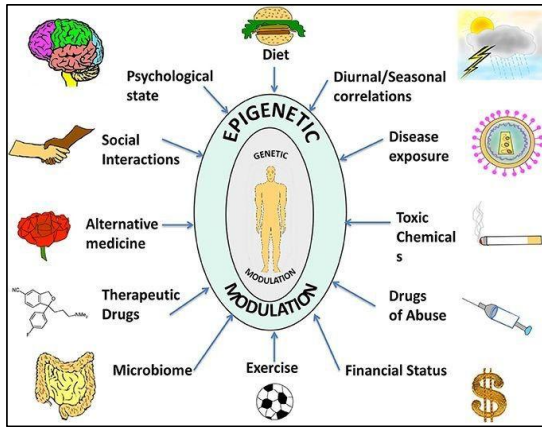


Hormones also play a key role in human aggression. Intermediate levels of progesterone, high levels of testosterone and low levels of cortisol and low serotonin increase the risk for aggression (Montoya et al., 2012). High testosterone/ cortisol (T/CRT) ratio acts on the amygdala to increase reactivity of the amygdala - hypothalamus - PAG (peri aqueductal gray) network, which facilitates a fight response when confronted with social threat.

In some women there happens marked behavioral changes like depression, aggression, irritability, mood swings etc. as part of Premenstrual syndrome (PMS) due to hormonal and other psychological changes. These behavioral changes affect some females to such an extent that they indulge in minor to major crimes (Singh, 2004).

EPIGENETIC MODULATIONS ON AGGRESSIVE BEHAVIOUR

Coined by Conrad Waddington in 1946, the term Epigenetics is the study of environmental effects of gene expression, that explains the interaction between nature and nurture or the genomic plasticity that plays a central role in the adaptation of the human organism to the changing environment.



Epigenetic modifications involve long-lasting alterations in gene expression that (1) are transmissible, (2) are affected by environmental factors, and (3) do not involve changes to the genome sequence (Charney, 2014). Epigenetic regulation of gene expression includes structural modification of chromatin, post-translational modification of histones including acetylation and methylation, chemical modification of DNA through methylation or hydroxymethylation of cytosines, as well as expression of interfering non-coding RNAs including miRNAs and long-non-coding RNAs. These mechanisms allow reprogramming of the genome upon environmental inputs at specific time-points during development (Waltes, Chiocchetti & Freitag, 2016). These alterations also influence brain development and the ability to learn to control aggressive behaviour.

Modern studies suggest that aggression is the product of genetic predisposition and environmental risk factors (Waltes, Chiocchetti & Freitag, 2016). Physical aggression in humans does not appear suddenly in adolescence, but is the after effect of exposure to adverse social environments such as child maltreatment, maternal antisocial behaviour and family dysfunction (Campbell et al., 2010). Environmental effects such as early life stress or chronic psychosocial risk factors (e.g., maltreatment) and early social experiences, trigger epigenetic marks such as DNA methylation alterations in genes involved in the stress response and the serotonin and immune systems to be partly responsible for the long-lasting effects of early adversity leading to development of chronic aggressive behaviour (Provencal, Booij and Tremblay, 2015).

In the Cambridge-Somerville Youth Study (McCord, 1988), a longitudinal study from age 5 through their late 40s revealed that the subject's aggressiveness as a child, history of inconsistent discipline or corporal punishment, absence of supervision, absence of parental affection, and parental aggressiveness were related to the development of registered criminality, including violent crime.

The Cambridge Study in Delinquent Development was another prospective longitudinal study that provided evidence for the best predictors of violent behavior that fell into six categories of theoretical constructs: economic deprivation, family criminality, poor child rearing, school failure, hyperactivity-impulsivity-attention deficit, and antisocial child behavior (Farrington 1989).

Tremblay and Szyf, (2010) cites four general categories: maternal characteristics/lifestyle/mental health, family characteristics, maternal parenting and child characteristics, as early environmental predictors for childhood chronic physical aggression. Maternal smoking, level of education, depression and antisocial behaviour, low family income and dysfunction were all found to be significant risk factors with boys more at risk than girls (Baillargeon et al., 2007).

PREDILECTIONS OF ADOLESCENT AGGRESSION

After infancy, adolescence is the most dynamic period of brain development where the brain undergoes structural and functional changes. Structural development is particularly pronounced in prefrontal and parietal regions of the brain (Mills et al., 2016). These regions are connected with socioemotional ability, working memory, and executive functions, such as cognitive flexibility or inhibitory control (Crone & Dahl, 2012). During adolescence, the brain's reward system is remodeled, which results in reduced emotional regulation at this time. In comparison with adults, adolescents have lower resistance to peer influences, which likely reflects their greater sensitivity to social standing and threats to social reputation, especially in the context of their peers (Crone & Dahl, 2012). A more limited capacity to think about the future consequences of actions and altered perception of risk can result in their engagement in risky behaviors when emotionally aroused (Suleiman & Dahl, 2017).

Pubertal stage has also been related to changes in the levels of the neurotransmitters dopamine and serotonin (Steinberg, 2008). These neurotransmitters are especially influential in the limbic subcortical

areas of the brain, involved in the processing of arousal, emotion, and reward sensitivity (Casey, 2015). It has been suggested that these hormonal changes may constitute the onset of structural reorganization in multiple brain regions. According to Rothbart & Bates (2006), three factors become most relevant in the study of youth aggression:

- (i) Negative emotionality is conceptualized as the tendency to experience high levels of anger when goals are blocked or excessive fear in the face of novel stimuli.
- (ii) Effortful control is a descriptor that refers to the efficiency of modulating attention, inhibiting behavioral responses and developing alternative, nonaggressive behavioral responses when presented with emotion-evoking situations.
- (iii) Sensation seeking is defined as a preference for novel or risky activity added with difficulty experiencing appropriate levels of fear.

Sensation seeking reduces proper socialization by making individuals less sensitive to negative social outcome. Lack of fear can also lead to seeking new and risky activities. Such individuals are thought to have physiological under arousal, which may lead to engagement in dangerous behavior to raise arousal levels to a more normal homeostatic level. Aggression can be seen as satisfying a need for heightened stimulation. The third aspect is attributed to callous unemotional (CU) traits, which are deficits in empathy and guilt coupled with shallow emotional levels and lack of effort to gain reinforcement. However, the specific mechanisms through which pubertal hormones shape brain development are so far not well understood (Blakemore, 2012).

CONCLUSION

Human aggression is considered a relevant evolutionary adaptation for survival and goal achievement (Veroude et al., 2016). Aggressive behaviour is determined by a number of physiological surges involving serotonergic, dopaminergic and GABAergic systems, as well as several neuro steroids, resulting in amygdala hyper activation and hypo function of PFC structures responsible for impulse control. Added with genetic heritability, early life adversity also produces acute and long-lasting epigenetic alterations that influence gene expression profiles in many

systems, such as the HPA axis, neuronal networks, as well as the immune and endocrine systems that will, in turn, alter an individual's ability to learn to control the aggressive behaviour.

As epigenetic alterations are potentially reversible by either drug or environmental interventions, we are placed at a positive point that these negative outcomes may be avoided effectively. Biological, psychological and social interventions at different points during development could possibly reverse the behavioral disorder. Interventions are likely to be more effective if put in place prior to the establishment of long-lasting epigenetic marks and the development of key neuronal networks and structures, keeping in mind that prevention is better than cure.

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18

Understanding of Bullying Behavior in Schools and Strategies of Prevention

*Dr. Seeja K. R.**

ABSTRACT

In recent years, school violence has become a pervasive phenomenon and topic of immense concern and as educators struggle to solve this issue, dealing with bullying behaviors comes to the forefront. Bullying is a serious threat not only to those involved, but also to the entire school environment. Bullying creates short- and long-term consequences for both the victim and the bully. Because bullying has a negative influence on children's mental and physical health, it is important that the school community have a good understanding of bullying behavior and take measures to prevent or stop such behavior. Several strategies exist for intervening in bullying. Some programs focus on intervening with either the victim or the bully; others take a systemic approach, addressing bullying behavior at multiple levels. A comprehensive approach for promoting a positive school climate that would build an environment where children feel cared for and respected is helpful to produce significant behavioral improvement in the students. Apart from this renewed efforts to reinforce already established anti-bullying policies must be ensured. Components of this framework promote the involvement of the whole-school community, including pupils, teachers, parents and school health care workers in the efforts to combat bullying..

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By working together, teachers, parents and students can develop activities that foster friendships, build empathy, and prevent bullying to make schools safer and inclusive for all students, including children with special healthcare needs.

Keywords- *Bullying, Bully, Victims, comprehensive program for bullying prevention.*

INTRODUCTION

Violence at all levels of human society is seriously acknowledged by several international agencies as a significant and severe problem that needs urgent consideration and intervention. In the school context, peer bullying is the most common form of violence among children and bullying among school children is found to occur worldwide. It occurs in all schools irrespective of grade levels and bullying continues as a pervasive phenomenon affecting children and problem attracting public attention worldwide through active reporting by newspapers and electronic media. Bullying compromises children's rights, including the right to education. It presents special risks for vulnerable children, such as children with disabilities; refugees, or children affected by migration; children who are excluded; children who belong to a minority group, or simply children that differ from the peer group. Bullying in school has long been a matter of concern as wide range of adjustment problems including poor mental health and violent behavior in school are associated with it. School bullying adversely affects the favorable climate in schools and the child's right to study without fear in a safe environment. It can be considered the most prevalent form of youth violence and may escalate into extremely serious forms of antisocial behavior. Undergoing experiences of bullying often result in long term psychological consequences which may have an impact even on individual's wellbeing. In the last decades this phenomenon has appeared to be increasingly worsening, causing problems to the individuals, their families and their educational environment. It can take different forms such as verbal abuse (e.g. taunting, attempts to ridicule), social abuse (e.g. dissemination of rumors, exclusion from groups), physical (pushing, kicking, hitting) as well as racist and sexual abuse (Rigby, 1998).

WHAT IS BULLYING?

Research on bullying started more than 40 years ago. Dr. Dan Olweus, a research professor of psychology at the University of Berge, Norway worked on bullying problems among schoolchildren and youth for nearly forty years and is often considered the pioneer in bullying research. He has spent several decades researching the issue of bullying to help keep children safe in schools and other settings. According to Olweus, bullying behaviour is aggressive, intentional acts carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself (Olweus, 1993).

The most commonly used definition of bullying developed by Daniel Olweus in the 1970's. Olweus describes bullying as "intentional, repeated, negative (unpleasant or hurtful) behavior by one or more persons directed against a person who has difficulty defending him or herself." This definition applies to such aggressive behavior inflicted by a person or group with seemingly more power on a person or group with less power. Bullying is a specific form of aggressive behavior and can be described as a situation when a student: 'is exposed repeatedly and over time, to negative actions on the part of one or more students' (Olweus, 1993). Bullying behavior can be defined as repeated emotional, verbal, and/or physical attacks against other students who are vulnerable and cannot properly defend themselves because of size, strength, or being outnumbered (Sampson, 2002). Bullying is defined as deliberate unprovoked abuse by one or more children to inflict another child on occasion of grief with intentional exclusion characterized by negative actions physical contact, verbal attacks, nonverbal gestures and imbalances of power is. Bullying implies an imbalance of power that usually occurs without provocation. Along with physical and verbal abuse, it can also include intimidation, rumor spreading, theft, tripping, destruction of others' property, sexual harassment, hazing, and ostracizing because of sexual orientation, race, or ethnicity (Sampson, 2002). Bullying can be an aggression that is direct (i.e., face-to-face confrontation) or an indirect aggression (via a third party and typically of a verbal nature) (Rivers and Smith, 1994). Despite some debate over the definition, most researchers agree that bullying involves the intent to harm and an imbalance of power between the aggressor and the victim, and it takes place repeatedly (Farrington, 1993; Olweus, 1993).

The above discussions indicates that key elements of bullying includes a physical, verbal, or psychological attack or intimidation, an actual or perceived power imbalance between the perpetrator(s) or victim(s), intent to cause fear, and/or harm to the victim and it is repeated and produces the desired effect. Alana James (2010) has found five essential components that constitute this general aggressive behavior, namely:

- (i) **Intention to harm:** Bullying is deliberate, with the intention to cause harm. For example, friends teasing each other in a good-natured way are not bullying, but a person teasing another to upset them is bullying.
- (ii) **Harmful outcome:** One or more persons are hurt physically or emotionally.
- (iii) **Direct or indirect acts:** bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
- (iv) **Repetition:** bullying involves repeated acts of aggression: an isolated aggressive act, like a fight, is not bullying.
- (v) **Unequal Power:** bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

Students who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people and bullying behaviors happen more than once or have the potential to happen more than once. Thus in order to be considered bullying, the behavior must be aggressive and include An Imbalance of Power and Repetition.

However, it is clear that fighting teasing, and taunting, are usually not considered as bullying if the two persons involved (i.e., bully and bullied) belong to approximately the same physical or psychological strength. Further, it has been established that bullies engage in undesirable and hurtful behavior against those who cannot defend themselves because of size or strength, or because the victim is outnumbered or less psychologically resilient (*Olweus, 1993*). These negative actions take place when an imbalance of power exists between the victim and the aggressor.

BULLYING IN SCHOOLS

The majority of bullying incidents of kids occur in or close to school; playgrounds and hallways are two of the most common sites for altercations. Generally, bullying occurs in areas where adult supervision is minimal. Whereas some studies show that bullying peaks during the middle school years, others show that the percentage of students who are bullied is greatest around the second grade and declines steadily through the ninth grade (Olweus, 1993). Boys are generally more often active bullies than girls, but whereas boys bully in a more direct way (e.g. hitting, kicking), girls bully in a more indirect way (e.g. excluding others, starting rumors) which is sometimes referred to as relational bullying. For victimization there are no large gender differences—boys are bullied as often as girls. Students can bully others, they can be bullied, or they may witness bullying. When students are involved in bullying, they often play more than one role. Sometimes students may both be bullied and bully others or they may witness other students being bullied. It is important to understand the multiple roles students play in order to effectively prevent and respond to bullying. Bullying does not only occur between children who bully and those who are bullied, but is considered a group phenomenon in which other children participate. Bystanders can assist the bully, or try to help the victim, or they can withdraw and try not to get involved. In most cases these bystanders do not try to stop the bullying which may be interpreted by the bully as reinforcement to continue the bullying. However, it has also been shown that when bystanders intervene and try to stop the bullying, they are effective in a majority of the cases (Hawkins et al., 2001).

The roles kids play in bullying are not limited to those who bully others and those who are bullied. Some researchers talk about the "circle of bullying" to define both those directly involved in bullying and those who actively or passively assist the behavior or defend against it. Direct roles include:

- **Kids who Bully:** These children engage in bullying behavior towards their peers. There are many risk factors that may contribute to the child's involvement in the behavior. Often, these students require support to change their behavior and address any other challenges that may be influencing their behavior.

- **Kids who are Bullied:** These children are the targets of bullying behavior. Some factors put children at more risk of being bullied, but not all children with these characteristics will be bullied. Sometimes, these children may need help learning how to respond to bullying. Even if a child is not directly involved in bullying, they may be contributing to the behavior. Witnessing the behavior may also affect the child, so it is important for them to learn what they should do when they see bullying happen. Roles students play when they witness bullying include:

- **Students who Assist:** These children may not start the bullying or lead in the bullying behavior, but serve as an "assistant" to children who are bullying. These children may encourage the bullying behavior and occasionally join in.
- **Students who Reinforce:** These children are not directly involved in the bullying behavior but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.
- **Outsiders:** These children remain separate from the bullying situation. They neither reinforce the bullying behavior nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behavior. These students often want to help, but don't know how. Learn how to be "more than a bystander."
- **Students who Defend:** These children actively comfort the child being bullied and may come to the child's defense when bullying occurs.

Generally, children who are bullied have one or more of the following risk factors:

- They are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what students consider "cool"
- They are perceived as weak or unable to defend themselves
- They are depressed, anxious, or have low self esteem
- They are less popular than others and have few friends

- They do not get along well with others, seen as annoying or provoking, or antagonize others for attention

However, even if a child has these risk factors, it doesn't mean that they will be bullied. There are two types of students who are more likely to bully others:

- Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.
- Others are more isolated from their peers and may be depressed or anxious, have low self esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

Children who are aggressive or easily frustrated, have less parental involvement or having issues at home, think badly of others, have difficulty following rules, view violence in a positive way and who have friends that bully others are also more likely to bully others.

Those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can come from a number of sources—popularity, strength, cognitive ability—and children who bully may have more than one of these characteristics.

Types of Bullying Behaviours in Schools

It is a fact that Bullying can occur during or after school hours. Most of the times bullying happens in the school building, however a significant percentage also happens in places like on the playground or the bus. It can also happen while travelling to or from school, in the youth's neighborhood, or on the Internet. Bullying most often occurs in areas with little adult supervision, such as playgrounds and school hallways Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. As pointed by Sampson (2004), Bullying has two key components: one is physical intimidation and the other is psychological intimidation. However, it has been made clear from time to time that fighting teasing, and taunting, are usually not considered as bullying if the two persons involved (i.e., bully and bullied) belong to approximately the same physical or psychological strength. Further, it has been established that bullies engage in undesirable and hurtful

behavior against those who cannot defend themselves because of size or strength, or because the victim is outnumbered or less psychologically resilient (*Olweus, 1993*).

Generally, Four Types of Bullies are Identified in Schools

Physical Bullying- Physical bullying involves hurting a person's body or possessions. The physical bullies are action-oriented and use direct bullying behaviors such as hitting and kicking. This is the least sophisticated type of bullying because of the ease in identifying these bullies. Physical bullying includes any type of physical assault, such as hitting, pushing, kicking, choking, pinching, spitting, tripping, pushing, taking or breaking someone's things, making mean or rude hand gestures and forcefully taking something from the victim. Physical bullies are most common among boys. Over time, physical bullies become more aggressive and they may continue to manifest bullying behaviors into adulthood.

Verbal Bullying- Verbal bullies, on the other hand, use words to hurt or humiliate their victims. Verbal bullying is saying or writing mean things. Verbal bullying includes verbal harassment or intimidation in the form of name-calling, threatening, taunting, malicious teasing, and psychological intimidation using words to harm victims. Bullying by this type of bully happens rapidly, making it difficult to detect and intervene. Although there are no visible scars, this type of bullying can have devastating effects.

Relational or Social Bullying- The third type is called relational bullies. Relational bullies convince their peers to exclude certain children. Gossiping, slandering, sabotage, and convincing peers to exclude victims are forms of relational bullying. Relational bullying, involves hurting someone's reputation or relationships. Social bullying includes leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone in public. This type of bullying happens most often with girls and can lead to feelings of rejection at a critical time in their social development.

Reactive Bullying- The final type, reactive bullies, can be the most difficult to identify. These bullies tend to be impulsive, taunting others into fighting with them. Reactive bullies will fight back, but then claim self-defense.

Bullying includes direct and indirect forms of aggression. Physical and verbal aggression are direct forms of bullying, consisting of an overt expression of power. Stealing, vandalizing, and making faces or obscene gestures also are ways in which children are bullied. Indirect bullying primarily consists of relational aggression, which includes social exclusion of victims through the manipulation of social relationships by bullies or injuring the reputation of the victims. Verbal and relational bullying can be more difficult to identify than physical bullying.

Cyber bullying is an emerging form of bullying and is defined as harm inflicted through threatening, harassing, taunting, and/or intimidating a peer using an electronic medium, such as computers, cell phones, and other electronic devices. The main forms of electronic devices used for cyber bullying are cell phones, text messaging, internet websites or chat rooms, Emails, social networking sites etc. Cyber bullies use these media by sending cruel or threatening messages, taking over the victims' email account and sending embarrassing or vicious messages to others which appear as if they have come from the victim, creating websites with pictures or jokes about victims and inviting other classmates to participate in ridiculing victims online, and tricking victims to reveal sensitive information through email or instant messaging and then forwarding it to others. This is a particularly insidious form of bullying as it can occur at school and at home, is difficult to detect and verify, quickly reaches a wide audience, and is easily accessible for over 80% of adolescents who have access to media technology.

BULLYING PREVENTION INTERVENTIONS

Because bullying has a negative influence on children's mental and physical health, it is important that the school community have a good understanding of bullying behavior and take measures to prevent or stop such behavior. Several strategies exist for intervening in bullying. Some programs focus on intervening with either the victim or the bully; others take a systemic approach, addressing bullying behavior at multiple levels. Bullying incidents could be significantly decreased in numbers if early interventions are made as they are especially effective at the early grade levels. Students, teachers, and parents should be surveyed about the occurrence of bullying in the school so as to collect information on where, when, and between whom bullying occurs and also allow

school staff to examine disparities between student, teacher, and parent perceptions. A comprehensive approach for promoting a positive school climate that would build an environment where children feel cared for and respected is helpful to produce significant behavioral improvement in the students. Apart from this renewed efforts to reinforce already established anti-bullying policies must be ensured. The comprehensive approach to interventions commonly has multiple components that address family and school contexts. Components of this framework promote the involvement of the whole-school community, including pupils, teachers, parents and school health care workers in the efforts to combat bullying. According to U.S. department of Justice (2004) teachers, administrators, and other school staff apart from cafeteria workers, custodial staff, bus drivers, and playground monitors, etc., are the persons who could recognize and respond to bullying and they should be given training in appropriate intervention strategies through effective programmes.

Children should be actively involved in the anti-bullying strategies; they should be taught rules that bullying is not accepted, and they should be motivated to intervene, stop and report bullying incidents. Counseling can be given to the bullies for acknowledging actions, empathy development, or restitution. For the victim, various forms of support like physical protection, support group participation with other victims, or individual therapy are recommended. It is critical for victimized children to articulate their thoughts and feelings so that internalized negative messages can be countered with positive ones. Expressive arts therapies are recommended so that victims can write, act out, draw, or talk about their experiences.

Teachers can always effectively deal with many of the bullying incidents. Teachers should learn effective ways to handle and solve bullying incidents, and schools should aim to improve their interventions for bullying incidents by cooperation with relevant organizations. The staff in the school could intervene and make the students feel that they are valued and respected. This can be done by creating chances to learn to work together (*Rigby, 1998*).

Anti-bullying themes could be intergrated into the curriculum effectively. It is the responsibility of the teachers who effectively present and deliver bullying policies and programs to students as it has been integrated with curriculum thus making these intervention help the students learn how to stand up to bullies and assist victims.

School climate is a particularly important factor in the understanding of the attitudes and beliefs the students hold towards violence and bullying. Several studies have found a direct relation of the school climate and the psychological adaptation of the individual. It has been found, for example, that children attending a school in which behaviors such as bullying are acceptable by the adults, are in a greater risk to become involved in such behaviors. Furthermore, researchers have ascertained that the negative school climate increases the possibilities of aggressive reactions which can result in a vicious cycle of aggression and negative school climate. Olweus (1993) noted some important factors of the psycho-social environment of the school which are considered to decrease the bullying incidents. Some of these factors include: a) the clear and exact limits of what is acceptable and what is not in the school community, b) the positive interest and involvement of the adults and c) the proper supervision of the students create a school environment that is characterized by warmth and involvement, has firm limits on unacceptable behavior, consistently applies non-hostile consequences to violations of rules, and allows adults to act as both authority figures and role models.

Schools need to adopt a whole-school approach to bullying prevention, such as promoted in the Health Promoting Schools framework. All parties, i.e. school staff, pupils and parents, as well as organizations connected to the school community, need to be involved in cooperative efforts to prevent and diminish bullying behavior in schools. The principal's commitment and involvement in preventing and controlling bullying contributes to lower rates of bullying (*Farrington, 1993*) and he be taking the initiative in actively promoting anti-bullying behaviors and educating staff about bullies and victims and the immediate and long-term consequences of bullying (*Garrity et al., 1996*).

It has been found that, when consistent anti bullying policies are framed and implemented bullying incidents are significantly lower. Further, it is found that where easily understood rules of conduct and fair disciplinary practices are existing, those schools report less violence (*Cohn and Canter, 2003*). Hence clear and workable anti bullying rules and policies have to be established and strictly observed in schools.

A conducive atmosphere in the school where students develop courage to report bullying is inevitable to counter the bullying in school campuses as the teachers build trusting relationships with students.

It further envisages that the teachers and administrators ensure that students know they do not condone harassment or mistreatment of others.

Schools can also provide increased adult supervision in areas where bullying tends to occur. As much bullying occurs during less supervised time, it is necessary to reduce the amount of time students spend in activities with minimal supervision also students shall be enabled to report bullying, using a confidential reporting system.

A log can be used to identify pattern of bullying behavior / types of best interventions. Reactive measures, such as increased security presence in the hallways or installation of metal detectors or surveillance cameras, have not been shown to produce any tangible positive results.

Behavioral contracts and social skills training may be helpful for some bullies. Also, bullies must be aware of school policies on bullying and should be held accountable if a rule is broken. Because bullying is often committed by a group of children against a single victim, each child in the bullying group may need a chance to speak, seek support, and receive help to change his or her behavior.

Parents need to be informed on the school's anti-bullying policy and be involved when bullying incidents occur. Parents should also be invited to report when their child is being bullied. School staff must educate and involve parents so they understand the bullying problem, recognize its signs, and intervene appropriately. Research has shown that anti-bullying programs are more effective when parents understand its underlying principles and know that the school will not tolerate bullying (*U.S. Department of Justice, 2004*).

School psychologists and social workers can detect bullying more easily than other school personnel because they understand the signs and symptoms of aggressive behavior and victimization that signal a bullying problem. School psychologists and social workers are hence in a good position to help put policies into place that take a comprehensive, school wide approach to preventing bullying.

CONCLUSION

Bullying is a serious threat not only to those involved, but also to the entire school environment. Bullying creates short- and long-term consequences for both the victim and the bully. It is to be noted that not all bullying is visible, so there may be more bullying in a school than teachers realize. Interventions involving the whole school

community usually can help. Training should be made available to teachers and other school staff in how to recognise bullying, and how to intervene effectively. There are different types of anti-bullying interventions, with varying reported success. Schools need access to clear information on interventions, so that they can make informed decisions about which approaches may work in their school. Intensive and focused interventions help to diminish the long term impacts of these detrimental experiences and will reduce the frequency of its occurrences. By working together, teachers, parents and students can develop activities that foster friendships, build empathy, and prevent bullying to make schools safer and inclusive for all students, including children with special healthcare needs.

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19

Information Resources for Crime Data

Dr. Joseph I. Thomas and Dr. B. Mini Devi***

ABSTRACT

Crime is a common phenomenon in India.. It happens in different part of our country and along with violent crimes property crimes, corruption, arms trafficking, child trafficking etc. Gunrunning, extortion, money laundering etc... are some of the examples of crimes that happens in India. In this chapter various information sources on criminal justice, child abuse, human trafficking, etc... are included.

Keywords: *Information Resources, Crime, Data Sources, Crime Data, International*

1. INTRODUCTION

Many associate policing with fighting crime. Stories about policing and crime have always been popular in the news media as well as with novelists, playwrights and film makers. But these crime stories tend to be sensational. They focus on violent offences - stabbing, shooting, murder, rape - and on the behaviour of gangs. In fact most criminal offending is (and always was) petty and usually involved the theft of small items or minor acts of vandalism. Criminal offences are done by minors also. The collapse of traditional values and the break-up of joint families must be considered as the root cause of rise of crime in the recent time. Lack of moral values and the negative influence of media have accelerated the growth of criminals of all ages. This

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chapter gives a brief introduction on the various types of information sources that will be useful for gathering information on crimes that happens around the world.

- **Definition**

- 1. Information Resources**

According to Parekh (1999), “Information Resources broadly mean the individuals, organizations, documents and other facilities that can give authoritative response to queries. They include professional societies, university research centers, governmental agencies, laboratories, libraries, etc.” As per the context of this chapter, information resources mean print and e-resources in Crime Data.

- 2. Crime**

According to Tappan (1960), “crime is an intentional act or omission in violation of criminal law (statutory and case law) committed without defense or justification, and sanctioned by the state as a felony or misdemeanor”.

- 3. Data**

Elmasrj and Navathe (2005) defined data as: "By data, we mean known facts that can be recorded and that have implicit meaning."

- **Information Resources for Crime Data**

There are various information sources for acquiring information on crime data. In the sections that follows, the author introduces some of the important information sources through which data on various crimes could be collected.

- 3.1. Armed Conflict Database**

The Armed conflict database (<https://www.iiss.org/publications/armed-conflict-database>) owned by International Institute for Strategic Studies (IISS) covers international and internal conflicts, as well as terrorism, refugees and returnees, Internally Displaced Persons (IDPs), weapons used and their flows, fatalities, costs, historical backgrounds, annual updates and timelines. Users can generate reports and download data. (International Institute for Strategic Studies, 2019).

3.2. ITERATE (International Terrorism Attributes of Terrorist Events)

The ITERATE project (<https://library.duke.edu/data/sources/iterate>) is an attempt to quantify data on the characteristics of transnational terrorist groups, their activities which have international impact, and the environment in which they operate. ITERATE 3 and 4 update the coverage of terrorist incidents first reported in ITERATE 1 and 2, which can be obtained from the Inter-University Consortium for Political and Social Research. The dataset consists of four parts. Nearly all incidents appear in the COMMON file, which the FATE, HOSTAGE and SKYJACK files supplement. Some non-terrorist domestic skyjackings appear in the SKYJACK file and not in the COMMON file. In cases in which we know what happened to the terrorists, we record their destiny in the FATE file. Variables specific to hostage-taking incidents, including aerial, land, and sea hijackings, barricade-and-hostage situations, and kidnappings are provided in the HOSTAGE file. (Mickolus, Sandler, Murdock, & Flemming, 2013).

3.3. U.S. Bureau of Justice Statistics (BJS)

The U.S. Bureau of Justice Statistics (BJS) (<https://www.bjs.gov/>) web site contains data on crime and victims, law enforcement, prosecution, criminal offenders, and corrections. Additionally, the publications menu features full-text publications about drugs, gun use in crime, capital punishment etc (U.S. Department of Justice, 2019).

3.4. Congress.gov

The Library of Congress website (<https://www.congress.gov/>) provides full text of bills, resolutions, and laws as well as tracking legislation through the Congressional process. This system provides accurate, timely, and complete legislative information to Congress and the public (United States of America, 2019).

3.5. UK Crime Statistics

Crime-Statistic.co.uk (<http://crime-statistics.co.uk/>) works with Police.uk to convert publicly available criminal information into an easily readable and comparable format. Compare Crime Statistics between any two UK postcodes (UK Crime Statistics, 2019).

3.6. British Crime Survey list of datasets

The British Crime Survey (BCS) (<https://ukdataservice.ac.uk/>) is one of the largest social surveys conducted in Britain. It is primarily a 'victimisation' survey, in which respondents are asked about the experiences of property crimes of the household and personal crimes which they themselves have experienced. (United Kingdom Government, 2012).

3.7. United Nations Surveys on Crime Trends and the Operations of Criminal Justice Systems

The major goal of the United Nations Surveys on Crime Trends and the Operations of Criminal Justice Systems (<http://www.unodc.org/unodc/en/data-and-analysis/United-Nations-Surveys-on-Crime-Trends-and-the-Operations-of-Criminal-Justice-Systems.html>) is to collect data on the incidence of reported crime and the operations of criminal justice systems with a view to improving the analysis and dissemination of that information globally. The survey results provide an overview of trends and interrelationships between various parts of the criminal justice system to promote informed decision-making in administration, nationally and internationally. (United Nations Office on Drugs and Crime, 2019).

3.8. Vizala

Vizala (<https://vizala.com/>) aims to be the internet's most useful database for country, demographic, social, and economic information. Instead of just providing answers, our robust analytics allow for in-depth analysis and provide a complete picture of your topic of interest. Vizala only uses data from trusted sources and includes links to the original source for maximum transparency. (Vizala LLC, 2019).

3.8. Office for National Statistics: Crime and Justice

It figures on the crime levels and trends on for England and Wales based primarily on two sets of statistics: the criminal survey for England and Wales (CSEW) and police recorded crime data (<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice>) (Office for National Statistics, 2019).

3.9. Homeland Security Digital Library

The Homeland Security Digital Library (HSDL) (<https://www.hsdl.org/>) is the nation's premier collection of homeland security policy and strategy related documents. It supports local, state and federal analysis and decision-making needs and assists academics of all disciplines in homeland defense and security related research. It provides quick access to important U.S. policy documents, presidential directives, and national strategy documents as well as specialized resources such as theses and reports from various universities, organizations and local and state agencies. The resources are reviewed and selected by a team of homeland security researchers and organized in a unique homeland security taxonomy. (National Preparedness Directorate, FEMA and Naval Postgraduate School Center for Homeland Defense and Security, 2019).

3.10. Michigan State University Criminal Justice Libguide

Michigan State University Criminal Justice Libguide (<https://libguides.lib.msu.edu/cj>) provides general information about locating resources on Criminal Justice in both in the MSU Libraries. This libguide introduces you to various data sources, books, scholarly journal articles, research methods, tutorials etc related to criminal justice. (Michigan State University, 2019).

3.11. National Criminal Justice Reference Service

National Criminal Justice Reference Service (<https://www.ncjrs.gov/>) was established in 1972. It is a federally funded resource offering justice and substance abuse information to support research, policy and program development worldwide. Its run by the US government and provides information for those interested in in crime, victim assistance, and public safety including policymakers, practitioners, researchers, educators, community leaders, and the general public. (United States of America, 2019)

3.12. National Institute of Corrections Digital Resources Library

National Institute of Corrections Digital Resources Library (<https://nicic.gov/all-library-items>) covers over 3,000 items, accessible online, that have been produced by NIC or other sources. You can use the

search engine on the right or browse through categories (National Institute of Corrections, 2019).

3.13. Race and Justice Clearinghouse

The Clearinghouse (<http://www.sentencingproject.org/clearinghouse/>) contains information and tools for policymakers, practitioners, and advocates to understand racial disparities so they can be addressed, and make the criminal justice system more fair and effective. (The Sentencing Project, 2019).

3.14. USA.gov

USA.gov (<https://www.usa.gov/>) is the official U.S. Government portal to 47 million pages of government information, services, and online transactions. The site offers a powerful search engine that searches every word of every U.S. government document in a quarter of a second or less. USA.gov also features a topical index, online transactions, links to state and local government, options to contact your government, and other tools so you don't have to know the name of the government agency to get the information you want anytime you want it (U.S. Government, 2019).

3.15. Sourcebook of Criminal Justice Statistics

The Sourcebook of Criminal Justice Statistics (<http://www.albany.edu/sourcebook/>) brings together data from more than 100 sources about many aspects of criminal justice in the United States. These data are displayed in over 600 tables (University at Albany, 2013).

3.16. National Archive of Criminal Justice Data

The national archive of criminal justice data (<https://www.icpsr.umich.edu/icpsrweb/content/NACJD/index.html>) provides research data available from ICPSR, Bureau of Justice Statistics, and National Institute of Justice. This archive provides data on criminal justice processing, child abuse, violence against women, human trafficking, guns and weapons, prostitution, terrorism etc. (The Regents of the University of Michigan, 2019).

3.17. Federal Justice Statistics Resource Center (FJSRC)

The FJSRC (<https://www.bjs.gov/fjsrc/datadictionary.cfm?refrom=UI/index.cfm>) maintains the Bureau of Justice Statistics (BJS) Federal Justice

Statistics Program (FJSP) database, which contains information about suspects and defendants processed in the Federal criminal justice system. (United States of America, 2019).

3.18. United Nations Surveys on Crime Trends and the Operations of Criminal Justice Systems

The United Nations Surveys on Crime Trends and the Operations of Criminal Justice Systems collects data on the incidence of reported crime and the operations of criminal justice systems with a view to improving the analysis and dissemination of that information globally. (United Nations Organisation, 2016).

CONCLUSION

In this chapter various information sources by which data on crimes are enlisted. This chapter gives an over view on the different databases from which we can elicit data on the behavior of victims after facing a war. The chapter gives an over view on the different types of databases that are used for preventing a war among nations as another war could result in the destruction of the planet that we live in.

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20

Rights of Children – A Bird’s Eye-View on Indian Laws

Dr. B Mini Devi and Dr. Joseph I Thomas***

ABSTRACT

The rights of a child must be protected as they are the future of a country. In this chapter, various acts and laws that deals with protecting a child from the offences done against them is described. This chapter gives an insight on the various sections in Indian Law that protects children from getting abused and how the persons committing those crimes are punished.

Keywords: Rights of children, acts related to children, Young Persons (Harmful Publication) Act, POSCO

INTRODUCTION

The Indian constitution confers the rights to children as citizens of the country, and in keeping with their special status the State has enacted special laws. The Constitution, endorsed in 1950, covers most rights included in the UN Convention on the Rights of the Child as Fundamental Rights and Directive Principles of State Policy. Over the years, many individuals and public interest groups have approached the Supreme Court of India for the reinstatement of fundamental rights, including child rights. The Directive Principles of State Policy articulate social and economic rights that have been declared to be “fundamental

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in the governance of the country and ... the duty of the state to apply ... in making laws” (HAQ: Centre for Child Rights, 2019).

DEFINITION OF KEY TERMS

Child Rights Law

Children’s rights law is defined as “the point where the law intersects with a child's life. That includes juvenile delinquency, due process for children involved in the criminal justice system, appropriate representation, and effective rehabilitative services; care and protection for children in state care; ensuring education for all children regardless of their race, gender, sexual orientation, gender identity, national origin, religion, disability, color, ethnicity, or other characteristics, and; health care and advocacy ” (Ahearn & Holzer, 2007).

Rights of Children

According to Article 21 (A) of Indian Constitution, all children in the 6-14 year age group have the right to free and compulsory elementary education (HAQ: Centre for Child Rights, 2019).

According to Article 24 of Indian Constitution, all children have the right to be protected from any hazardous employment till the age of 14 years (HAQ: Centre for Child Rights, 2019).

According to Article 39(e) of Indian Constitution, all children have right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (HAQ: Centre for Child Rights, 2019).

According to Article 39(f) of Indian Constitution, all children have right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (HAQ: Centre for Child Rights, 2019).

According to Article 45 of Indian Constitution, all children have the right to early childhood care and education to all children until they complete the age of six years (HAQ: Centre for Child Rights, 2019).

Acts related to Children

The following are the acts that are related to children.

1. Commissions for Protection of Child Rights (Amendment) Act 2006

Minister in-charge of the Ministry of Human Resource Development", the words "Minister in-charge of the Ministry or the Department of Women and Child Development" shall be substituted (Government of India, 2006).

2. National Commission For Protection of Child Rights Rules, 2006

As per the Section 3 of the Act, "No person having any past record of violation of human rights or child rights shall be eligible for appointment as Chairperson or other Members of the Commission."

As per Section 17 (a) of the act, the commission shall analyze existing law, policy and practice to assess compliance with Convention on the Rights of the Child, undertake inquiries and produce reports on any aspect of policy or practice affecting children and comment on proposed new legislation from a child rights perspective. According to Section 17 (d) of the Act, the commission shall ensure that the work of the commission is directly informed by the views of the children in order to reflect their priorities and perspectives.

According to Section 17 (e) of the Act, the commission shall promote, respect and consider seriously the views of children in its work and in that all of the government departments and organizations dealing with child.

According to Section 17 (f) and (g) of the Act, the commission shall produce and disseminate information about child rights and shall compile and analyse data on children respectively.

As per Section 17 (h) of the Act, the commission shall promote the incorporation of child rights into the school curriculum, teacher's training and training of personnel dealings with children (Government of India, 2006).

3. Commissions for Protection of Child Rights Act, 2005

According to 3 (2) of the Commissions for Protection of Child Rights Act (2005), a Chairperson who is a person of eminence and has done outstanding work for promoting the welfare of children and 6 members, out of which at least two shall be women, to be appointed by the Central Government having experience in:

education; child health, care, welfare or child development, juvenile justice or care of neglected or marginalized children or children with disabilities, elimination of child labor or children in distress, child psychology or sociology, and laws relating to children.

As per the rules cited in the Section 13 (1) of the above Act, the commission shall, examine and review the safeguards provided by or under any law for the protection of child rights and recommend measures for their effective implementation, present to the Central Government, annually and at such other intervals, as the Commission may deem fit, reports upon the working of those safeguards.

As per Section 13 (1) (c) of the Act, the commission shall inquire into violation of child rights and recommend initiation of proceedings in such cases.

As per provisions mentioned in Section 13 (1) (d) of the Act the commission must examine all factors that inhibit the enjoyment of rights of children affected by terrorism, communal violence, riots, natural disaster, domestic violence, HIV /AIDS, trafficking: maltreatment, torture and exploitation, pornography and prostitution and recommend appropriate remedial measures.

As per Section 13 (1) (j) of the Act, the commission is bound to inquire into complaints of matters relating to deprivation and violation of child rights, non-implementation of laws providing for protection and development of children, non-compliance of policy decisions aimed at ensuring welfare to children.

As per section 14 (1) of the Act, the Commission shall, while inquiring into any matter referred to in Section 13 (1) (j) of the Commissions for Protection of Child Rights Act (2005), have all the powers of a civil court trying a suit under the Code of Civil Procedure, 1908(Government of India, 2006).

4. Right of Children to Free and Compulsory Education Rules, 2010

As per section 5 (1) of the Right of Children to Free and Compulsory Education Rules (2010), The School Management Committee of a school owned and managed by the appropriate Government or Local Authority shall identify children requiring special training and organize such training in the following manner, namely: the

special training shall be based on specially designed, age appropriate learning material, approved by National Advisory Council, the special training shall be provided, in the classes held on the premises of the school, by the teachers working in the school or by the teachers specially appointed for the purpose.

According to section 5 (2) of the Act, the child shall, after special training continue to receive special attention by the teacher to enable him to successfully integrate with the rest of the class, academically and emotionally. (Ministry of Human Resource Development, Government of India, 2010).

5. Right of Children to Free and Compulsory Education Act, 2009

As per Section 13 (1) of the Right of Children to Free and Compulsory Education Act (2009), “No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian or any screening procedure.”

As per Section 13 (2) of the Act “Any school or person, if in contravention of the provisions of subsection (1) (a) receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged.”

If a child is subjected to screening procedure the school/person shall be booked under Section 13 (2) (1) (b) which indicates that the school or person “shall be punishable with fine which may extend to twenty-five thousand rupees for the first contravention and fifty thousand rupees for each subsequent contraventions.” (Government of India, 2009).

6. Protection of Children From Sexual Offences Rules, 2012 (POSCO)

As per Section 14 (1) of the POSCO Act (2012), “whoever uses a child or children for pornographic purposes shall be punished with imprisonment of either description which may extend to five years and shall also be liable to fine and in the event of second or subsequent conviction with imprisonment of either description for a term which may extend to seven years and also be liable to fine.”

As per Section 14 (2) of the Act, if a person conducts penetrative

sexual assault on a child, he shall be punished either for not less than 10 year imprisonment or for a term of description.

As per Section 14 (3) of the Act, if a person uses a child for pornographic purposes and conducts penetrative sexual assault on a child by directly participating in pornographic acts, he shall be punished with rigorous imprisonment for life and shall also be liable to a fine.

As per Section 14 (4) of the Act, if a person uses a child for pornographic purposes and conducts an act with sexual intent involving physical contact without penetration, he shall be punished with imprisonment for a term not less than six years which may extend to 8 years and shall also be liable to a fine.

As per Section 14 (5) of the Act, if a police officer or personnel from, armed forces or security forces or public servant or jail staff or protection home or management or staff of a hospital or educational or religious institution or gang sexual assault, uses a child for pornographic purposes, he shall be punished with imprisonment for a term not less than 8 years which may extend to 10 years and shall also be liable to a fine.

As per Section 15 of the Act, any person who stores, for commercial purposes any pornographic material in any form involving a child shall be punished with imprisonment of either description which may extend to three years or fine or both (Government of India, 2012).

7. The Juvenile Justice (Care and Protection of Children) Act 2015, Rules, 2016

According to Section 54 (5) of the Act, any offence under the Act is committed by a Child Care Institution including a Specialised Adoption Agency, the Committee or the Board as the case may be, may pass appropriate orders for placing the children already placed with the Child Care Institution or the Specialised Adoption Agency in any other Child Care Institution or Specialised Adoption Agency and recommending the cancellation of the registration and withdrawal of recognition of such institution or agency (Government of India, 2015).

8. The Juvenile Justice (Care and Protection of Children) Act, 2015

According to Section 74 (1) of the Act, no report in any newspaper, magazine, news-sheet or audio-visual media or other forms of

communication regarding any inquiry or investigation or judicial procedure, shall disclose the name, address or school or any other particular, which may lead to the identification of a child in conflict with law or a child in need of care and protection or a child victim or witness of a crime, involved in such matter, under any other law for the time being in force, nor shall the picture of any such child be published.

According to Section 75 of the Act, whoever, having the actual charge of, or control over, a child, assaults, abandons, abuses, exposes or wilfully neglects the child or causes or procures the child to be assaulted, abandoned, abused, exposed or neglected in a manner likely to cause such child unnecessary mental or physical suffering, shall be punishable with imprisonment for a term which may extend to three years or with fine of one lakh rupees or with both (Government of India, 2015)

9. Protection of Children From Sexual Offences Act, 2012

According to Section 4 of the Act, whoever commits penetrative sexual assault shall be punished with imprisonment of either description of a term which shall not be less than 7 years but may extend to life imprisonment and shall also be liable to fine.

According to Section 6 of the Act, whoever commits aggravated penetrative sexual assault, shall be punished with rigorous imprisonment for a term which shall not be less than 10 years but which may extend to imprisonment for life and shall also be liable to fine.

As per Section 7 of the Act, sexual assault is defined as “whoever, with sexual intent touches the vagina, penis, anus or breast of the child or makes the child touch the vagina, penis, anus or breast of such a person or any other person, or does any other act with sexual intent which involves physical contact without penetration is said to commit sexual assault”.

According to Section 8 of the Act “ whoever commits sexual assault, shall be punished with imprisonment of either a description for a term which shall not be less than three years but which may extend to five years and shall also be liable to fine” (Government of India, 2012).

10. Juvenile Justice (Care and Protection of Children) Amendment Rules, 2011

According to Section 45(p) of the Amendment Rules, “every institution shall refer such children who are addicted to alcohol or other drugs which lead to behavioral changes in a person to an Integrated Rehabilitated Center for Addicts or similar centers maintained by the state government for mentally ill persons (including the persons addicted to any narcotic drug or psychotropic substance) for the period required for in-patient treatment of such juvenile or child” (Government of India, 2011).

According to Section 46(10) of the Amendment Rules, “No juvenile or child shall be administered medication for psychiatric problems without a psychological evaluation and diagnosis by a trained medical health professional” (Government of India, 2011).

According to Section 61 (1) of the Amendment Rules, “When a juvenile or a child placed under the care of a fit person or a fit institution under the provisions of the Act, is found to be suffering from a disease or physical or psychiatric problems requiring prolonged medical treatment, or is found addicted to alcohol or other drugs which lead to behavioral changes in a person, the juvenile or the child may be sent by an order of the competent authority to an appropriate place for such period as may be certified by medical officer to be 47 necessary for proper treatment of the juvenile or the child or for the remainder of the term for which he has to stay.” (Government of India, 2011).

According to Section 61 (2) of the Amendment Rules, “When the juvenile or the child is cured of the disease or physical or psychiatric problems, the competent authority may, if the juvenile or child is still liable to stay, order the juvenile or the child to be placed back in the care of fit person or institution from where the juvenile or child was removed for treatment and if the juvenile or the child is no longer liable to be kept under the care of fit person or institution, the competent authority may order him to be discharged.” (Government of India, 2011).

The Section 61(3) of the Juvenile Justice (Care and Protection of Children), stating that “The order of restoration of a juvenile

or a child suffering from an infectious or contagious disease to his parents or guardian shall be based on the principle of best interest of the juvenile or child, keeping in mind the risk of stigmatization and discrimination and discontinuation of treatment” is omitted by this amendment (Government of India, 2011).

According to Section 61(4) of the Amendment Rules, “Where there is no organization either within the jurisdiction of the competent authority, or nearby District or State for care and protection of juveniles or children suffering from serious psychiatric or physical disorder, as required under section 58 of the Act, necessary organization shall be set up by the State Government at such places, as it may deem fit to cater to the special needs of such juveniles or children.” (Government of India, 2011).

11. Juvenile Justice (Care and Protection of Children) Rules, 2007

According to Section 3 (2) I (iii) of the Act, “Juveniles in conflict with law have a right to be informed about the accusations against them and a right to be legally represented. Provisions must be made for guardian ad litem, legal aid and other such assistance through legal services at State expense. This shall also include such juveniles’ right to present his case before the competent authority on his own” (Government of India, 2007).

As per Section 3 (2) II (b) of the Act “The juvenile’s or child’s right to dignity and worth has to be respected and protected throughout the entire process of dealing with the child from the first contact with law enforcement agencies to the implementation of all measures for dealing with the child.” (Government of India, 2007).

According to Section 3 (2) III of the Act “Every child’s right to express his views freely in all matters affecting his interest shall be fully respected through every stage in the process of juvenile justice. Children’s right to be heard shall include creation of developmentally appropriate tools and processes of interacting with the child, promoting children’s active involvement in decisions regarding their own lives and providing opportunities for discussion and debate” (Government of India, 2007).

12. Juvenile Justice (Care and Protection of Children) Amendment Act, 2006

The Section 41 (6) of the Act states that “the court may allow a child to be given in adoption (a) to a person irrespective of marital status or (b) to parents to adopt a child of same sex irrespective of the number of living biological sons or daughters or (c) to childless couples” (Government of India, 2006).

13. Juvenile Justice (Care and Protection of Children) Act, 2000

The Section 10 (1) of the Act states that “As soon as a juvenile in conflict with law is apprehended by police, he shall be placed under the charge of the special juvenile police unit or the designated police officer who shall immediately report the matter to a member of the Board.” The Section 23 of the Act states that “Whoever, having the actual charge of, or control over, a juvenile or the child, assaults, abandons, exposes or wilfully neglects the juvenile or causes or procures him to be assaulted, abandoned, exposed or neglected in a manner likely to cause such juvenile or the child unnecessary mental or physical suffering shall be punishable with imprisonment for a term which may extend to six months, or fine, or with both.” (Government of India, 2000).

14. Child Labour (Prohibition and Regulation) Rules, 1988

As per Section 16 of the Child Labour (Prohibition and Regulation) Rules, 1988, “Every occupier of an establishment shall maintain a register in respect of children employed or permitted to work, in Form A”. As per section 17 (1) of the rules, “All young persons in employment in any of the occupations. . or in any workshop. ., shall produce a certificate of age from the appropriate medical authority, whenever required to do so by an Inspector” (Government of India, 1988).

15. Child Labour (Prohibition and Regulation) Act, 1986

As per Section 3 of the Child Labour (Prohibition and Regulation) Act, 1986, “No child shall be employed or permitted to work in any of the occupations set forth in Part A of the Schedule or in any workshop wherein any of the processes set forth in Part B of the Schedule is carried on”. (Government of India, 1986).

16. Children (Pledging of Labour) Act, 1933

As per Section 4 of the Children (Pledging of Labour) Act, 1933, “Whoever, being the parent or guardian of a child, makes an agreement to pledge the labour of that child, shall be punished with fine which may extend to fifty rupees.” As per Section 5 of the Act “Whoever makes with the parent or guardian of a child an agreement whereby such parent or guardian pledges the labour of the child shall be punished with fine which may extend to two hundred rupees.” (Government of India, 1933).

17. Bonded Labour System (Abolition) Act, 1976

As per Section 16 of the Act “Whoever, after the commencement of this Act, compels any person to render any bonded labour shall be punishable with imprisonment for a term, which may extend to three years and also with fine, which may extend to two thousand rupees.” As per Section 18 of the Act, “Whoever enforces, after the commencement of this Act, any custom, tradition, contract, agreement or other instrument, by virtue of which any person or any member of the family of such person or any dependant of such person is required to render any service under the bonded labour system shall be punishable with imprisonment for a term which may extend to three years and also with fine which may extend to two thousand rupees; and, out of the fine, if recovered, payment shall be made to the bonded labourer at the rate of rupees five for each day for which the bonded labour was extracted from him.” (Government of India, 1976)

18. Factories Act, 1948

As per Section 67 of the Factories Act (1948), “No child who has not completed his fourteenth year shall be required or allowed to work in any factory”. As per Section 71 (1) (a) of the Act, “No child shall be employed or permitted to work, in any factory for more than four and a half hours in any day.” As per Section 71 (2) of the Act “The period of work of all children employed in a factory shall be limited to two shifts which shall not overlap or spread over more than five hours each”. As per Section 71 (4) of the Act “No child shall be required or allowed to work in any factory on any day on which he has already been working in another factory.” As

per 71 3*[(5) No female child shall be required or allowed to work in any factory except between 8 A.M. and 7 P.M.] (Government of India, 1948).

19. Guardians and Wards Act 1890

As per Section 24 of the Guardians and Wards Act 1890, “A guardian of the person of a ward is charged with the custody of the ward and must look to his support, health and education, and such other matters as the law to which the ward is subject requires.” According to Section 39 of the Act, “The court may, on the application of any person interested, or of its own motion, remove a guardian appointed or declared by the Court, or a guardian appointed by will or other instrument, for any of the following causes, namely :- For abuse of his trust for continued failure to perform the duties of his trust, for incapacity to perform the duties of his trust, for ill-treatment, or neglect to take proper care, of his ward, for contumacious disregard of any provision of this Act or of any order of the Court, for conviction of an offence implying, in the opinion of the Court, a defect of character which unfits him to be the guardian of his ward.” (Government of India, 1890).

20. Hindu Minority and Guardians Act 1956

According to Section 11 of the Act, “After the commencement of this Act, no person shall be entitled to dispose of, or deal with, the property of a Hindu minor merely on the ground of his or her being the de facto guardian of the minor.” As per Section 8 (2) of the Act, “The natural guardian shall not, without the previous permission of the court, mortgage or charge, or transfer by sale, gift, exchange or otherwise any part of the immovable property of the minor or lease any part of such property for a term exceeding five years or for a term extending more than one year beyond the date on which the minor will attain majority.” (Government of India, 1956).

21. Immoral Traffic (Prevention) Act, 1956

According to Section 4 (1) of the Act, “Any person over the age of eighteen years who knowingly lives, wholly or in part, on the earnings of the prostitution of any other person shall be punishable with imprisonment for a term which may extend to two years, or

with fine which may extend to one thousand rupees, or with both, and where such earnings relate to the prostitution of a child, shall be punishable with imprisonment for a term of not less than seven years and not more than ten years ” (Government of India, 1956). According to Section 6 (2) of the Act, “Where any person is found with a child in a brothel, it shall be presumed, unless the contrary is proved, that he has committed an offence of detaining a person in premises where prostitution is carried on. The punishment consists of imprisonment of either description for a term which shall not be less than 7 years” (Legal Services India.com, 2018).

22. Medical Termination of Pregnancy Act, 1971

According to Section 3 (2) (ii) of the Act, “Pregnancies may be terminated by registered medical practitioners” if “there is a substantial risk that if the child were born, it would suffer from such physical or mental abnormalities as to be seriously handicapped.” As per Section 4 of the Act, “No termination of pregnancy shall be made in accordance with this Act at any place other than (a) a hospital established or maintained by Government, or (b) a place for the time being approved for the purpose of this Act by Government ” (Government of India, 1971).

23. Mines Act, 1952

According to Section 40 (1) of the Act, “After the commencement of the Mine (Amendment) Act, 1983, no person below eighteen years of age shall be allowed to work in any mine or part thereof.” According to Section 45 of the Act, “no person below eighteen years of age shall be allowed to be present in any part of a mine above ground where any operation connected with or incidental to any mining operation is being carried on”. According to Section 68 of the Act, “If a person below 18 years in employed in a mine in contravention of section 40, the owner, the agent, or manager of such mine shall be punishable with fine which may extend to five hundred rupees” (Government of India, 1952).

24. National Food Security Act, 2013

According to Section 5 (1) of the Act “every child up to the age of fourteen years shall have the following entitlements for his nutritional needs, namely:— (a) in the case of children in the age

group of six months to six years, age appropriate meal, free of charge, through the local anganwadi so as to meet the nutritional standards”

According to Section 5 (1) (b) of the Act “in the case of children, up to class VIII or within the age group of six to fourteen years, whichever is applicable, one mid-day meal, free of charge, everyday, except on school holidays, in all schools run by local bodies, Government and Government aided schools, so as to meet the nutritional standards specified in Schedule II”.

According to Section 6 of the Act, “The State Government shall, through the local anganwadi, identify and provide meals, free of charge, to children who suffer from malnutrition, so as to meet the nutritional standards specified in Schedule II ” (Government of India, 2013).

25. Prohibition of Child Marriage Act 2006

According to Section 3 (1) of the Act, “Every child marriage, whether solemnised before or after the commencement of this Act, shall be voidable at the option of the contracting party who was a child at the time of the marriage” (Government of India, 2006).

According to Section 9 of the Act, “Whoever, being a male adult above eighteen years of age, contracts a child marriage shall be punishable with rigorous imprisonment which may extend to two years or with fine which may extend to one lakh rupees or with both” (Government of India, 2006).

According to Section 10 of the Act, “Whoever performs, conducts, directs or abets any child marriage shall be punishable with rigorous imprisonment which may extend to two years and shall be liable to fine which may extend to one lakh rupees unless he proves that he had reasons to believe that the marriage was not a child marriage” (Government of India, 2006).

26. Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994

According to Section 4 (2) of the Act, “no pre-natal diagnostic techniques shall be conducted except for the purposes of detection of any of the following abnormalities, namely: — (i) chromosomal abnormalities; (ii) genetic metabolic diseases; (iii) haemoglobinopathies; (iv) sex-linked genetic diseases; (v) congenital

anomalies; (vi) any other abnormalities or diseases as may be specified by the Central Supervisory Board” (Government of India, 1994).

According to Section 4 (4) of the Act, “no person including a relative or husband of the pregnant woman shall seek or encourage the conduct of any pre-natal diagnostic techniques on her except for the purposes specified in clause (2)” (Government of India, 1994).

According to Section 5 (2) of the Act, “No person including the person conducting pre-natal diagnostic procedures shall communicate to the pregnant woman concerned or her relatives or any other person the sex of the foetus by words, signs or in any other manner.” (Government of India, 1994).

27. Young Persons (Harmful Publication) Act, 1956

According to Section 2 (a) of the Act “‘harmful publication ’means any book, magazine, pamphlet, leaflet, newspaper or other like publication which consists of stories told with the aid of pictures or without the aid of pictures or wholly in pictures, being stories portraying wholly or mainly- (i) the commission of offences; or (ii) acts of violence or cruelty; or (iii) incidents of a repulsive or horrible nature; in such a way that the publication as a whole would tend to corrupt a young person into whose hands it might fall, whether by inciting or encouraging him to commit offences or acts of violence or cruelty or in any other manner whatsoever;” (Government of India, 1956).

According to Sections 3 of the Act, “If a person sells, lets to hire, distributes, publicly exhibits or in any manner puts into circulation, any harmful publication, or for purposes of sale, hire, distribution, public exhibition or circulation, prints, makes or produces or has in his possession any harmful publication, or advertises or makes known by any means whatsoever that any harmful publication can be procured from or through any person, he shall be punishable with imprisonment which may extend to six months, or with fine, or with both.” (Government of India, 1956).

CONCLUSION

In this chapter various laws that deal with offences against children are introduced. The effective implementation of laws rests with the level of awareness the public have in it and the acts of harassment to children is no exception to it.

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21

Atrocities Against Children and Constitutional Remedies

Gokul Gopan and Dr. Joseph I. Thomas***

ABSTRACT

This chapter gives an introduction to the provisions in Indian Constitution that covers the rights of children. This chapter gives an account of how the provisions in indian laws can be effectively used in matters relating to child rights and child abuse.

Keywords: *Atrocities, Indian Constitution, bullying, children, child*

1. INTRODUCTION

The Directive Principles of State Policy (DPSP) as per Indian constitution are fundamental in the governance of the country and it shall be the duty of the state to apply these principles in making laws. "They include the right to work, education and public assistance in cases of unemployment, old age, sickness etc., just and humane conditions of work, maternity relief as well as living wage, leisure and social and cultural opportunities for all workers; the enforcement of a uniform civil code throughout the country; a provision of free and compulsory education for all children below 14 years of age; (Srinivasan, 1954).

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1. DEFINITION

1.1. Bullying

“Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. Bullying may include physical violence, sexual violence, threats, teasing, social exclusion or other psychological violence. The presence of bullying is often a sign of aggressive or violent behaviour elsewhere in children’s lives and young children may be acting out at schools or elsewhere what they have observed and learned at home. Recent studies suggest that bullying in adolescence and childhood can have worse long-term effects on young adult’s mental health than being subject to maltreatment during childhood” (Lereya, Copeland, Costello, & Wolke, 2015).

1.2. Child

“A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier” (Office of the High Commissioner for Human Rights, 1990).

2. Child and Indian Constitution

In the words of Srinivasan (1954), the Constitution of India is “not merely a constitution but also a detailed legal code dealing with all important aspects of the constitutional and administrative system of the country.”

Children constitute the most vulnerable section of Indian society. The socio-economic conditions prevailing in India is mainly responsible for the violation of child rights. The practice of child protection has undergone a significant metamorphosis when beheld from a historical angle. The Indian Constitution beholds children as citizens of the country. The Constitution encompasses almost all the rights of the children included in the UN Convention on the Rights of the Child under the headings of Fundamental Rights and Directive Principles of State Policy. India has made significant commitments towards ensuring the basic rights of the children.

2.1. Constitutional Provisions for Children

There are several constitutional provisions for the protection of children in India. In the following sections the constitutional provisions will be mentioned in detail.

2.1.1. Article 14

According to Article 14 of Indian Constitution, “The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India”. (HAQ: Centre for Child Rights, 2019).

2.1.2. Article 15

According to Article 15 (1) of Indian Constitution, “The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.”

According to Article 15 (2) of Indian Constitution, “no Indian citizen can be discriminated against on basis of religion, race, caste, sex, place of birth.” It states that no citizen shall be denied access to shops, public restaurants, hotels and palaces of public entertainment. It also adds that no citizen shall be subject to any disability, liability, restriction or condition with the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.” (Government of India, 2019).

2.1.3. Article 19(a)

According to Article 19 (a) of Indian Constitution, “All citizens shall have the right to freedom of speech and expression” (Government of India, 2019).

2.1.4. Article 19(b)

According to Article 19 (a) of Indian Constitution, “All citizens shall have the right to assemble peaceably and without arms ” (Government of India, 2019)

2.1.5. Article 19(c)

According to Article 19 (c) of Indian Constitution, “All citizens shall have the right to form associations or unions.” (Government of India, 2019).

2.1.6. Article 19(d)

According to Article 19 (d) of Indian Constitution, “All citizens shall have the right to move freely throughout the territory of India” (Government of India, 2019).

2.1.7. Article 19(e)

According to Article 19 (e) of Indian Constitution “All citizens shall have the right to reside and settle in any part of the territory of India” (Government of India, 2019).

2.1.8. Article 20

According to Article 20 of Indian Constitution, “No person shall be convicted of any offence except for violation of a law in force at the time.” As per this article “No person shall be prosecuted and punished for the same offence more than once” and “No person accused of any offence shall be compelled to be a witness against himself”. (Government of India, 2019).

2.1.9. Article 21

According to Article 21 of Indian Constitution “No person shall be deprived of his life or personal liberty except according to procedure established by law.” (Government of India, 2019).

2.1.10. Article 21-A

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards (Government of India, 2019).

2.1.11. Article 22

According to Article 22 (1) of Indian Constitution, “No person who is arrested shall be detained in custody without being informed,

as soon as may be, of the grounds for such arrest nor shall he be denied the right to consult, and to be defended by, a legal practitioner of his choice” (Government of India, 2019).

According to Article 22 (2), “Every person who is arrested and detained in custody shall be produced before the nearest magistrate within a period of twenty-four hours of such arrest excluding the time necessary for the journey from the place of arrest to court of the magistrate and no such person shall be detained in custody beyond the said period without the authority of a magistrate” (Government of India, 2019).

2.1.12. Article 23

According to Article 23 (1) of Indian Constitution, “Traffic in human beings and begar and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law.” (Government of India, 2019).

2.1.13. Article 24

According to Article 24 of Indian Constitution, “No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment” (Government of India, 2019).

2.1.14. Article 24 (A)

According to Article 24 (A) of Indian Constitution, “Every child shall have the right to care and assistance in basic needs and protection from all forms of neglect, harm and exploitation.” (Government of India, 2019).

2.1.15. Article 29

According to Article 29 (1) of Indian Constitution, “Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.” (Government of India, 2019).

According to Article 29 (2) of Indian Constitution, “No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.” (Government of India, 2019).

2.1.16. Article 32

According to Article 32 (2) of Indian Constitution, “The Supreme Court shall have power to issue directions or orders or writs, including writs in the nature of habeas corpus, mandamus, prohibition, quo warranto and certiorari, whichever may be appropriate, for the enforcement of any of the rights conferred by this Part” (Government of India, 2019).

A writ of mandamus lies only when the person entrusted with a duty has failed to perform his duty, it is a requirement in law that, prior to approaching the Court, the petitioner must make an unambiguous demand that the authority must perform its duty. The chief function of the writ of mandamus is to compel the performance of public duties prescribed by statute and to keep statutory authorities and officers exercising public functions within their jurisdictions. The writ can even be issued against a private person so long as the duty sought to be enforced is a statutory duty. In order to obtain a writ or order in the nature of mandamus, the applicant has to satisfy that he has a legal right to the performance of a legal duty by the party against whom the writ is sought. Finally, a writ of mandamus cannot be issued to the legislature to enact a particular legislation. The same is true as regards the executive when it exercises the power to make rules which are in the nature of subordinate legislation (Choudhry, Khosla, & Mehta, 2016).

Habeas corpus, by contrast, is a writ against illegal detention: ‘The principal aim of the writ is to ensure swift judicial review of alleged unlawful detention on liberty or freedom of the prisoner or detenu.’ (Choudhry, Khosla, & Mehta, 2016).

Certiorari, is a call by a superior court to an inferior court for records of its proceedings. A notable test for when certiorari may be issued was posited by Atkin LJ in *R v Electricity Commissioners*, in which he observed that ‘wherever any body of persons having legal authority to determine questions affecting the rights of subjects, and having the duty to act judicially, act in excess of their legal authority they are subject to the controlling jurisdiction of the King’s Bench Division exercised in these writs’ (Choudhry, Khosla, & Mehta, 2016).

The next writ under consideration is prohibition, whose origins lie in common law courts prohibiting other courts from entertaining matters that fall within their jurisdiction. The Indian Supreme Court has held that this writ will be issued ‘to prevent a tribunal or

authority from proceeding further when the authority proceeds to act without or in excess of jurisdiction; proceeds to act in violation of the rules of natural justice; or proceeds to act under a law which is itself ultra vires or unconstitutional'. A writ of prohibition will not lie unless there is an error of jurisdiction as opposed to an error of law. In practice, however, courts are less willing to grant writ of prohibition unless the exercise of jurisdiction is grossly exceeded, and prefer to relinquish the jurisdiction in favour of appellate proceedings rather than exercising writ jurisdiction (Choudhry, Khosla, & Mehta, 2016).

The final writ is quo warranto and involves the usurpation of a public office. The Supreme Court has held that this writ can only be issued when the person holding the public office lacks the eligibility criteria or when the appointment is contrary to the statutory rules. The law distinguishes between eligibility and suitability, and the writ of quo warranto is available when a person who is ineligible is appointed to a public office. There is a major distinction between quo warranto and the other substantive writs. This distinction lies in the requirement of standing to sue. The concept of locus standi is not applicable to the petitioner approaching the court for issuance of a writ of quo warranto. The basic purpose of a writ of quo warranto is to confer jurisdiction on the constitutional courts to see that a public office is not held by a usurper without any legal authority, and therefore, the same can be brought to the court's notice by any person. 'The procedure of quo warranto confers jurisdiction and authority on the judiciary to control executive action in the matter of making appointments to public offices against the relevant statutory provisions; it also protects a citizen from being deprived of public office to which he may have a right.' Even the doctrine of laches has no application against a person seeking a writ of quo warranto. (Choudhry, Khosla, & Mehta, 2016)

2.1.17. Article 37 of the Directive Principles of State Policy

According to Article 37 of DPSP, "The provisions contained in this Part **shall not be enforceable by any court**, but the principles therein laid down are nevertheless fundamental in the governance of the country and it shall be the duty of the State to apply these principles in making laws.". Fundamental Rights are the legal obligation of

the state to respect, whereas the DPSPs is the moral obligation of the state to follow. Article 38 lay down the broad ideals which a state should strive to achieve. Many of these Directive Principles have become enforceable by becoming a law. Some of the DPSPs have widened the scope of Fundamental Rights. (Government of India, 2019)

2.1.18. Article 39 (e) of the Directive Principles of State Policy

Article 39 (e) of the Directive Principles of State Policy provides that children of tender age should not be abused and that they should not be forced by economic necessity to enter vocations unsuited to their age or strength. (Government of India, 2019)

2.1.19. Article 39 (f) of the Directive Principles of State Policy

Article 39 (f) of the Directive Principles of State Policy requires children to be given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity, and that childhood and youth be protected against exploitation and moral and material abandonment. (Government of India, 2019)

2.1.20. Article 45 of the Directive Principles of State Policy

As per Section 45 of the Directive Principles of State Policy, “The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.” (Government of India, 2019).

2.1.21. Article 46 of the Directive Principles of State Policy

Article 46 recognizes the right of weaker sections of the people to be protected from social injustices and all forms of exploitation (Government of India, 2019).

2.1.22. Article 47 of the Directive Principles of State Policy

Article 47 provides the right to nutrition and standard of living and improved public health. As per Article 47, the State shall endeavour to bring about prohibition of the consumption except for medicinal purposes of intoxicating drinks and of drugs which are injurious to health. (Government of India, 2019).

3. CONCLUSION

In order to safeguard the constitutional rights of children, the national human rights commission has taken bold steps. The Commission, first and foremost, concentrated on ending the problem of child labour, especially those employed in hazardous industries. In order to provide suitable remedies to the problem of child labour. The commission has been pro-active in the rigorous implementation of the Child Labour (Prohibition and Regulation) Act 1986, under which there have been conspicuously few prosecutions and lamentably fewer convictions. To end the scourge of child labour from the country, the Commission's efforts have also been directed towards generating greater awareness and sensitivity in the District Administration and Labour Departments of concerned States (National Human Rights Commission, 2006).

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Children: Crime and Punishment as per I.P.C. and CR.P.C.

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ABSTRACT

All acts of crime must be punished without any prejudice. This must be enforced strictly in the case of crime against children as children are universally recognized as the most important asset of any nation. But unfortunately children are oft deprived not only of their due shares in various areas of activities but have also been subjected to inhuman and humiliated wrongs. In this chapter the various sections in I.P.C. and Cr.P.C. are dealt in detail. This chapter also mentions of other laws that deals with crime against children.

Keywords: *Child, Crime, Punishment, Violence, I.P.C., Cr.P.C.*

1. INTRODUCTION

In common man's terms, crime is and unlawful act punishable by the state. Crimes against children include physical and emotional abuse; neglect; and exploitation such as child pornography or sex trafficking of minors. Child-related crimes often are committed by parents, relatives, caretakers, and others who are given charge for caring and guiding them. Violence against children takes many forms, including physical, sexual, and emotional abuse, and may involve neglect or deprivation. Violence occurs in many settings, including

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the home, school, community and over the Internet. Similarly, a wide range of perpetrators commit violence against children, such as family members, intimate partners, teachers, neighbors, strangers and other children. Such violence not only inflicts harm, pain and humiliation on children; it also kills. All children have the right to protection from violence, regardless of the nature or severity of the act and all forms of violence can cause harm to children, reduce their sense of self-worth, affront their dignity and hinder their development. (United Nations Children's Fund, 2015)

2. DEFINITION OF KEY TERMS

2.1. Child

“A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier” (Office of the High Commissioner for Human Rights, 1990).

2.2. Crime

Halsbury's Laws of England (1907) defines crime as, “A crime is an unlawful act or default, which is an offence against the public, and renders the person guilty of the act or default liable to legal punishment”.

2.3. Punishment

Bedau and Kelly (2015) defines punishment as “the authorized imposition of deprivations—of freedom or privacy or other goods to which the person otherwise has a right, or the imposition of special burdens—because the person has been found guilty of some criminal violation, typically (though not invariably) involving harm to the innocent.”

3. CRIME AGAINST CHILDREN AND PUNISHMENT AS PER I.P.C. AND CR.P.C

Children of the world are innocent, vulnerable and dependent. They are all curious, active and full of hope. Their life should be full of joy and peace, playing, learning and growing. Abandoning children, excluding good foundation of life for them is a crime against humanity. All the children without any discrimination on the basis of race, colour, sex, language, religion, national or social origin, property, birth or other status should be entitled to rights (Padgaonkar, 2015).

3.1. Indian Penal Code

According to Section 82 of Indian Penal Code, “Nothing is an offence which is done by a child under seven years of age.” (Government of India, 1860)

According to Section 83 of Indian Penal Code, “Nothing is an offence which is done by a child above seven years of age and under twelve, who has not attained sufficient maturity of understanding to judge of the nature and consequences of his conduct on that occasion.” (Government of India, 1860).

According to Section 89 of Indian Penal Code, “Nothing which is done in good faith for the benefit of a person under twelve years of age, or of unsound mind, by or by consent, either express or implied, of the guardian or other person having lawful charge of that person, is an offence ...” (Government of India, 1860).

According to Section 92 of Indian Penal Code, “Nothing is an offence ... even without that person's consent, if an act is done in good faith. If a person is incapable of giving consent, and has no guardian or other person in lawful charge of him from whom it is possible to obtain consent in time” such an act cannot be considered as an offence (Government of India, 1860).

According to Section 92 (d) of Indian Penal Code, “A is in a house which is on fire, with Z, a child. People below hold out a blanket. A drops the child from the houses’ top, knowing it to be likely that the fall may kill the child, but not intending to kill the child, and intending, in good faith, the child's benefit. Here, even if the child is killed by the fall, A has committed no offence” (Government of India, 1860).

According to Section 108 (a) of Indian Penal Code, A, with a guilty intention, assist a child or a lunatic to commit an act which would be an offence, if committed by a person capable by law of committing an offence, and having the same intention as A. Here A, whether the act be committed or not, is guilty of assisting an offence (Government of India, 1860).

According to Section 111 of Indian Penal Code, if a person assisted to do a criminal act and a different crime is done, the person who assisted to commit that crime is liable for the crime, like the same manner and to the same extent as if he had directly done it” (Government of India, 1860).

According to Section 305 of Indian Penal Code, “If any person under eighteen years of age, any insane person, any delirious person, any idiot, or any person in a state of intoxication, commits suicide, whoever encourages the commission of such suicide, shall be punished with death or 1 [imprisonment for life], or imprisonment for a term not exceeding ten years, and shall also be liable to fine (Government of India, 1860).

According to Section 307 (b) of Indian Penal Code, A, with the intention of causing the death of a child of tender years, exposes it in a desert place A has attempted to murder the child, though the death of the child does not ensue (Government of India, 1860).

According to Section 310 of Indian Penal code “Whoever, at any time after the passing of this Act, shall have been habitually associated with any other or others for the purpose of committing robbery or child-stealing by means of or accompanied with murder, is a thug” and as per Section 311 of the code, “Whoever is a thug, shall be punished with 4 [imprisonment for life], and shall also be liable to fine.” (Government of India, 1860).

According to Section 312 of the Indian Penal Code “Whoever voluntarily causes a woman with child to miscarry, shall, if such miscarriage be not caused in good faith ..., be punished with imprisonment of either description for a term which may extend to three years, or with fine, or with both;” if the woman causes herself to miscarry, “shall be punished with imprisonment of either description for a term which may extend to seven years, and shall also be liable to fine” (Government of India, 1860).

According to Section 317 of the Indian Penal Code, “Whoever being the father or mother of a child under the age of twelve years, or having the care of such child, shall expose or leave such child in any place with the intention of wholly abandoning such child, shall be punished with imprisonment of either description for a term which may extend to seven years, or with fine, or with both” (Government of India, 1860).

According to Section 318 of the Indian Penal Code “Whoever, by secretly burying or otherwise disposing of the dead body of a child whether such child die before or after or during its birth, intentionally conceals or endeavors to conceal the birth of such child, shall be punished with imprisonment of either description for a term which may extend to two years, or with fine, or with both” (Government of India, 1860).

According to Section 329 of the Indian Penal Code “Whoever voluntarily causes grievous hurt for the purpose of extorting from the sufferer or from any person interested in the sufferer any property or valuable security, or of constraining the sufferer or any person interested in such sufferer to do anything that is illegal or which may facilitate the commission of an offence, shall be punished with imprisonment for life, or imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine.” (Government of India, 1860).

According to Section 352 of Indian Penal Code, “Whoever assaults or uses criminal force to any person otherwise than on grave and sudden provocation given by that person, shall be punished with imprisonment of either description for a term which may extend to three months, or with fine which may extend to five hundred rupees, or with both” (Government of India, 1860).

According to Section 363 A (1) of the Indian Penal Code, “Whoever kidnaps any minor or, not being the lawful guardian of a minor, obtains the custody of the minor, in order that such minor may be employed or used for the purposes of begging shall be punishable with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine” (Government of India, 1860).

According to Section 363 A (2) of the Indian Penal Code, “Whoever maims any minor in order that such minor may be employed or used for the purposes of begging shall be punishable with imprisonment for life, and shall also be liable to fine” (Government of India, 1860).

According to Section 363 A (3) of the Indian Penal Code “Where any person, not being the lawful guardian of a minor, employs or uses such minor for the purposes of begging, it shall be presumed, unless the contrary is proved, that he kidnapped or otherwise obtained the custody of that minor in order that the minor might be employed or used for the purposes of begging”. According to Section 363 A (4) (b) of the Indian Penal Code “minor” means a male under 16 years of age or a female under eighteen years of age (Government of India, 1860).

According to Section 366 A of the Indian Penal Code, “Whoever, by any means whatsoever, induces any minor girl under the age of eighteen years to go from any place or to do any act with intent that such girl may be, or knowing that it is likely that she will be, forced or seduced to illicit intercourse with another person shall be punishable

with imprisonment which may extend to ten years, and shall also be liable to fine” (Government of India, 1860).

According to Section 366 B of the Indian Penal Code, “Whoever imports into India from any country outside India any girl under the age of twenty-one years with intent that she may be, or knowing it to be likely that she will be, forced or seduced to illicit intercourse with another person, shall be punishable with imprisonment which may extend to ten years and shall also be liable to fine” (Government of India, 1860).

According to Section 369 of the Indian Penal Code “Whoever kidnaps or abducts any child under the age of ten years with the intention of taking dishonestly any movable property from the person of such child, shall be punished with imprisonment of either description for a term which may extend to seven years, and shall also be liable to fine” (Government of India, 1860).

According to Section 372 of the Indian Penal Code “Whoever sells, lets to hire, or otherwise disposes of any [person under the age of eighteen years with intent that such person shall at any age be employed or used for the purpose of prostitution or illicit intercourse with any person or for any unlawful and immoral purpose, or knowing it to be likely that such person will at any age be] employed or used for any such purpose, shall be punished with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine” (Government of India, 1860).

According to Section 373 of the Indian Penal Code, “Whoever buys, hires or otherwise obtains possession of any person under the age of eighteen years with intent that such person shall at any age be employed or used for the purpose of prostitution or illicit intercourse with any person or for any unlawful and immoral purpose, or knowing it to be likely that such person will at any age be employed or used for any such purpose, shall be punished with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine” (Government of India, 1860).

According to Section 376 (3) of the Indian Penal Code, “Whoever, commits rape on a woman under sixteen years of age shall be punished with rigorous imprisonment for a term which shall not be less than twenty years, but which may extend to imprisonment for life, which shall mean imprisonment for the remainder of that person's natural life,

and shall also be liable to fine: Provided that such fine shall be just and reasonable to meet the medical expenses and rehabilitation of the victim: Provided further that any fine imposed under this sub-section shall be paid to the victim” (Government of India, 1860).

According to Section 376 (AB) of the Indian Penal Code, “Whoever, commits rape on a woman under twelve years of age shall be punished with rigorous imprisonment for a term which shall not be less than twenty years, but which may extend to imprisonment for life, which shall mean imprisonment for the remainder of that person's natural life, and with fine or with death: Provided that such fine shall be just and reasonable to meet the medical expenses and rehabilitation of the victim: Provided further that any fine imposed under this section shall be paid to the victim” (Government of India, 1860).

According to Section 376(DA) of the Indian Penal Code, “Where a woman under sixteen years of age is raped by one or more persons constituting a group or acting in furtherance of a common intention, each of those persons shall be deemed to have committed the offence of rape and shall be punished with imprisonment for life, which shall mean imprisonment for the remainder of that person's natural life, and with fine: Provided that such fine shall be just and reasonable to meet the medical expenses and rehabilitation of the victim: Provided further that any fine imposed under this section shall be paid to the victim.” (Government of India, 1860).

According to Section 376(DB) of the Indian Penal Code, “Where a woman under twelve years of age is raped by one or more persons constituting a group or acting in furtherance of a common intention, each of those persons shall be deemed to have committed the offence of rape and shall be punished with imprisonment for life, which shall mean imprisonment for the remainder of that person's natural life, and with fine, or with death: Provided that such fine shall be just and reasonable to meet the medical expenses and rehabilitation of the victim: Provided further that any fine imposed under this section shall be paid to the victim” (Government of India, 1860).

According to Section 376(E) of the Indian Penal Code “Whoever has been previously convicted of an offence punishable under section 376 or section 376A or 1 [section 376AB or section 376D or section 376DA or section 376DB,] and is subsequently convicted of an offence punishable under any of the said sections shall be punished with imprisonment for

life which shall mean imprisonment for the remainder of that person's natural life, or with death.]]” (Government of India, 1860).

3.2. Code of Criminal Procedure

According to Section 27 of The Code of Criminal Procedure (CrPC) “any offense not punishable with death or imprisonment for life, committed by any person who at the date when he appears or is brought before the court is under the age of sixteen years, may be tried by the court of a Chief- Judicial Magistrate, or by any court specially empowered under the Children Act, 1960 (60 of 1960), or any other law for the time being in force providing for the treatment, training and rehabilitation of youthful offenders.” (Government of India, 1973).

According to Section 98 of The Code of Criminal Procedure (CrPC) “Upon complaint made on oath of the abduction or unlawful detention of a woman, or a female child under the age of eighteen years for any unlawful purpose, a District Magistrate, Sub-divisional Magistrate or Magistrate of the first class may make an order for the immediate restoration of such woman to her liberty, or of such female child to her husband, parent, guardian or other person having the lawful charge of such child, and may compel compliance with such order, using such force as may be necessary” (Government of India, 1973).

According to Sections 125 (3) of The Code of Criminal Procedure (CrPC) “If any person so ordered (for providing allowance for the maintenance or interim maintenance and expenses of proceeding for his legitimate or illegitimate minor child, whether married or not, unable to maintain himself, or (c) his legitimate or illegitimate child (not being a married daughter) who has attained majority, where such child is, by reason of any physical or mental abnormality or injury unable to maintain himself) fails without sufficient cause to comply with the order, any such Magistrate may, for every breach of the order, issue a warrant for levying the amount due in the manner provided for levying fines, and may sentence such person, for the whole or any part of each month’s [allowance for the maintenance or the interim maintenance and expenses of proceeding, as the case may be,] remaining unpaid after the execution of the warrant, to imprisonment for a term which may extend to one month or until payment if sooner made:” (Government of India, 1973).

4. CONCLUSION

Apart from the above mentioned provisions in I.P.C. and Cr.P.C., there are a handful of acts that will act for the protection of the rights of children. The Hindu Adoption and Maintenance Act (1956), The Hindu Minority and Guardianship Act (1956), The Child Labour (Prohibition and Regulation) Act (1986), The Factories Act (1948), The Child Marriage Prohibition Act (2006), The Medical Termination of Pregnancy Act (1971), The Indian Penal Code (1860), Immoral Traffic Act (1956), The Juvenile Justice (Care and Protection of Children) Act (2000), Right of Children to Free and Compulsory Education Act (2009), The Universal Declaration on Human Rights (1948), The Declaration on the Rights of child (1959), The Convention on the Rights of Child (1989) etc. are only a few to cite some examples on the various laws that protect a child from different form of abuse and torture.

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Let us Make out Adolescence

*Dr. Sajeena S.**

ABSTRACT

As per the definition by WHO, the phase transition of adolescence extends from the age of 10 to 19 years. Adolescence is a period full of strange and exciting happenings. Due to the inept handling by adults, these wonder years can be marred by unpleasant experiences and may leave scars for life. Everyone who interacts with adolescents-parents, teachers, doctors and other community workers need to ensure that all adolescents go through this period happily and become responsible citizens of tomorrow. This important phase, when the child prepares for adulthood, necessitates multilevel preparation encompassing all spheres of life. These include the physical self, the mind, moral values and social identity. The chaos created within the individual can only be imagined, the body goes through puberty related changes, the mind struggles to form an identity of its own, there is a dilemma between accepting parental authority and asserting independence, and friends become the centre of one's life. With all these turmoil, the adolescence often get caught up in problems that may lead to an increasing incidence of adolescent depression, self-harm, substance abuse, aggressive behavior etc. This period is challenging to parents too. In the present article, several adolescent issues are discussed. The diagnosis of the issues, there treatments are also discussed. Conduct disorders, eating disorders, examination stress,

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tobacco abuse and addiction, bullying and internet addiction are the adolescent issues selected for discussion. The paper ends with activities that can be adopted in schools to help the adolescence to effectively utilize their creative periods of their life.

Keywords- *Adolescence, Conduct disorders, Eating disorders, Examination stress, Tobacco abuse and addiction, Bullying, internet addiction.*

INTRODUCTION

Adolescence can be described as a phase of life beginning in biology and ending in society. Adolescence may be defined as the period within the life span when most of a person's biological, cognitive, psychological and social characteristics are changing from what is typically considered childlike to what is considered adult-like. For the adolescent, this period is a dramatic challenge, one requiring adjustments to changes in the self, in the family and in the peer group. In contemporary society, adolescents experiences institutional changes as well.

Among young adolescents, there is a change in school setting, typically involving a transition from elementary school to middle school and in late adolescence; there is a transition from high school to the worlds of work, university or child rearing. For both adolescence and their parents, adolescence is a period of excitement and anxiety of happiness and troubles, of discovery and bewilderment, and of breaks with the past and of links with the future.

The hopes, fears, challenges, fears and success of adolescence have been romanticized or dramatized in novels, short stories and news articles. Until the past 20-25 years, when medical, biological and social scientists began to study intensively the adolescent period, there was relatively little sound scientific information available to verify or refute the literary characterizations of adolescence. Today, however, such information does exist, and it is clear that although adolescence presents many challenges, the evidence is not consistent with the frequently reported belief that adolescence is a period of storm and stress for most individuals.

Adolescents yearn to develop a unique independent identity, separate from their parents. Even though they love their parents, but they simply

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don't want to follow in their footsteps. They challenge their parents in any way they can. Experienced parents know that something they have to be very political approaching their adolescent children, if they are going to get their point across. On the other hand adolescents give a lot of credit to their peers. They yearn to belong to a peer group which would define and support their identity. They may attempt to do things very much out of character just to gain the approval and acceptance of their peers. They tend to hide their weakness and exaggerate their strengths.

Adolescence may be defined as the period within the life span when most of the person's biological, cognitive, psychological and social characteristics are changing from what is typically childlike to what is considered adult like. For the adolescent, this period is a dramatic challenge, one requiring adjustments to changes in the self, in the family and in the peer group. In contemporary society, adolescents experience institutional changes as well.

Adolescence is a period that is full of challenges. This is a time when a teenager undergoes a lot of changes, physically, chemically and emotionally. The adolescent's life changes dramatically wherein he/she starts having increased hormone levels, the thought process changes and so also the social life. The teenager has to deal with all these changes at the same time, and this can be extremely challenging.

During adolescence, a teenager is trying to carve out his or her own identity that is completely separate from their parents. No doubt teenagers love their parents, but they do not want to follow in the footsteps of the parents. They try to challenge their parents' authority in every possible way and also don't pay attention to their suggestions. Instead adolescents prefer to spend more time with their peers and go out of their way to gain this acceptance.

Some of the common issues facing by adolescence, identification and treatment of such issues are described in the following sessions.

CONDUCT DISORDERS

Conduct disorder is a clinical term that refers to the clustering of persistent antisocial acts of children and adolescents. The condition is thought to be due to underlying psychopathology leading to significant impairment in one or more domains of functioning. The symptoms are clustered into four areas: aggression to people and animals, destruction of

property, deceitfulness and theft and serious violation of rules. Conduct disorders are among the most frequently described, referred, diagnosed and treated psychiatric problems.

How is conduct disorder diagnosed?

- (a) A repetitive and persistent pattern of behavior in which the basic rights of others or major age appropriate societal norms or rules are violated, as manifested by the presence of three or more of the following criteria in the past 12 months, with at least one criterion present in the last 6 months:

Aggression to people and animals

- Often bullies, threatens, or intimidates others
- Often initiates physical fights
- Has used a weapon that can cause serious physical harm to others
- Has been physically cruel to people
- Has been physically cruel to animals
- Has stolen while confronting a victim
- Has forced someone into sexual activity

Destruction of property

- Has deliberately engaged in fire setting with the intention of causing serious damage
- Has deliberately destroyed others' property

Deceitfulness or theft

- Has broken into someone else's house, building or car
- Often lies to obtain goods or favors or to avoid obligations
- Has stolen items of nontrivial value without confronting a victim

Serious violations of rules

- Often stays out at night despite parental prohibitions, beginning before the age of 13 years
- Has run away from home overnight at least twice while living in parental or parental surrogate home
- Is often truant from school, beginning before the age of 13 years

- (b) The disturbance in behavior causes clinically significant impairment in social, academic or occupational functioning.

- (c) If the individual is at the age 18 or older, criteria are not met for the ‘antisocial personality disorder.

Treatments

Treatment of children with conduct disorders can be complex and challenging. Treatment can be provided in a variety of different settings depending on the severity of the behavior. Adding to the challenge of treatment are the child’s uncooperative attitude, fear and distrust of adults. In developing a comprehensive treatment plan, a child and adolescent psychiatrist may use information from the child, family, teachers and other medical specialties to understand the causes of the disorder. Behavior therapy and psychotherapy are usually necessary to help the child appropriately express and control anger. Special education may be needed for youngsters with learning disabilities. Parents often need expert assistance in devising and carrying out special management and educational programs in the home and at school. Treatment may also include medication in some youngsters, such as those with difficulty paying attention, impulse problems or those with depression.

EATING DISORDERS

Eating disorders are often long-term illness that may require long term treatment. In addition, eating disorders frequently occur with other mental disorders such as depression, substance abuse and anxiety disorders. The earlier these disorders are identified and treated, the better the chances are for full recovery. Many people don’t seek help for eating disorders, some may not even be aware that they have the problem. Women are more likely to have eating disorders than men.

The causes of eating disorders

Eating disorders have multiple causes. Family problems, major life transitions, social and romantic problems, failure at work, school or a competitive event, or traumatic event such as sexual or physical abuse have all been linked to the onset of eating disorders.

Symptoms

- Anorexia nervosa is characterized by willful and purposeful behavior directed towards losing weight, weight loss, preoccupation with body weight and food, peculiar patterns of handling food, intense

fear of gaining weight, disturbance of body image and amenorrhea. About half of these persons will lose weight by drastically reducing their total food intake and some will also develop rigorous exercising programs. The other half of these patients will also rigorously diet but will lose control and regularly engage in binge eating followed by purging behaviors. Some patients routinely purge after eating small amounts of food.

- Bulimia (binge eating) is defined as eating more food than most people in similar circumstances and in a similar period of time, accompanied by strong sense of losing control. When binge eating occurs in relatively normal weight or over weight persons who are also excessively concerned with their body shape and weight, and who regularly engage in behaviors to counteract the calorie gain in binges, the binge eating disorder is in context of disorder known as bulimia nervosa.

Treatments

- Anorexia nervosa- The first goal for the treatment of anorexia is to ensure that the person's health, which involves restoring a healthy weight. Reaching this goal may require hospitalization. Once a person's physical condition is stable, treatment usually involves individual psychotherapy and family therapies during which parents help their child learn to eat again and maintain healthy eating habits. Supportive group therapy may follow, and self-help groups within communities may provide ongoing support.
- Bulimia nervosa- Unless malnutrition is severe, any substance abuse problems that may be present at the time the eating disorder is diagnosed are usually treated first. The next goal of treatment is to reduce or eliminate the person's binge eating and purging behavior. Behavioral therapy has proven effective in achieving this goal. Psychotherapy has proven effective in helping to prevent eating disorder from recurring and in addressing issues that led to the disorder. Family therapy is also recommended for this.

EXAMINATION STRESS

It is important to remember that some amount of stress is necessary for a person to have motivation and study hard. This is called good stress or eustress. Eustress signifies a positive reaction to stress, and

stimulates a person to work with confidence, anticipating achievement and attaining productive results out of the stressful experience. But if stress becomes excessive, it paralyses the mind and in fact takes away from performance. Efforts have to be made to keep the stress level optimal if one has to perform well, be it for examinations, interviews or sports. Parents and teachers treat examinations like an emergency or crisis situation, with the result that adolescents get extremely stressed out. It is true that in today's competitive world, every mark is vital for admission into a reputed institute, but parents and teachers should try to make this period as stress free as possible to get the optimal output from their adolescent children.

Parents and students have to understand that feeling afraid of examinations is very natural but one has to learn to deal with them in the best way possible as they are an inherent part of student life and have to be faced every year.

Parental role in reducing stress during examinations

- Children learn many behaviors by imitating their parents and hence parents must learn the right way of dealing with stress themselves to be appropriate role models.
- A very important point for all parents to understand and accept is that they should not try to live out their unfulfilled dreams and ambitions through their children, especially if the children are not ready for it.
- Parents must get an assessment of their child's academic performance from the teachers in order to have a realistic idea of what the child is capable of getting.
- Some intelligent and hard-working adolescents may not be able to give their best in examinations. To maximize their performance in the examination, they need to learn time management, study skills and coping strategies to handle stress. Parents should learn about these aspects themselves and help their children to imbibe them.
- Parents need to keep the home atmosphere stress-free to ensure that their children study well. Students, who are already under academic and peer pressure in school need a peaceful and supportive home.

Stress is the body's response to any unpleasant situation. It is a combination of physical, mental and emotional feelings that result from pressure, worry and anxiety. There are transient feelings of anxiety before and during an examination. It is important to learn how to handle stress since it can hamper performance in spite of all the knowledge and hard work of the student.

The physical symptoms of stress are: changes in appetite, difficulty in sleeping, passing urine frequently, drinking too much water, passing stool very frequently or getting constipated, pain in any part of the body, rapid breathing etc. the psychological symptoms of stress include the inability to concentrate the task in hand. Feeling scared or constantly on edge, and feeling low, depressed, drained or powerless are some other psychological symptoms of stress. The person may feel angry, aggressive or irritable and may not be able to relax.

Treatments

- Practice breathing exercises, relaxation exercises, meditation or yoga
- Follow good and timely diet
- Adequate sleep to be ensured
- Fix a time for sleeping every night
- One hour before bed-time avoid exciting the sensory system such as by listening to loud music or watching too much television
- Do physical exercises
- Choose the best study pattern and environment
- Make good time table and stick on it

Many of the suicides committed after the results of examinations are due to the parental or school pressure, peer reaction and the person's own inability to handle his or her failure and can be prevented if the family has a realistic attitude towards the results.

TOBACCO ABUSE AND ADDICTION

Nicotine, a component of tobacco, is the primary reason that makes the tobacco use addictive. According to WHO, tobacco use is wide spread, affecting one third of the global adult population. Most people who smoke report initiation of tobacco during childhood or adolescence.

Studies suggest that adolescent smokers are more likely to become adult smokers and to use alcohol and illicit substances. Most adolescents who smoke daily are addicted to nicotine and 50% report withdrawal symptoms when trying to stop smoking.

Frequent unsuccessful attempts to quit smoking, development of tolerance of nicotine effects manifested by decrease of characteristic symptoms despite continued use or the need to increase the amounts of nicotine used to get the same effects, continued tobacco use despite negative consequences, cravings of tobacco experienced by tobacco user etc are the signs and symptoms constitute nicotine dependence.

The risks associated with smoking cigarettes are: diminished or extinguished sense of smell or taste, frequent colds, smoker's cough, gastric ulcers, chronic bronchitis, increase in heart rate and blood pressure, emphysema, heart diseases, cancer of mouth, larynx, pharynx, esophagus, lungs, pancreas, cervix, uterus and bladder.

Decrease in age at initiation of smoking, decrease in perceived risk of tobacco use, fewer school based substance avoidance programs, pervasive media messages about tobacco use, less punitive approach by parents towards tobacco use, decrease in monitoring adolescents behavior and decreased limit-setting by parents, decrease in peer disapproval of smoking etc are the possible factors involved in the increase in adolescent tobacco use.

Treatments

Some individuals able to simply stop smoking. For others, studies have shown that pharmacological treatment combined with behavioral treatment including psychological support and skills training to overcome high risk situations, result in some of the highest long-term abstinence rates. Generally, rates of lapse for smoking cessation are highest in the first few weeks and months and diminish considerably after about 3 months.

Nicotine chewing gum is one medication approved by the Food and Drug Administration (FDA) for the treatment of nicotine dependence. Nicotine in this form acts as a nicotine replacement to help smokers quit smoking. Another approach to smoking cessation is the nicotine transdermal patch, a skin patch that delivers a relatively constant amount of nicotine to the person wearing it. Both nicotine patch as well as nicotine replacements such as sprays and inhalers are used to help people

fully quit smoking by reducing withdrawal symptoms and preventing relapse while undergoing psychotherapy or counseling.

BULLYING

Bullying is when someone is rude to another person. The people who bully other people are called bullies. Anybody can be bullied, even a group of people. There are many kinds of bullying. Verbal, physical, psychological and cyber are the different types of bullying. Bullying does not always mean hitting people. It can also be things that people say. This can happen almost anywhere. This includes at school, at work, at home, and on internet (cyber-bullying).

Verbal bullying includes directing foul language at the target, using derogatory terms or deriding the person's name, commenting negatively to someone's looks, clothes, body etc... tormenting, harassing, mocking, threatening to cause harm, taunting, teasing, inappropriate sexual comments etc. Physical bullying includes fighting, hazing, headlocks, inappropriate touching, kicking, pinching, poking, pranking, pulling hair, punching, pushing, teasing etc. Emotional bullying includes spreading malicious rumors about people, getting certain people to gang up on others, ignoring people on purpose, provoking others, belittling, making fun of people or saying hurtful things etc. Cyber bullying events can occur via cell phones or computers by means of text messages, emails, online social networks, chat rooms or blogs. Since students have become more reliant on internet, the advancement in social media and technology has altered the fear of in-person bullying away from school yards but has rather increased cyber bullying.

Bullying happens for a reason. Most of the time the person is either not getting the attention they want or they are going through family problems and want to control someone else. Another reason that could explain is that the person does not feel good about themselves, so they bully others to make themselves feel stronger. Therefore, when the person wants to get attention and make others believe they are the best, they may start saying mean things to others or starting fights.

Prevention

Studies have shown that bullying programs set up by the schools with the help and engagements of staff and faculty have been shown to reduce peer victimization and bullying. Incidences of bullying are

noticeably reduced when students themselves disapprove bullying. Measures such as increased awareness, instituting zero tolerance for fighting or placing troubled students in the group or classroom are actually ineffective in reducing bullying, increasing empathy for victims, adopting a program that are effective including teachers, students and parents, and having students lead in anti-bullying efforts.

INTERNET ADDICTION

DSM-5 has included Internet addiction as a disorder and it is a world-wide issue now. It can be broadly defined as a non-chemical, behavioral addiction which involves human machine interaction. Internet addiction poses risks to youth's mental health, and may likely produce negative consequences in everyday life. Internet Addiction Disorder referring to a condition where people who compulsively and excessively use the internet, achieve a high from such use and continue to use the internet despite of a serious negative consequences. In essence, the internet controls the life causing severe disruptions.

Symptoms of adolescence internet addiction

Excessive time: Adolescents devote increasing amounts of time to the internet. This involves all forms of internet activity.

Withdrawal from friends, activities: As the teen spends more and more time online and not in the physical company of others, the pattern emerges that he or she withdraws from friends and normal activities.

Lies: When asked about time spent online, adolescents try to give elaborate and fabricated dissertations to divert parental attention from the fact that they are spending too much time online.

Fatigue and other physical symptoms: Can see dark circles under eyes, blood shot eyes, looks and acts sleep deprived. They seem tired all the time due to the fact that they stay up late or get up early so that they can be on the internet

Denial: They won't accept the fact that they are sending time for internet, instead they say that the time is for study.

Poor grades: As a result of increased time spent on internet, decreased attention paid to activities and responsibilities lead to poor performance.

Emotional outbursts: When asked about the time spent online, adolescents may erupt in an emotional outburst, be angry or irritable whenever they are not online.

Treatment for internet addiction

Professional counseling often proves effective in moderating internet addiction. Such counseling may utilize various approaches, modeled after treatment for other addictive behaviors. Psychological intervention may involve changing the environment in which the adolescents normally interact with the computer. It may involve altering the associations the teens have with the internet, or decreasing the reinforcement that receives from the internet use. Identification of triggers involved in internet addiction is another important area where psychological counseling is important. Training in social skills development and communications is also recommended as they are become more addicted to the internet so socially withdrawn and lack the ability to communicate easily with others on face to face basis.

CONCLUSION

The proper awareness about the adolescent periods is the most important thing. Small negligence from the side of parents and teachers lead to serious issues in later life of adolescence. Parents should play a supportive role during the adolescence of their child. They have all the necessary experience, resource and maturity to make this transition as easy as possible. Parents have to first of all understand the convoluted and conflicting requirements of a teenager. For the effective utilization of adolescence the following activities can be utilized.

- To enhance understanding about the self
- Use assessment procedures (testing and non-testing) to develop understanding about the self (abilities, aptitudes, interests, personality characteristics etc.).
- Organize group discussion, workshops to enhance self-awareness and self-esteem
- Developing social skills:
- Organizing training session to improve communication skills, assertiveness, interpersonal skills etc.

- Organize debates, group discussion, role play, drama etc on social issues such as relationship between rules, laws and protection of rights of an individual.
- Preventing violence and substance abuse and helping students resolving conflicts
- Organize role play, story-telling, video film shows on incidences of violence, fighting, bullying, negative remarks, teasing and seek responses
- Organize class talk types of violent behaviors and their implications
- Organize group discussions, workshops or brain storming on preventing violent behavior, drug abuse, smoking and other gang activities.
- Arranging talks of medical experts or professional on drug abuse and its consequences in academic, career and personal-social development
- Organize visit to de addiction centres and create awareness about the negative impact of drugs on career and personal-social development.
- Presentation of drug addicted people and organize discussion
- Helping students with special needs in social skills
- Organize counseling sessions to develop self-esteem and self-awareness among adolescence
- Creating awareness among peer group and doing group work involving children with special needs

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Media and Children-the Adult Child

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ABSTRACT

People today live in a multimedia culture that has produced them not only to a new language but to a new life and new psychology and sociology as well. Images, sounds, special effects, and other multimedia experiences influence the manner in which humans' process information and communicate with one another. This paper is an attempt to understand the reality of the shifting of young children to adults and to explore and to reflect the issue from a media study perspective. Specifically we ask the following questions: Is adolescence as a social reality disappearing from our midst? If it is disappearing, to what extent are the electronic media responsible for it? Are the electronic media replacing or substituting the primary social institutions like family, parents, schools etc. and making them irrelevant? Is there anything left today for adults to teach children? This paper attempts to answer all the above questions.

Keywords: *Mass media, electronic media, adult child, vanishing childhood*

Today, for many people reality means what the media present. Media is everywhere and they present realities in their own intimate ways and styles. The Oxford Dictionary defines the word 'reality' as the state of things as they actually exist rather than as they appear or might be imagined. Humans depend on their perceptions and on what

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they can verify with their senses. We perceive reality in a selective way, which means that we don't perceive everything. Depending on our conscious or unconscious needs and wants our mind makes a number of choices before we actually see or hear or perceive something.

In a mass mediated culture, the media play a crucial role on human decisions and choices. We are forced to perceive reality as the media present them. We depend more and more on media for our understanding of truth, life and reality. Most of our questions about life and reality are raised and answered by the media present.

There was a time when the 'granny's tales' gave children their first impressions of the real world outside. Her stories gave them an idea of what is real and what is unreal and how the world works etc. It is not true for modern humans any longer. They hear innumerable stories in their daily lives and they hear them mostly from the media. The media rules the roost today. In fact, we have very little time for listening to the person sitting next to us or who lives with us under the same roof. Instead we have a head phone plugged into our ears or we are glued to the computer or TV monitor or to the internet. In short, our frequent encounter with media mediated realities and our declining interactions with real people have redefined and altered our idea of reality in a radical way.

Among media scholars and researchers there is a big debate about whether media construct new values, create new confusion and conflict of values or make changes or affirm existing values or they do all these together etc. Our own media experiences show that the modern electronic media have brought about certain confusion and conflict of values in our personal and collective life. There is confusion and conflict of values in our personal and collective life. There is confusion and conflict between what is important and what is unimportant what is sacred and secular etc. There is confusion and conflict between what is within and what is outside. The media project and propose constantly that the exterior is more important than the interior and the image is more important than the substance. As a result, everybody is obsessed with image and appendence and image has become identity and external environment decides and dictates values and priorities of modern people.

There are people who complain that the electronic media have placed children and adults in the same symbolic world. They say that the

media have forced the entire culture out of the closet. Any information, cultural or otherwise is now accessible to everybody regardless of age, sex, education, previous training. All the secrets that the print culture once kept away from the children are now being revealed at once by the modern electronic media. There was a time when the young were protected from the world of adult realities, especially violence and sexuality and tastes of adults are children are becoming indistinguishable.

Studies and surveys reveal that by the time the present day children reach the age of five they would have spent more time with social media and watching TV than all the classroom hours spent in getting a bachelor's degree and by the time they reach the age of seventy five. They would have spent fourteen uninterrupted years with modern social media alone. Parents, teachers and other people concerned lament on this shift that has come upon our culture. They say that the modern media are making our children an endangered species.

Children are a special class of people between the ages of seven to seventeen. They require care, protection, concern and nurturing. According to Neil Postman (1994), who has written extensively on the topic, Childhood, unlike infancy is a social artifact and not a biological category. The word child as a special class of people, in the full sense in which we use and understand today is an invention of the Renaissance. The Greeks paid scant attention to childhood as a special age category. They did not have a word for the concept of a child. Their words for children and youth were ambiguous and included between infancy and old age. In the same way, the Greeks did not have a refined idea about disciplining the youth. It is the Romans who first made a connection between the growing child and the idea of shame. They knew the need to protect and shelter the child from adult secrets.

The printing press created a new definition of adulthood based on reading incompetence. Reading created the idea of childhood because it created adulthood. In a non-literate world there was no need to distinguish sharply between the adults and the child, and there were few secrets between the two. Infancy ended at seven and adulthood began at once. There was no intervening stage, because none was needed.

Childhood, unlike infancy, is a social category. As opposed to infancy, history indicates that the idea of childhood was created primarily by the printing press. The print culture created a new abstract world of knowledge and released people from the immediate and local. Literacy

became part of mature adulthood. Adults who could not read were considered as childish. Schools emerged to solve this situation and thus the idea of adulthood was formed around schools during the 16th century. Thus childhood became a social and intellectual category.

Prior to printing all human communications occurred in a social context. But, the printed book created isolated readers and their private world. This eventually intensified a sense of the self which led to the flowering of childhood. Thus within fifty years after the invention of the printing press, a sharp division developed between those who could read and those who could not. By the end of sixteenth century, astronomy, anatomy, and physics were available to anyone who could read. The new symbolic environment required new skills, attitudes and a new kind of consciousness and created the literate human. As a result of this new literate human, the children are left behind. In this new cultural environment adulthood had to be earned and it had to be earned by learning to read. This created schools, and schools in turn made childhood necessary. As childhood and adulthood became increasingly differentiated, each sphere elaborated its own symbolic world. Gradually it was accepted that the child did not and should not share the language, the learning, the tastes, the appetite and the social life of the adults.

The idea of childhood, like any social idea, meant different things to different people at different times. The upper and middle class in England kept the idea of childhood very active so that the idea of childhood survived. Eventually the idea of childhood spread to other countries too. Later philosophers and social thinkers like Locke and Rousseau furthered the theory of childhood through their many ideas and theories. Locke propagated the famous theory that at birth the mind of a baby is like a blank tablet, a 'tabula rasa'. This idea created a heavy sense of responsibility in parents and teachers in forming the mind of the children. Rousseau insisted that the child is important in himself not merely as a means to an end. He said that a child's intellectual and emotional life is important because childhood is the stage of life when humans most closely approximate the state of nature. Rousseau praised childhood virtues of spontaneity, purity, strength and joy, all of which came to be seen as features to be nurtured and cultivated.

Freud claimed that there is an undeniable structure as well as a special content to the mind of the child. He also claimed that in order

to become adults, children must overcome, outgrow and sublimate their instinctual passions. He argued that civilization is not possible without repression and sublimation. Dewey argued that the psychic need of the child must be addressed in terms of what the child is, not what the child will be. Both Freud and Dewey argued that the child's self and individuality must be preserved and the child must be under the control of the adults.

The period between 1850 and 1950 is the high-watermark of childhood. It was during this period that childhood came to be regarded as every person's birth right as a biological category. However, the same symbolic environment that gave life to childhood during this period disassembled it also. The invention of photography, the electric telegraph and the graphic revolution that resulted together gave birth to a new symbolic world of pictures, cartoons, posers and advertisements, and together they have caused a recasting of the world of ideas into speed of light icons and images.

The invention of childhood for about 300 years is coming to an end. Our symbolic environment has changed totally. Because of the new media and the communication explosion, the images of sex and violence have invaded the children's world. Children are growing up too soon and too fast as they bear the burden of a fast moving society where television and computers have become the baby sitters and the new role models. The family, religion and other primary agents of children's growth and socialization are in a state of flux today. The new media cannot exclude any audience. They require no prerequisites, no masters, no special habit of mind, no logical organization, no self-control, no critical response for their use and consumption. Thus the historic basis of dividing the line between childhood and adulthood has changed or being eliminated. But a crucial question has to be addressed urgently is: Can a society survive without the social construct of childhood? Our own common sense and conventional wisdom that humans have acquired tell us that without a fine line of distinction between childhood and adulthood and without certain adult secrets and privacy, no society can really survive in a healthy manner.

Television and internet have become total Disclosure Media. They operate round the clock. The new electronic media require continuous supply of interesting and interacting programs, sensations, talk shows and a variety of topics. Therefore they invent and create events, construct

issues and discover hidden stories. TV has become the principal generator of pseudo-events. It is a fact that in their quest for materials of human interest, TV and other modern media operate round the clock and there are no adult secrets in them. Any information is available to anybody, regardless of age, maturity or prior experience or training. The result is the birth of adult children. The new generations of children are more informed than any previous generation.

In the past, children used to get their knowledge and information of the world through a slow process. They used to grow through stages of childhood. They learned by watching adults, consulting adults, relating and sharing with adults. But today, they are born into an adult world. The media take the child across the globe before the parents give them permission to cross the next door neighbor. In this new cultural scenario, adults themselves are confused themselves about their role based obligations towards children. The modern culture itself is becoming increasingly hostile to children and to the idea of childhood. There is increased child sexual activity. Teenage pregnancy is on the increase all over the world and children are preferred to as sexual partners. Reports of child crimes and juvenile offenses of serious nature have become almost daily news in the daily media. They are so frequent that they are no more treated like juvenile cases and events.

Some of the common evidences of vanishing childhood are styles in language, clothing, food, games and entertainment activities. We observe this also in children's habits and practices of alcoholism, drug use, sexual activity and crime. When children are shown on media today, they are being depicted as miniature adults. The idea of children's game has almost vanished. Twelve-year-old swimmers, skaters, and gymnastics of world class ability are common place today. Though better training and coaching techniques have made it possible for children to attain adult level competence, children are denied and deprived of their freedom and the joy of spontaneous play.

Why should they be submitted to rigors of professional style training, concentration, tension and media-hype? Research studies and surveys indicate that the capacity of the young to achieve "grade level" competence in reading and writing and the ability to reason and make valid inferences are declining. On TV, radio, in films, in commercial transactions, on the street and in the classroom, one does not observe much difference between adult and child language. There

is also a decline in both the practice and meaning of etiquette and social manners. The general disregard for rules and rituals of public assembly and the rarity of conventional expressions of courtesy are all indicators and evidences of vanishing childhood.

Crime is no longer an exclusively adult activity. The frequency of serious child crime has pushed youth crime codes to their limits and this too is an evidence for the rapidly slipping childhood from our midst. It is reported that more children are becoming victims of adult crimes not because children are smaller and helpless than adults, but they are no longer perceived as children. It is a fact that TV and other modern media keep the entire population in a condition of high sexual excitement, and the media in general certainly stress a kind of egalitarianism of sexual fulfillment. It is said that the youth consume as much alcohol and drug as the adults. All these along with increased level of child sexual activity and teen-age pregnancy are evidences of the disappearance of childhood.

Are the modern media fully responsible for the emergence of the adult child? There are no conclusive findings on this. There are many who say that the media do not cause any behavior, they only reflect the life. They only mirror the violence, sex and culture of the society. The decline of childhood is in fact due to the general decline of the culture and values in life and society at large. There are those who argue that the new information environment is not disappearing childhood but only suppressing it. Childhood has become a victim of technology and communication explosion because the communication revolution has done both good and bad to our children.

Family, parents, school and education are the only institutions or agents that can respond to this malady. Unfortunately, the structure and authority of all these agents have been severely weakened by modern media, especially TV and the Internet. TV has almost become the second parent. Parents have lost confidence in themselves and they are turning to professional experts who presume to know what is best for children.

Schools also have become more like houses of detention rather than attention. School/education is the only public institution left to us that assures some difference between childhood and adulthood. The school still believes that the adults have something of value to teach children and it still stand as the last defense against the disappearance

of childhood. But again when all teachers are themselves products of a media age and mass mediated culture who will defend against the disappearance of childhood?

Finally, purely from a scientific perspective, one cannot prove or disprove that childhood is disappearing from our social and cultural life no matter how much evidence is marshaled in their favor. One might also add that in losing childhood, we don't have to lose everything, because the modern culture is so encrusted with ambiguities and complexities. At the same time our experiences support our fears and anxieties. The fact is that childhood is disappearing from our midst at a dazzling speed. There is ample evidence for this from our daily lives. And therefore as concerned citizens, we ask: Is it morally alright to deny our children their right to be children? Perhaps, there is something in the very nature of children that will always tell them that there is value in being different from adults. Perhaps, they know better than adults, that something terribly important will be lost if a distinction is not made between childhood and adulthood.

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Online Gaming: A Platform of Anonymous Bullying

*Jithin S.**

ABSTRACT

This paper talks about the bullying and its consequences that happen in the cyber world especially in online gaming. Most of the under aged people get into trouble and face the harassment while playing massive multiplayer online games; harassment of elderly players makes them vulnerable and develop them to be hector then to a bully further. Expression of suppressed emotions harm the under aged while the elderly player find it to be funny; hence under aged people put that heavy lift on the weaker people in real life; in school, college, or family. Online gaming provides freedom to do anything online without any barrier, even if some have the option to ban or block person by their email or IP address, it's easy to make another in this digital age with proxy servers and making fake e-mails. This study focuses on the secondary data; many of the researches propounds that most of the real time bullying caused by the negative treatment of online; on the other hand, online bullying caused by the suppressive emotions of real time events; anxiety and stresses over unwanted or unsolvable things. Anonymity is a major reason that makes a number of people to bully others while gaming, using vpn and proxy servers to provide a fake registration, and it allows using fake country codes make them to do such unimaginable

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things. It's hard to trace such people, and it makes them to grow; a repeating process at the end.

Keywords: *Digimodernism, Cyber bullying, MMO, P2W, F2P, Online Gaming*

INTRODUCTION

Online gaming, a massive platform of active aggression also known as a tempting way of using aggression over others with a force: bullying, and those bullying; bully, and the victims; bullied. In the present era after postmodernism, the strength of Digimodernism (Alan Kirby, 2009) has grown tremendously and transformed the technology to digital practices. Beneficial factor and the easy achievements, regardless of its calamity, often used for its growth, but it's better to analyse the infliction that revolutionizes the problems into immorality, such as cyberbullying (Margaret Rouse, 2015). Social media are the place that motivates cyberbullying, even though, online gaming (Li Qing, 2015, p. 7) is the platform that enlarges bullying; liberty has no limit. Taking advantage of this freedom, using it against millions, became a place to unleash the suppressed emotions of a human being; violation of the laws and rules in online gaming became habitual, often ended up damaging others, perversity, and rarely leads to self-annihilation of victims. The root of cyberbullying is the freedom that provided online, especially anonymity. Clients can erase their track by using modern technology, and they never get caught (Jami Cotler, et al., 2016, p. 4). As a result, people are being motivated, and misuse online platforms, especially Massive Multiplayer Online (Laura a. Wankel, 2012, p. 5). Many research studies have conducted, and they put forward that proper education prevents from happening. So, this study concentrates on the areas of cyberbullying in online gaming, its effects upon people, and that motivate bullying online.

CYBER BULLYING IN ONLINE GAMING

Cyber bullying is a type of bullying that uses modern technology over the internet especially in gaming networks an individual or a group of people deliberately attack one or some repeatedly to ensure their insecurities (Childnet International, 2016). Everything grows with a

balance; pros and cons, ups and downs; technology has its own salubrious side, but the mask of dubiousness disentangles obscure particles within itself. Online gaming is a source of out breaking stifled feelings in the atmosphere, where the detached cauterizes the attached. Massive Multiplayer Online gaming (MMO) has accrued much attention towards gamers and youngsters alike (Laura a. Wankel, 2012, p. 112). Live participation with friends and strangers; spending time together in the virtual world made an impact than any other medium, conversely, some find this as a platform of hectoring (bullying, Cambridge Dictionary, 2019). Suppressed emotions from reality to the virtual world transmute an individual to do what they please. As a result, many others became victims of online bullying; hence, they put forward the same process (Li Qing, 2015, p. 3-8). Differently abled and those identified as LGBT+ with linking their race and religion are most likely to be bullied; current political and media causing a dangerous climate over the society and also in schools (Liam Hackett, 2017, p. 6).

Online bullying is a motivation towards hectors, their actions only lead to the banning of their account, at the same time, and they will be holding multiple accounts to repeat the process on a particular person or a group (Jami Cotler, et al., 2016, p. 4-5). Game companies provide Anti-Bullying protection over players, but the technology has grown further, and most people use VPN technology and anonymity to hide their tracks. Cyber bullying, a cybercrime though, failed to spread its awareness over people (Norton-Team, 2016). Even in social media, some malpractices with their affinity and at the end somehow end up behind the bars. However, online gaming, a platform of massive cyber bullying in periodical sections; gender, ethnicity, sexuality, wealth, race, etc., is not only entertainment but also a soapbox for hectors (Lynne Edwards, Media and Communication, 2016, p.72-76).

MOBILE PLATFORM: CRUCIAL FACT OF CYBER BULLYING

Decades before, online gaming wasn't prioritized due to a lack of players on personal computers (PC) and consoles. Internet connection wasn't that fast according to present, and it's expensive to buy particular games and platforms according to one's income. Today, it has changed. Smartphones are easy to carry and use, therefore, start-up apps concentrate on online gaming and profiting (Pavo Jurkic, 2019). Due to this reason, most of the youngsters rather spend their

time on mobile than outdoor games and spent their pocket money on virtual world to show off among friends or participants online (Debra Kelly, 2018). When the source is blocked by their guardians, it makes them develop anxiety and fear of being inferior. MMO is the major platform where everyone meets. It turns out that Player Unknown Battle Ground (PUBG), an MMO, became a hit when they released on the mobile platform and grabbed the attention of youngsters because of its user-friendly methods and gameplay (Amritanshu Mukherjee, 2018). According to major gaming websites about PUBG, nearly 300 million downloads worldwide and 10% (30 m) of downloads are from India. The more participants online, the more one become a bully than a bullied.

PAY TO WIN (P2W) VS. FREE TO PLAY (F2P)

The stronger you come, the greatest you are, and ways don't matter at all. If you have money, then you control the game. Online games focus on making profits; they target players who spend much in the game. Mostly, MMO begins the free play method and user-friendly to increase the addiction to the game, later they force the players to spend money on it (Jason Winter, 2016). Youngsters, aged below 18 falls into this trap (Debra Kelly, 2018). Most likely, P2W dominates F2P, and bullies on their wealth (Jamie Madigan, 2015). As a result, they are forced to spend money to purchase in-game items to take an act of revenge on the hector, but this much likely to be failed without knowing as much as the hector might be a pro-spender, hacker, or the admin of the particular game (Cheating in online games, Wikipedia, 2017). As a result, it makes them keep on spending until burning a hole in their pockets. Whenever a rich player ended up against a free player, they always bully them on their wealth. If they stammer, they bully on their grammatical mistakes, writings, and ethnicity. For this reason that bullied forced to quit, embark and unravel scar inside (In: Game Abuse, Ditch the Label, 2017).

Being a part of an online guild reduces the effect of being bullied. Sometimes F2P players under P2W guilds are threatened or bullied by some because of the same reason. Some leave the guild to join another, but the community doesn't care at all. The ethnicity of the game counts at this point. Lords Mobile, a Chinese game developed by IGG (I Got Games), filled mostly with eastern people, had been criticized by

westerners that the game itself is biased. The game gives cheap offers only to the players from China and to others expensive. This has been proved by several online players and denied by the company itself (u/Six-Under, reddit, 2018). As a result, massive P2W players from the west and most of F2P left the game with a warning of being bullied to newcomers. Most of the mobile games proceed only to grab money from their customers (Addie Burke, 2014).

ANONYMITY: THE PRIME REASON

The Merriam-Webster dictionary defines anonymity as “the quality or state of being unknown to most people (2013)” (Brooke Mascotto, 2015, p. 7). Violent games are the prime sources that cause bullying; they negatively affect children to do unimaginable things as they experienced in the game (Li Qing, 2015, p. 3). This common fact is erroneous; research studies state that violent video games do not cause violence (Andrew Fishman, 2019. Rae Johnston, 2019). Though hectoring doesn’t commence at the virtual world, the real world itself. Early research studies show that cyber bullying actually motivated by revenge (Sherri Gordon, 2019). Those who have been victims of real-life bullying wanted to unleash their pain over others, some find weaker opponents to rely on, and some find the internet as the prime source. The online gaming community allows users to make multiple accounts. As a result, many misused and bully for entertainment; their victims deserve it; everyone doing the same; more importantly, they think that they never get caught (Sherri Gordon, 2019). The research study of Jami Cotler stated that anonymity and the lack of proper punishment is the root cause of cyber bullying and on their survey, some participants commented “*The idea that you could be playing against anyone at any time is really quite frightening. The internet has grown so big that it is unpoliceable now*” and others stated the impact of anonymity on cyber bullying that the biggest cause is those play each other doesn’t know in real life (Erin Peebles, 2014. Brooke Mascotto, 2015 p. 7), and they ridicule verbally and abuse the players without limit that they don’t score as high as them, thinking it is virtual reality and doesn’t affect in real life (Jami Cotler, et al., 2016, p. 4).

A study of Ohio University describes that 63% of female gamers admit to have been sexually harassed and 43% of teens aged 13-17 were being bullied by older players. According to the Ditch the Label’s

annual reporting survey, they have surveyed 2515 young members aged between 12-25, found that 47% had been threatened, 38% had been hacked within, 64% had been trolled, 57% subjected to hate speech of racism, homophobia, transphobia and disablist language, and 40% have had unwanted sexual contact in online gaming (In: Game Abuse, 2017, p. 8-12).

UNINTENTIONAL/ INDIRECT BULLYING

There are a lot of incidents that a child wanted to have a smartphone to play with their friends and force their parents to buy for them. Sometimes kids try to be nicer oftentimes, they cause trouble while on networking sites as they unintentionally hurt one (Sue Scheff, 2013). To fulfil their wish, they intended to do such things that might harm them than others. As a result, parents are forced to share their smartphones or buy new for their child. And s/he will be available online whenever s/he wanted to. Friends of the particular child unintentionally bully him/her, they will have an online group of playing games at a particular time in social media and this particular child might not have a smartphone to participate, hence, s/he will be ignored by their friends when they talk about their online activity. They indirectly bully, or some may insult not having a smartphone, and might make a rumour that this child's parents don't buy the proper thing for him/her (Kimberly Pendergrass, 2014). Consequently, s/he gets into depression, they do the same to others after having the proper gadgets, and might have an act of revenge online when the friends fail to score as high as him/her, making an online fake account to have revenge against friends, or hack accounts to delete their game progress to be the prime one among them.

PROPER PARENTING FAILURE

Young people are often intimidated by the adults online, and they imitate that in reality, consequently, victims develop a tendency to subjugate their juniors. A 15-year-old high school teen from Florida was arrested for allegedly making an online threat to shoot up a school. "*I Dalton Barnhart vow to bring my father's m15 to school and kill 7 people at a minimum*" (Tasneem, BuzzFeed News, 2019). He wrote in Minecraft online discussion, but it was screenshotted and spread wide. As a result, he has been accused of his crime and forced to acquire a bed at a juvenile home. His mother supported him saying her child is

just a kid, and he had done it only for an amusement and shouldn't be treated like a terrorist, but the officer stated that "So, *if I get on there and say I pledge ISIS and I'm going to blow everybody up, that's the same charge as you know what man, I'm fed up and I'm going to school tomorrow and shoot up my school*" (Tasneem, BuzzFeed News, 2019). However, the woman maintained on her sayings and accused adults who play online games for provoking her son to do such things. The woman's supportive statement towards her son shows that most of the parents didn't acknowledge their child's behaviour, though they committed a crime. As a result, child-crime rate never sees the bottom of the graph. The ignorance of crimes that had been done amplifies them to do immoral activities; thinking their child doesn't do awful things like others, though they did it on purpose. Insufficient caring and inadequate observation of behaviour abandon their emotions associated with reality (CFCA, 2014. Laurie Sue Brockway, 2013). According to the incident noted before, there could be many incidents happened alike, but there wasn't any evidence to proceed, or they might've seen it as an amusement at the presence of their parents, and encourages the repetition of particular behaviour, later it might develop into criminality and can damage the system of society and the people within. The corruption spreads because the victims those have been slain by the hunter more likely to become a hunter itself. So, the process repeats eventually and the lack of proper guidance dilates the situation into a terrible disease that stays as a parasite and becomes incurable (Mark Ellis, 2016. **Melissa Martin, 2015**).

CONCLUSION

Most studies reported that cyber bullying is caused by external forces, such as anxiety, and unexpressed and suppressed feelings. Anonymity, the hope of never get caught motivates unravelling their fervour. Lack of proper punishment and privacy concerns develop a habit of hectoring and trolling others via online. Online gaming, where millions of people play simultaneously, is a platform of massive cyber bullying. Live participation with live chats and streaming, especially live audio stream helped them to release their aggression and transmuted it to insults. For this reason, victims emancipated their emotions over other participants and this process came ceaselessly. As a result, cyber bullying became unnoticeable, and they are allowed to do as they

please while gaming online. The process of eradication might not succeed, as the companies seek more attention by letting the audience have enough freedom, however, the majority misuses it, and the lack of appropriate guidance from the aspect of parents, peculiarly their benighted attention and liberty without a perimeter. Educating the pupils with the awareness of the encounters they face online causes preventing cyber bullying at a higher degree.

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26

Yoga a Potential Root for Reducing Bullying Tendency in Adolescences

*Priya U. V.**

ABSTRACT

Yoga initiates a potential tool for children to deal with stress and regulate themselves. Yoga provides training of mind and body to bring emotional balance. We argue that children and young people need such tools to listen inward to their bodies, feelings, and ideas. School-age children report much stress in their daily lives, which may lead to psychological and physical problems. Mindfulness-based Stress Reduction is a program of awareness-based practices effective with adults. The purpose of this study was to investigate the efficacy of mindfulness training through yoga with school-age girls to reduce bullying tendency explore the relationship between the dose of the intervention and outcomes. Yoga may assist them in developing in sound ways, to strengthen themselves, and be contributing social beings A main concept in our article is that yoga may help children and young people cope with stress and thus, contribute positively to balance in life, well-being, and mental health. We present research literature suggesting that yoga improves children's physical and mental well-being. Similarly, yoga in schools helps students improve resilience, mood, and self-regulation skills pertaining to emotions and stress.

Keywords: *adolescences, Well-being, Yoga*

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INTRODUCTION

Bullying can be defined as a behavior which is repeated by a person or group of people for the purposes of trying to belittle or harm someone who is weaker, more vulnerable or different in nature. The behavior can be direct such as hitting, name-calling, malicious teasing, threatening, intimidating, stealing or damaging belongings. The bullying can also be indirect such as spreading rumors, excluding or influencing others to reject someone. In Colorado, "bullying" is defined as "any written or verbal expression, or physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students." Although definitions may vary, there is often one concept in common: bullying is a subtype of aggression.

Developmentally, during the early adolescent years, the role of the peer group changes. Children look towards their peers to discuss problems and seek advice to help gain autonomy from their parents. Social status becomes increasingly important at this age. Issues such as popularity, acceptance and a need to "fit in" are the focus during the early adolescent years.

For boys at this age, toughness and aggressiveness become important status considerations, whereas appearance is the main social status for girls. Direct aggressive bullying is more prevalent for boys while indirect verbal bullying is what girls experience most often. No matter the type of behavior, the common reasons for bullying are always the same: "to be popular" or "to get your own way." Those who are the bullies tend to get in trouble more frequently, and generally do poorly in school. Bullying becomes a way to deal with their problems. As bullies become adults, they are four times more likely than non-bullies to commit crimes. As for those who were the targets for bullies, researchers report that "years later, long after the bullying has stopped, adults who were bullied as teens have higher levels of depression and poorer self-esteem than other adults."

Although this is not a new problem, the concern is escalating. There is a great need to step in and take action against this anti-social behavior in children, since the effects of bullying are not only during the school years but are long lasting for both sides, influencing the adult. The yoga intervention program discussed in this paper was specifically designed to diminish both physical violence and verbal aggression, as well as, to increase the students' ability to control their own anger. The

central hypothesis was that a two week, comprehensive yoga curriculum in school can decrease bullying and increase anger management in 4th and 5th grade boys and girls during and immediately following exposure to yoga intervention. The secondary aim of this project was to create a calm, relaxed body and mind, developing inner peace for upper elementary students.

NEED AND SIGNIFICANCE OF THE STUDY

Globalization exposes children and young people all over the world to various new standards and options. Now children not only have new resources in their lives, but are also expected to perform well. Different institutions in children and adolescents' lives, such as family, school, and the media, constantly provide stimulation as well as expectations. This exposure to new expectations and demands has the potential to create stress in young people's lives, especially related to evaluation of their performances.

This article discusses yoga as a potential tool for the youth to deal with stress and to regulate themselves. Yoga provides training of mind and body to bring emotional balance. It is claimed that yoga leads to alignment and harmony. A recent thesis suggests that yoga is a tool to listen to your heart. We argue that children and young people need such aid to listen inward, to their bodies, feelings, and ideas. Thus, yoga may contribute to healthy development and good mental health; health promotion for children needs to include improvement of their attention, self-esteem, empowerment, and self-regulation. We believe that children and adolescents need to develop based on their unique personalities, and to interpret and achieve the balance between their own strengths and societal expectations. Yoga may assist them in developing in sound ways, to strengthen themselves, and be contributing social beings.

YOGA IN CHILDREN'S LIFE

The ancient practice of yoga may help children and young people cope with stress and thus contribute positively to mental health. In a recent book on yoga education in India, the author claims that "in a nutshell, yoga is a powerful medium for developing the personality of children and making them capable of facing the present-day challenges and problems". In her review article, "Effect of Yoga on Mental Health in Children," one of the world's most prominent yoga researchers,

Shirley Telles, concludes that yoga improves children's physical and mental well-being. Similarly, the Harvard professor Sat Bir Khalsa finds that yoga in schools helps students improve resilience, mood, and self-regulation skills pertaining to emotions and stress. Thus, yoga is an important life skill tool for children and young people to cope with stress and self-regulation in a life-long perspective.

As researchers and responsible citizens concerned with children and young people's healthy development, what can we do to provide a happy environment and opportunities for them to develop their maximum potentials? With this profound question confronting us, we would like to provide the arguments for choosing yoga. Short-term solutions oftentimes involve pharmaceutical treatments for children with mental health problems, which could leave them to face the immediate and long-term negative effects of medication. Thus, we must seek other solutions comprising empowerment to give children and young people the tools to develop self-reflection, self-protection, self-regulation, and holistic self-development.

The increased global interest in yoga in recent decades is primarily due to the expectancy that yoga can calm the mind and increase overall health and well-being. Children's mental health and well-being include developing healthy relationships with peers and teachers, and being able to self-regulate emotionally, mentally, and behaviorally. Yoga is an ancient Indian practice, which has been spread all over the world, and is even being revitalized in India itself. Yoga consists of certain postures (*asanas*), regulated breathing techniques (*pranayamas*), hand poses (*mudras*), and meditation. There is experiential knowledge on which poses are appropriate for different bodily functions. Yoga's positive impact on the physical and mental health of individuals and their well-being has been an established truth in the ancient as well as contemporary yoga literature. The recent scientific research on yoga provides empirical evidence for some of these claims, and specifies that certain yoga practices are beneficial for the mental and physical health of children and young people.

Yoga can be an appropriate scientific intervention in childhood and youth as a stress alleviator, especially in the school setting. The mentioned study conducted by Khalsa on high school students does provide evidence of yoga's positive influence on them for emotional balance and stress alleviation. Yoga is also expected to help younger

children and youth increase self-regulation and thus, facilitate their well-being, positive social interactions, and school performance. Other academic research suggests that yoga has significant health potentials and is especially beneficial for coping with stress. A meta-analysis of articles suggests that “a growing body of evidence supports the belief that yoga benefits physical and mental health via down-regulation of the hypothalamic–pituitary–adrenal axis and the sympathetic nervous system”. The use of yoga among children may assist their development, increase their well-being, reduce everyday stress, facilitate weight management, and mitigate emotional and behavioral problems, aside from being a supplement to improve focus and attention.

The evidence of yoga practice among children indicates improved benefits in concentration, stress alleviation, self-awareness, consciousness, self-regulation, behavioral and emotional maturity, and self-confidence in everyday life. There are also some proofs where yoga has worked as an adjunct to medical treatment of mental illness with positive effects. Yoga as a stand-alone therapy requires further research, although there are quite affirmative indications. In their review article, Büssing et al.

Yoga may well be effective as a supportive adjunct to mitigate some medical conditions, but not yet a proven stand-alone, curative treatment. Larger-scale and more rigorous research with higher methodological quality and adequate control interventions is highly encouraged because yoga may have potential to be implemented as a beneficial supportive/adjunct treatment that is relatively cost-effective, may be practiced at least in part as self-care behavioral treatment, provides a life-long behavioral skill, enhances self-efficacy and self-confidence and is often associated with additional positive side effects.

Despite such assertions, we need more scientific research enriched with demonstrative practice among children.

Potential Benefits of Practicing Yoga for Children and Adolescents

“The beauty of yoga is that its benefits are available to students of every school-age group,” according to Henningsen. She discusses how yoga can be a comprehensive approach to stress, something which is needed in the often tension-filled lives of children today. Yoga can help foster motivation, cultivate internal locus of control, improve sleep, and generally encourage healthy and balanced living. Yoga may also aid in

shifting self-awareness inward to children's own cues and emotions, and thus, counteract negative social and cultural influences, including the current media pressure to be always online and available. As yoga often results in improved focus and concentration, regular practice is frequently accompanied by better academic performance. Yoga has also been shown to help children with attention problems, as well as to support executive function development. A number of studies have also suggested that yoga can assist children with special needs.

Yoga has been found to have physiological benefits for children through rehabilitation processes. Clinical studies also indicate that yoga improves academic performance and emotional balance. The mental benefits of yoga relate to calming the heart rate, which signals the brain to activate the parasympathetic nervous system. Similarly, yoga can guide relaxation because it reduces sympathetic activity. The sympathetic nervous system (fight or flight) is often engaged when children, similar to adults, are exposed to sensory overload. However, when the parasympathetic nervous system is activated, it increases our ability to focus and learn. Yoga is also said to reduce anxiety in young people as well as in seniors. Thus, yoga may assist healthy development and life-long learning.

As already mentioned, yoga has been recommended to promote mental health and to increase resilience and self-regulation. It has been researched in areas such as life-span development, human attachment, elderly subjects, consciousness, as well as in the medical and psychological fields. We think that what is still needed is a set of recommendations on how to introduce yoga into children and young people's lives, based on a cultural perspective on child development and childhood sociology. Yoga is often promoted as a universal good discipline, with philosophy and practice to achieve balance and human development. Still, the pedagogy of yoga needs to be context specific and adjusted to the specific audiences of practitioners. Moreover, we believe that yoga teaching needs to be serious and multi-disciplinary, yet based on children's needs and everyday life, with a playful and fun approach.

The 45 minute yoga class was added into the daily academic curriculum, every other day, for a two week period. Each class was crucial since the students only had six sessions:

1 Day one, Monday, the children were introduced to the concept of ahimsa: nonviolence to self and toward others. After a discussion

regarding this ethical standard, a 20 minute asana practice followed introducing gentle joint freeing movements and surya namaskar (salutation to the sun). The class ended with a brief transition of rest before returning to their classrooms.

2 Day two, Wednesday, the students were visually stimulated with props, imagery and games to represent the three types of breathing (chest, abdominal and intercostal) and their effects on one's mood and energy. After that a ten minute asana session was followed by a long relaxation in makarasana (crocodile pose, a position lying prone) which consisted of one-to-one breathing practice (sama vritti ujaye breath) using numbers and phrases.

3 Day three, Friday, the entire session focused on conflict resolution strategies with role-playing scenarios composed of subject matter volunteered by the children, i.e., real life bullying situations they had encountered. Homework for the weekend was given directing the students to teach a family member anything they had learned during the first three yoga classes.

4 Day four, Monday, a third of the class time was devoted to an open discussion about their homework: what the students chose to teach and to whom. The remaining time was an asana session introducing classical asanas for strength and balance such as virabhadrasana, utthita trikonasana (extended triangle pose), vrikshasana (tree pose), etc... ending with systematic relaxation in savasana (corpse pose), and a review of the concentration and breathing practices taught previously.

5 Day five, Wednesday, a 30 minute session combining vinyasa (flowing postures) and classical asanas was taught followed by more complex concentration and breathing practices, as well as, creative visualization techniques. The students ended on the floor in the relaxation pose of their choice (supine, side-lying or prone).

6 Day six, Friday, a review of all material was covered with active participation by the students, followed by more role-playing and non-violent communication techniques. Questions and closure finished the class format.

The fundamental pieces which compose the CALMING KIDS curriculum were designed as follows:

1. In depth discussions of the yogic philosophy regarding ahimsa, non-violence to one-self and others.

2. Instruction about the physiology of breathing, exploring how the quality of our breathing can affect our mental clarity and our actions. Then practicing yogic breathing techniques.
3. Role playing scenarios for explaining conflict resolution strategies and skills.
4. Increase strength for a comfortable and controlled body using body awareness methods, yoga postures, movements and balancing exercises.
5. Relaxation practices assisting the discovery of the body and its ability to armor itself or yield under confrontation.
6. Concentration methods and creative visualizations for calming and focusing the active mind.
7. School support: principal, teachers and staff committed to changing school climate.
8. Teacher participation in the yoga classes with the children.
9. Increased supervision and immediate intervention during high risk period, i.e., recess and lunch.
10. Parental awareness through hand outs, homework, newsletters, and the yoga booklet that went home in the students' backpacks.

CONCLUSION

The classical yoga which address the body and mind how they influence our actions is an effective tool for implementing behavioral changes yoga practice brings students insight about coping with stress therapy increases in the ability control anger which decreases in bullying behavior. A larger commitment to yoga training with in a school curriculum with focus on non violence can positively effect, the consistent problems at aggression in school age children and thus decreases the amount of daily bullying offering yoga training programs for yoga and teachers, school teachers, counselors, health care providing and all those working with children to allow this information to be implemented into the school systems nationally unfolding their creative unconsciousness children can eventually inculcate the social as well as ecological awareness thereby enhancing self-reflection which leads them to perform their daily duties in the day to day lives. Thus the distinctive features of yoga which will help in establishing a positive impact on children.

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Antisocial Behaviour Among Higher Secondary Students with Particular Reference to Kollam District of Kerala

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ABSTRACT

This research paper tries to explore the antisocial behaviour among higher secondary students with particular reference to Kollam district, Kerala. The layout of the study includes administration of questionnaires for students, scoring the questionnaire and analyzing the data. The sample consisted of 50 higher secondary school students in different streams. The data were analyzed using percentage analysis, test of significance and Pearson's product moment correlation. The most relevant results of the study is that there is no significance difference in antisocial behaviour exist among higher secondary students in rural and in urban area. Statistical analysis shows that boys shows more antisocial behaviour than girls in both areas. The results also show that there is a moderate negative correlation between anti- social behaviour and academic achievement. The results are important for school administrators, teachers, parents as well as the students. Educational consultants, counselors and those involved in curriculum frame work can also benefit from the study.

Keywords:- *Antisocial behaviour, higher secondary, Students, Environment, Discipline*

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INTRODUCTION

According to the Antisocial Behaviour Act of 2003 and Police Reform and Social Responsibility Act of 2011, Antisocial behaviour can be defined as any behaviour by a person which causes, or likely to cause, harassment, alarm or distress to persons of same and not of the same household. Anti-social behaviour includes a wide range of unacceptable activities that creates menace to individuals and to their environment. If left unchecked these behaviours will persist and becomes chronic behavioral disorder. Antisocial Behaviour is a criminal offence and the victims are frightened and feel unsafe. The anti-social behaviour includes Nuisance, rowdies, inconsiderate neighbors, Vandalism, graffiti and fly-posting, street drinking and prostitution-related activity.

The incidence of, aggressive behaviour, property vandalism and destruction, and harassment by senior students, classmates and intimidation are increasing in intensity, prevalence among higher secondary students. Every Schools face serious challenges in their attempts to educate children. Making schools safe and violence-free is currently one of the most pressing issues in education sector. (Walker, Colvin, & Ramsey, 1995). Symptoms of antisocial behavior can begin in preschool children. So many cases of aggressive activities are reported from preschools but most of them are neglected and warned considering their age. When we call parents of aggressive children we can see that more than fifty percentages of their parents also shows signs of angeriness and aggressiveness. Actually half of the kids having symptoms of antisocial behavior still have those behaviors in later stages of life like adolescence and even adulthood.

According to Coie, (1994) "An antisocial person is technically someone who is against society, and lacks empathy for others,." Students having social and academic behavioral problems had poor academic performance. "People are not born with pre-formed repertoires of aggressive behavior; they must learn them" (Bandura, 1978). According to Bandura (1978) social environments have a communicative function. People are able to learn and gain information through observing the behaviours of adults. Beliefs, cognitive processes, values, and behaviors are largely shaped through interactions with social environment.

Major symptoms of anti-social behaviour noticed among higher secondary students are lack of Sympathy, Disrespect and disregard for elders, Lying and manipulation of others in home school and community, Lack of cooperation with other children and insulting them without any reason, Apathy in fulfilling responsibilities, Aggressiveness and risk-taking behaviors that can harm self or others and an egotistical attitude and disobey codes and conduct of school. Fire-setting, cruelty to animals, cruelty to play mates etc... during childhood is often linked to the development of antisocial personality in children over period of time.

Literature review reveals that reasons for antisocial behaviour may be biological or environmental. (Walker *et.al*, 1996) Biological factors include brain damage to the foetus, lack of oxygen supply to the brain of foetus or infants at birth, or nervous system irregularities. It is evident that both genetic and environmental influences and their interaction are of major importance in explaining individual differences in antisocial behavior. Twins studies show that heredity plays a role in antisocial behavior, from observations of greater concordance of such behavior in genetically related individuals compared to nonrelatives living in the same environment. Biological risk factors include neurotransmitters, physiological arousal, frontal lobe function, and hormones; where as social risk factors are socioeconomic status of parents, peer characteristics, and parental monitoring and discipline.

Antisocial persons require more neurological stimulation than others to get happy and excited hence they seem to engage in extreme risk-taking behaviors. Environmental factors also include children exposed to violent media like video games, smart phone and television, growing up in house with domestic violence, parents using and exchanging drugs, violent and unsafe neighbourhood and community, and being sexually, physically or emotionally abused from within or outside home and kids neglected by apathetic parents or caregivers.

Education proves to be an efficient tool for preventing antisocial behavior and intervening with at-risk children and youth (Day 1994). Therefore, schools will promote approach that will prevent antisocial behaviors from occurring and intervene with those children and youth who current display behaviors that violate the social norm (Mayer, 2001). Antisocial personality disorder is considered to a poor mental health condition in which a person

manipulates, exploit, or violate the rights of others and is a criminal offense. Statistics shows that women are more affected than men. Antisocial behaviour is very common among imprisoned persons.

Today majority of the parents try to provide their children with the best possible educational environment. Parents will select courses on their interest and will be different from the genuine interest of students. This has created problems like poor students' performances in their selected courses; hence such students are unable to complete their studies within the stipulated time and start substance abuse and turned to be antisocial.

Antisocial behavior can be measured based on official records such as police arrests, court convictions, or school records, while others rely on behavioral ratings provided by parents or teachers or on self-reporting. (Molero Jurado MdM, Pérez et. al,2017) Survey records shows antisocial behaviour among males are extensively studied, although several investigations of females are available(Sprague et al 1998). Antisocial behavior has also been studied from childhood to adolescence to adulthood. Since these behaviours will established in school period schools establish themselves as a community force affecting change in the dynamics of the development of antisocial behaviors.

RATIONALE OF THE STUDY

We can observe a paradigm shift in students behaviour over last few decades in every aspects like self discipline,learnig,be intime in schools, reading habit, engaging in co-curricular activities, in exhibiting socially acceptable manners, attitude towards parents, elders, and teachers, in driving, violating laws and social norms, unacceptable and dangerous celebrations, risky journey and the list continues. Teachers not even get support from parents in several occasions may be due the over trust of parents on their wards or due to the lack of sufficient knowledge on antisocial behaviour among adolescents and its consequences especially in rural areas, because the parents are supposed to be less educated compared with urban schools. Hence this study was conducted to assess whether antisocial behaviour is prevalent among higher secondary students, any correlation between academic achievements and antisocial behaviour and also to find out difference in antisocial behaviour among adolescents of rural and urban area with a hope to establish schools as a community force affecting change in the dynamics of the development of antisocial behaviors.

OBJECTIVES OF THE STUDY

The following are the objectives stated for the study

- To find out the extend of anti-social behaviour among the higher secondary school students of Kerala.
- To find out whether there is any significant difference between the anti-social behaviours of higher secondary school students based on the subsample gender.
- To find out whether there is any significant difference between the anti-social behaviours of higher secondary school students based on the subsample locale of the school.
- To find out the whether there is any significant relationship exists between antisocial behaviors and academic performance.

HYPOTHESES OF THE STUDY

The hypotheses formulated for the study are

- The anti-social behaviors do exist among higher secondary school students.
- There exists no significant difference between the anti-social behaviors of higher secondary school students based on the subsample gender.
- There exists no significant difference between the anti-social behaviors of higher secondary school students based on the subsample locale of the school.
- There exists a significant relationship between anti- social behavior and academic performance.

METHODOLOGY

In the present study, normative survey method was found to be the most appropriate. Hence, the investigator adopted the Normative Survey Method for the data collection. The investigator collected data from the various higher secondary schools of Kollam revenue district. The samples were selected using stratified random sampling technique. The samples selected for present study include 50 higher secondary school students. The details of the proportion of sample in each category are given in table 1

Table:1: Distribution of Sample

Subsample	Groups	Sample Size	Total
Gender	Boys	25	50
	Girls	25	
Locality of School	Rural	25	50
	Urban	25	

Tools used for the Study

The data required for the present study has been collected using

- Personal data sheet
- Questionnaire on anti-social behaviour.
- Academic achievement Index prepared by the school authorities

The questionnaire consists of 43 questions and each question has a five point scale with scores 1 to 5. The questions are mixed and not divided into different area. In the current study, the statistical techniques designated for the analysis of data are Percentage Analysis, Test of Significance and Pearson Product moment Correlation.

ANALYSIS AND INTERPRETATION

In order to find out how far the anti-social behaviors exist among higher secondary school students the scores are tabulated and the percentage analysis was done. The result is being presented in Table 2.

Table 2: Percentage analysis of the Anti-social behaviors among higher secondary school students.

	Groups	Sample Size	Percentage
Total	Total	50	54%
Locale of School	Rural	25	52%
	Urban	25	48%
Gender	Boys	25	72%
	Girls	25	36 %

The results indicate that around 54 % of the HSS students show Anti social behaviour in higher secondary schools whereas the remaining 46 % of the students do not show any maladaptive behaviour that has the intensity to be reported. The result also indicate that only 64 % girls and 28% boys do not show any kind of antisocial behaviour. Among 64% girls 36% girls are from in urban area. The boys in rural area showed a percentile increase in the expression of anti-social behaviours than urban area. Hence the first hypothesis is accepted.

In order to find out whether there is any significant difference between the scores obtained for the anti – social behaviors of the relevant sub sample Locale of the school. The anti – social behaviors for the paired sub samples were subjected to test of significance of difference between means for calculating the critical ratio. The critical value obtained for the anti – social behaviours for the paired sub sample locale of the school is given in the table 2.

Table-2: Test of significance of difference between Anti – social scores of the samples classified based on locale of the school

Locale of the School	Size	Mean	Standard Deviation	C R
Urban	50	49.12	8.79	0.19
Rural	50	48.64	10.33	

There is no significant difference between the anti –social behaviour score of the sub samples namely, Rural - Urban school students because the obtained critical ratio (0.19) is less than the table values 1.96 and 2.58. Hence it is not significant even at 0.05 level. Thus it can be concluded that the Locale of the school had no influence on the anti – social behaviors of the students at the higher secondary level as the mean scores of the Rural (M = 48.64) and Urban (M = 49.12). So the second hypothesis formulated in this context is accepted.

In order to find out whether there is any significant difference between the scores obtained for the anti – social behaviors of the relevant sub sample gender. The anti – social behaviors for the paired sub samples were subjected to test of significance of difference between means for

calculating the critical ratio. The critical value obtained for the anti – social behaviours for the paired sub sample gender is given in the table 3

Table-3: Test of significance of difference between Anti – social scores of the samples classified based on gender

Gender	Size	Mean	Standard Deviation	C R
Boys	50	52.20	11.93	2.80
Girls	50	45.56	4.30	

There is significant difference between the anti- social behaviour scores of the sub samples namely, Girls – Boys because the obtained critical ratio (2.80) is greater than the table values 2.58. Hence it is significant at 0.01 level. Thus it can be concluded that the anti- social behavior of the boys at the higher secondary level differ from the girls. As the mean scores of the boys ($M = 52.20$) is greater than that of girls ($M = 45.56$) it can be concluded that anti-social behavior of boys is higher than that of girls. Based on the above findings the third hypothesis is rejected.

The correlation coefficient between the anti- social behavior and academic achievement score is calculated for the total sample and relevant sub samples. The results are presented in table 4

Table 4: Relationship between the Anti – social behavior and Academic Achievement for the Total Sample and Sub Samples

Groups	Correlation Coefficient(γ)	Significant
Total	-0.41	Moderate Correlation, substantial but small negative relationship
Rural	-0.48	Moderate Correlation, substantial but small negative relationship
Urban	-0.36	Low correlation, definite but small relationship, almost negligible relationship
Boys	-0.17	Slight correlation, almost negligible relationship

Girls	-0.79	High correlation, marked relationship
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The table shows that the anti- social behavior negatively influenced the academic achievement of the higher secondary school students. From this table, the coefficient of correlation obtained for the total samples is -0.41. This denotes that a relationship between the variables is negative, moderate and substantial. The coefficient of correlation obtained for the sub samples: Rural and Urban, Girls and Boys lies between 0.17 to 0.79. This indicates that there is slight correlation between the variables. The table values show that the Urban students anti-social behavior had only low correlation with their academic achievement whereas in the case of Rural students there is a moderate correlation between the anti- social behavior and academic achievement. Even though the anti- social behaviour of the boys is high its relationship with the academic achievement is negligible whereas in the case of girls there is a high correlation between anti- social behaviour and academic achievement. Question number fourteen in the questionnaire is, Are you cheated in the examination. As answer to this 52% students from rural area and 56% students from urban area admitted that they have cheated more than six times. This shows the reason for the positive relationship between the academic achievement and anti-social behaviour. Thus it can be concluded that anti- social behaviour and academic achievement is negatively correlated strong for girls and urban higher secondary school students. Thus the fourth hypothesis is accepted.

RECOMMENDATIONS OF THE STUDY

The results of a study are thought provoking. Based on the results the investigator recommends the following for developing a healthy adolescent community..

- Based on the nature, characteristics and intensity of antisocial behavior, a school wide systems for behavior support should be planned for each individual.
- Language is a matter of habit and practice students by giving opportunity for library activities.
- To develop team spirit and mutual cooperation.

- Proper and timely awareness should be given through experts and acceptable persons on social problems like violence, discrimination, drugs etc.
- Awareness should be given on Life skills for all students.
- Adolescent reproductive health and mental health awareness class should be given for all students in common sessions.
- Positive reinforcement should be given to all students for pro social behavior.
- Free time should be used for nurturing values in students through various co-curricular activities and they will not be allowed to sit alone.
- Counselors should be posted in all schools and provide a continuum of behavioral strategies and interventions to reduce anti social behaviour.
- Examination should be conducted through fair means. Vigilance, monitoring and evaluation should be strict.
- Schools should follow strict discipline.
Teach and practice expected behaviors.

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Understanding of Bullying Behaviours in Schools and Strategies for Prevention of Bullying

*Bismi Sainudeen**

ABSTRACT

People experience different forms of bullying as they move through various stages of life, at home, school, college, work places or in various social situations. Respecting boundaries set by another person in a diverse culture like India is very important to maintain the unity of the nation, which appears to be fading recently. The news on mob lynching in various parts of India in the recent times adds testimony to the increasing bullying behaviors among the citizens. Bullying leads to anxiety and psychological imbalance in the individual, which has an adverse effect on the well-being of society. This chapter tries to understand why people bully and review various studies related to bullying in India. Recommendations of various organizations to reduce bullying are also given in order to gain a deep understanding of bullying behavior and to develop strategies to effectively deal with bullies. The objective is also to propose certain strategies for prevention of bullying along with a lesson transcript to impart these strategies on to students in schools. The lesson transcript includes activities and visual instruments to maximize the learning appeal for higher secondary students. Certain research areas are also identified for further research.

Keywords:-*Bullying, Verbal bullying, social bullying, physical bullying, Mob lynching, cyber bullying*

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INTRODUCTION

The origin of the term ‘bully’ can be traced back to 1530s meaning ‘sweetheart’, which later evolved in the 17th century into ‘harasser of the weak’. Bullying is essentially a form of dehumanization which reduces an individual or group of individuals to an object of ridicule and violence, verbal or otherwise (Rohit Kumar, 2019). According to American Psychological Association, ‘Bullying’ is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words or more subtle actions. Not all aggressive behaviors are termed bullying. Any behavior with two traits attached to it is considered bullying,

- 1. An imbalance of power:** Bullies use their power to harm others. The power can be in the form of physical strength, accessed embarrassing information of the victim or popularity. A real or perceived imbalance of power like higher social standing, influence or strength can lead to bullying (www.bullyingstatistics.org)
- 2. Repetition:** Bullying actions are repeated more than once as making threats, spreading rumors, attacking someone verbally, physically and purposely excluding someone from a group.

TYPES OF BULLYING

Bullying can be broadly divided into three types

- Verbal bullying
- Social bullying and
- Physical bullying

1. VERBAL BULLYING

Teasing, name-calling, sexual comments, taunting and threatening to inflict harm are behaviors adopted by bullies to hurt victims verbally. This might be in the form of direct face to face abuse or in written format characterized by anger and enmity. At a deeper level it can be seen as a form of communication with an intention to harm the self-concept of a person to produce negative emotions. It is the basic form of bullying found in schools and mostly among girls and women. Excellence of individuals at school, workplaces and household affairs can instill fear

in bullies leading to bullying behaviors. According to Jovana Daljevic (2014, April 9) words can be injurious than sword where the ideas, aspirations and ambitions of the bullied victims are crushed leaving them as mere flesh without any soul. Domestic violence with verbal bullying is very hard to testify as the effects are not obvious.

2. PHYSICAL BULLYING

Negative physical interactions between people like hitting, pushing, tripping, slapping, spitting, stealing or destroying possessions including books, clothing or money comes under physical bullying. Sexual harassment is also a form of bullying. Physical bullying is more likely among males than females. Bullies with an inclination for physical bullying are often stronger than their victims. Such bullies have trouble with self-control, following rules and caring for others. They are at higher risk of violence, criminal behaviors or failures in relation to their peers (www.bullyingstatistics.org).

3. SOCIAL BULLYING

Social bullying is more commonly associated with youth aggression. It includes the following;

- Leaving someone out on purpose
- Telling others not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public (www.stopbullying.com)

Social bullying can be direct or indirect. Social bullying in the recent times is observed in the form of following:

- **Mob lynching** where a group of people start verbal and physical abuse and aggression aimed at a person or lesser number of individuals. Mob lynching has increased in India in the recent times. The group psychology begins to assert itself to force individuals to fit in. Tyranny of majority is that democratic majority forces its will on the democratic minority. Society itself can turn a tyrant as it forces its value on others stifling individuality and public opinion.
- **Cyber bullying**

Bullies have existed ever since the beginning of time same as the victims who have suffered from bullying. In the digital world,

bullying no longer happens in one's personal space. People are harassed from faraway places over social networking sites like whatsapp, twitter, Facebook, and other platforms. According to Cyber bullying Research Centre, Cyber bullying takes place when someone repeatedly harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices. With so many different ways to bully others, it is challenging for establishments to control bullying and to protect the victims.

UNESCO Recommendations to Reduce Bullying Behaviors in Schools

1. Commitment to a safe positive school and classroom environment
2. Effective reporting and monitoring systems
3. Evidence-based Programs and interventions
4. Teacher training and support
5. Support and referral for affected students
6. Student empowerment and participation
7. Better political leadership
8. Robust legal and policy frameworks (www.stopbullying.com)

Review and Critical Analysis of Studies related to Bullying

Research and school-based prevention practices have generally focused more on verbal and physical bullying (Victoria Stuart-Cassel, Mary Terzian and Catherine Bradshaw, May 2013). In a discussion by Erling & Hwang (2004) on the thoughts of nine hundred and sixty 10-year-old students about who gets bullied, the most notable conclusion was that children who are bullied have a different appearance from the usual. The same outcome was reported in the study of Ann Frisen, Anna-karin Jonsson, and Camilla Persson (2007) which also found a pattern of low self-esteem among the bullies. Another reason sighted was that bullies feel cool or has problems which lead to bullying behaviors. Boulton and Underwood (1992) interviewed 75 children and found that the victims of bullying were small, weak, and soft. In another study by Ekman, and Lagerspetz (1982) the respondents were of the opinion that bullied victims of both sexes considered themselves to be less attractive than others. According to St.Clair (2011) many

bullies have themselves been bullied at home or at school. New research works reveal that most bullies actually have outstanding self-esteem, a sense of entitlement and superiority over others. Yet they were found to lack compassion, impulse control and social skills.

Ann Frisen, Anna-karin Jonsson, and Camilla Persson (2007) in a study on the Adolescents perception of bullying, surveyed the ways to stop bullying. Majority of the respondents (N=119) reported that bullies mature and stop bullying behaviors themselves. 15% respondents believed that victims need to stand up for themselves to stop bullying and 14% believed the need of adults to intervene. Others responded that it is better to change class/school or victims should stop being different.

Raya. R. P. (2016) studied workplace bullying Prevalence and Effects on Turnover Intention and Physical Health among 33 Information Technology Professionals in India. Bullying was found to have no significant correlation with gender, age, marital status, education, work experience, position in employer organization and organizational features such as geographical location, ownership of organization, and nature of organization. Four types of workplace bullying behaviors were identified among IT professionals in India. Results of identification of career related bullying behaviors in the IT workplace in India suggest that work-related bullying behaviors are the most dominant form of bullying, while intimidating bullying behaviors are the least prevalent. Supervisors were identified as the major bullies.

Amisha Singh (2017) in a study on school bullying and its impact on academic achievement mental health and social adjustment of high school students, aimed at identifying the victims of school bullying and investigating the impact of bullying on victim's academic achievement, mental health and social adjustment. In a survey including 339 students from two government senior secondary schools, male students were found to be more ill-treated than the female students. The reasons for victimization were numerous. Students who were perceived different from their peers in their personality traits, mental level, colour, race, religious beliefs, clothing, abilities, and socioeconomic status were more likely to be victimized than their counterparts. Victims of bullying had very low perception of reality, integration of personality, autonomy, group oriented attitudes, environmental mastery and overall Mental Health

STRATEGIES FOR PREVENTION OF BULLYING

1. Training at School

Bullying threatens the physical and emotional safety of students and impairs the capability of children to learn. As it is said ‘Prevention is better than cure’, to stop a bully before bullying is better than letting him have his victim and then punishing the bully for the misbehavior. Role play, discussions, projects, seminars, preparing a collage on stopping bullying or visiting victims of bullying can help in prevention of bullying in schools. Evidence based programs and curriculum can address the issue of bullying grounded on the specific type of bullying. Teachers can also model the preferred behavior while dealing with tough kids in classrooms.

2. Policies and Rules

Students should be clearly given an idea about the expected behaviors and the policies of the institution and the ways to treat each other. Penalties for violations should be stated in advance. It is important to be aware that Ignorance of law is not an excuse for anyone. Integrating rules and regulations in the school/college system can help in molding young disciplined citizens of the country. Instituting an easy and confidential reporting system to report violations can help to keep records on emerging problems and patterns of bullying overtime.

3. Respond to bullying

Bullying can be stopped on the spot by intervening immediately. It is important to give an immediate message that bullying is highly unacceptable. Involving a third person, drawing attention of others by responding vocally to bullies, awareness on positive body languages, reporting bullying behavior to those in charge,

4. Teach kindness and empathy

People are born with an innate ability to approach problems from multiple perspectives, but while growing up model those around them thus at times losing empathy for others on the way. Partaking in activities that enhance social-emotional learning can help appreciate the boundaries of others and to put oneself in someone else’s place before judging them. Communicating with each other in gatherings

and on one to one basis allows to work through problems and conflict resolution in workplace. Employers and institutions can arrange events for connection. Feeling connected can help the victims of bullying by displaying their social connectivity/acceptance to the bullies thereby making the bullies to retreat. Cultivating the ability to advocate on behalf of oneself is practicing kindness towards oneself which is the most important step in preventing bullying behaviors.

5. Identification of Bullying Behaviors

Bullying starts with eye rolling to detect the environment, prolonged staring at the victim, back turning, laughing/encouraging others to laugh at the victim, name calling, ignoring, causing physical harm, spying and stalking. Repetition of any of these behaviors or more lead to bullying which needs to be addressed before conflict sets in.

MODEL LESSON TRANSCRIPT

Name of the teacher : Standard : XI

Name of the school : Division :

Subject :Strength :

Unit :Duration :40 minutes

Topic: Bullying :Date :

LEARNING OUTCOME

1. Students identify bullying behaviors.
2. Students enlists different types of bullying
3. Students respond to bullying

Terms:

Bullying, Verbal bullying, Physical bullying, social bullying, mob lynching and cyber bullying

CONCEPT

Major concepts: Bullying, Bullying behaviors

Minor Concepts:

Verbal bullying, Physical bullying, Social bullying, Mob lynching and Cyber bullying

FACTS

1. Bullying is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort.
2. Bullying can take the form of physical contact, words or more subtle actions.
3. Not all aggressive behaviors are termed bullying.
4. Any behavior with two traits attached to it is considered bullying,
 - An imbalance of power
 - Repetition of bullying behaviors
5. Bullying can be broadly divided into three types
 - Verbal bullying
 - Social bullying and
 - Physical bullying
6. Bullying starts with
 - Eye rolling to detect the environment
 - prolonged staring at the victim
 - back turning
 - laughing/encouraging others to laugh at the victim
 - name calling
 - ignoring
 - causing physical harm
 - spying and
 - Stalking.

LEARNING AIDS

Newspaper cuttings, video clippings of bully actions like verbal abuse, negative comments online, online threats, mob lynching videos, videos of political vitriol

EXPECTED OUT PRODUCT

1. Students will prepare a flow chart on the bullying behaviors
2. Students will prepare a discussion note on the different types of bullying

3. Students will prepare a booklet on the rules to deal with bullying.

PREVIOUS KNOWLEDGE

Student knows the term bullying is used for aggressive behaviors intended to hurt someone.

<i>Teaching-Learning Practice</i>	<i>Response</i>
<i>Have you met your seniors, as a fresher in higher secondary school?</i>	<i>Yes</i>
<i>How was your experience?</i>	<i>Not pleasant always</i>
<i>Why do you think you became the victim of someone’s aggressive behavior?</i>	<i>I don’t have many friends. They felt that I was different.</i>
<i>Have you been in a situation where humiliating rumors were spread against you?</i>	<i>Yes</i>
<i>What was the intention behind the rumors?</i>	<i>It was intended to hurt.</i>

• **Bridging**

A form of a ggressive behavior in which someone Students repeat the definition intentionally and repeatedly causes another person injury of bullying or discomfort is called bullying.

• **Activity-1**

<i>Shows newspaper cuttings and videos of aggressive behaviors of people in various contexts.</i>	<i>Students list out the bullying. behaviors noticed in the news paper cuttings & videoto list out the negative behaviors noticed by them. clippings.</i>
<i>The students are divided into groups and asked to list out the negative behaviors noticed by them.</i>	
<i>Teacher ask students to prepare a flow chart</i>	<i>Flow chart of various bullying behaviors is prepared</i>

◆

- **Consolidation**

The teacher summarizes the bullying behaviors as follows Students check the flowchart

- *Eye rolling to detect the environment to find any missing*
- *prolonged staring at the victim*
- *back turning*
- *laughing/encouraging others to laugh at the victim*
- *name calling*
- *ignoring*
- *causing physical harm*
- *spying and*
- *Stalking.*

- **Review questions**

List the bullying behaviors commonly found in bullies?

- **Activity-2**

<i>Teacher shows the videos again and asks students to categorize the actions seen into different types of bullying after discussion.</i>	<i>Students discuss different types of bullying and categorize different types of bullying.</i>
<i>Teacher asks students to prepare a discussion note on the different types of bullying</i>	<i>Students prepare a discussion note on the different types of bullying</i>
<i>Students are asked to prepare a booklet on their own rules to deal with bullying.</i>	<i>Students prepare a booklet on rules to deal with bullying</i>

- **Consolidation**

Teacher summarizes different types of bullying Students check the discussion

- *Verbal bullying note to find any missing type.*
- *Social bullying and*
- *Physical bullying*

- **Review questions**

List the different types of bullying with examples?

- **Follow up Activities**

Prepare a case study on Cyber bullying

CONCLUSION

Some of the areas which need further research works are Attitude of Bullies towards the victims, Case studies on mob lynching, attitude of Cyber cell authorities towards cyber bullying and Statistics on punishment of reported bullying cases. Bullying can have a negative life-long effect on the victims. Instead of waiting for bullies to mature training for appropriate behaviors at a young age can help reduce the number of victims of bullying and rate of crime associated with bullying.

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Adolescence Education

**Dinesh S.
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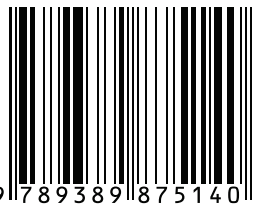
Bullying and victimization are the thrust concerns in researcher literature for the last three to four decades. Recently, the areas got higher attention and various researchers have started working on the same. At the same time, in India, studies on bullying are comparatively very few. There is a need of emerging studies in the field of student aggression and bullying. We hope that this initiative may facilitate the research on bullying to a great extent. This is a collection of papers contributed by a few researchers and scholars from various institutions of India. The edited book entitled "Adolescence Education" consists of 28 chapters of Teachers, Researchers, and Researchers from various part of India. They have contributed their ideas, researchers and reflections on different concerns on Bullying and victimization. This collection, of course is a colorful cluster of articles that may enrich the beginners in the field of child psychology. The papers are from various dimensions of major concern of Bullying and Aggression.

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