

DISSERTATION
ON
**"Analyzing Impacts and Changing Patterns of Traditional and
Cyberbullying Threats in Educational Institutions in
Bangladesh"**

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Monira Nazmi Jahan

Senior Lecturer

Department Of Law

East West University

Submitted By:

Marufa Sabrin

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DECLARATION

I, Marufa Sabrin, hereby declare that the research titled "Analyzing impacts and changing patterns of traditional and cyberbullying threats in Educational Institutions in Bangladesh" is original research pursued under the supervision of Monira Nazmi Jahan, Senior Lecturer, Department of Law at East-West University.

The copyright of the authors, whose works are cited in conducting the research, is duly recognized through proper citation. I further declare that this research is free from plagiarism and has not been submitted before any other university or institution for any degree or diploma. I, therefore, confirm that the research paper has been composed and authored solely by myself as a part of the fulfillment of the LL.B. degree at East-West University.

Date. 19 May 2022

Signature of the student

LIST OF ABBREVIATIONS

Short Form	Expansion
ICESCR	International Covenant on Economic, Social, and Cultural Rights
UDHR	The Universal Declaration of Human Right
BUET	Bangladesh University of Engineering and Technology
EEE	Electrical and Electronics Engineering
EWU	East West University
BTRC	Bangladesh Telecommunication Regulatory Commission
DSA	Digital Security Act, 2018
ITETA	Information Technology Electronic Transactions Act
ICT	Information and Communication Technology

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ABSTRACT

Over the last two decades, information and communication technology have contributed to Bangladesh's educational and cultural development. Teenagers utilize ICT to control their social experiences by engaging in negative communication activities such as cyberbullying despite all positive approaches. According to most educators, bullying in educational institutions is a growing problem in Bangladesh. Teachers and guardians do not entirely understand even bullying practices. Students are vulnerable to the negative impacts of bullying due to a lack of awareness and a lack of academic policy. A survey was conducted in order to determine the changing pattern of bullying issues among university students in Bangladesh. The study shows that 31.3% of students have experienced Traditional Bullying, and 25% experienced Cyberbullying. 43.5% of the participants experienced both forms of bullying 58.9% of students do not report it to their parents. This research aims to find out how university students see this phenomenon. Besides, highlight the existing laws regarding traditional and cyberbullying in Bangladesh. In addition, this study presents an incident handling methodology and some guidelines for preventing bullying.

Keywords

Cyberbullying, Traditional Bullying, Educational Institution, Educational Harassment Committee, Traumatized.

1 CHAPTER I: INTRODUCTION

1.1 Introductory Statement

An inconvenient fact of life is that it is merciless. People have mercy; Nature, on the other hand, has no understanding. We all have rules of conduct. The problem is that a recent trend (and possibly just a continuing propensity) is giving popularly politically correct labels to behaviors we do not like. Over the last decade, academics have become interested in the global issue of cyberbullying. Scholars worldwide have struggled to distinguish between cyberbullying and traditional bullying. To define bullying, we must first know what constitutes inappropriate conduct, which is often subjective. Bullying, in my opinion, occurs when someone engages in offensive behavior toward someone, and the victim is powerless to stop it. So basically, bullying is just about anything. It can be physical, emotional, mental, or authoritarian, so "bullying" can be "doing anything that a person does not like. That's a challenging route to go and one we should consider carefully before jumping to the conclusion that "something you do that I don't like is bullying." It's just a possibility. And it is here that all of our liberties must be respected. This research aims to learn about university students' perspectives, besides how bullying violates Human rights and the Bangladeshi Constitution's Fundamental rights. Moreover, this study explained the legal & criminological perspectives of Cyberbullying and Traditional Bullying and highlighted the existing laws regarding traditional and cyberbullying in Bangladesh. Finally, this paper presented an incident handling structure and suggestions for how bullying in educational institutions could be managed.

1.2 Literature Review

Bangladesh is attempting to become a prosperous and middle-income country by implementing the digital Bangladesh plan in every development sector, especially in education.¹ But it is a great matter of sorrow that students are bullied by their classmates,

¹ Brigadier General Md. Khurshid Alam, NDC, 'CYBERCRIME IN BANGLADESH:' Available At:<<https://ndcjournal.ndc.gov.bd/ndcj/index.php/ndcj/article/download/82/74/149>> [Accessed On: 20 November 2021]

seniors, and teachers in our educational institutions. However, we are only conscious of a few of these occurrences because most students do not tell their families about the incidents.² In the name of greeting new students, the renowned practice of traditional bullying has become a cruel tradition on academic campuses. Academics have become more interested in the global issue of bullying and tried to make a straight line between cyberbullying and traditional bullying. The topic of bullying has its vast area and has many sides to focus on. This paper tends to show the impacts and changing patterns of traditional and cyberbullying threats in Education in Bangladesh and, explains the legal & criminological perspectives of Bullying and highlights the existing laws regarding traditional and cyberbullying in Bangladesh. The qualitative method has been followed for conducting this research, including Statutes, Books, Articles, and Journals regarding traditional and cyberbullying. A survey has also been conducted among students of The Department of Law and Sociology at East-West University.

1.3 The Objective of the Research

In my thesis, I have tried to do a legal study on the overall scenario of cyberbullying & traditional bullying in the Educational Institute of Bangladesh. And also I have tried to find out some ways to combat this. In this study following objectives were taken into consideration:

- The current situation of traditional and cyberbullying threats at an educational institute in Bangladesh.
- Identify the criminology theory related to bullying.
- To highlight the existing laws regarding traditional and cyberbullying in Bangladesh;
- Suggestion for a comprehensive effort to control this type of illegal activity.

1.4 Research Question

- i) What are the criminological and victimological reasons behind bullying in educational institutions?

² Ibid

- ii) What are the changing patterns between traditional and cyber bullying in educational institutions?
- iii) What is the impact of bullying on victims?
- iv) Are the laws effective enough to stop bullying in educational institutions?
- v) What preventive measures should be taken to deter cyber and traditional bullying in educational institutions?

1.5 Research Methodology

It is mixed method research. Resources such as statutes, books has been used and a survey has been conducted as the primary sources of this research paper. The secondary sources are newspapers, blogs, websites, articles, cases, reports, and online journals. Also, based on the following research questions, this research has been conducted. As respondents, the Department of Law and Sociology of East West University students have been selected.

1.6 Limitation of the Study

In this research, time limitation was a big problem that I faced. So I couldn't touch on every aspect related to this topic. The topic of cyberbullying and traditional bullying has its vast area and has many sides to focus on. Despite the time limitations, a survey has been conducted only among the students of the Department of Law and Sociology at East West University. Besides, the author tried her best to do her research based on Books, Statute online journals, articles, and portals.

2 CHAPTER II: CONCEPTUAL FRAMEWORK

2.1 What is Bullying

Bullying is generally defined as a verbal, physical, or relational pattern of abusive behavior occurring in person or online.³ Bullies are often persistent, bullying for extended periods. It is not easy to be constantly afraid of the bully's next attack, what they will do, and how far they will go. Boys are more likely to use physical threats and deeds to bully, whereas girls are more likely to use words or relationships to tease.⁴

2.2 Types of Bullying

Bullying is when someone abuses another person verbally, mentally, or physically.⁵ It's not a one-time occurrence; the bully's dominance over the bullied individual is reinforced over time.⁶ One person or a group can do it in various environments, including work, family, and community. Bullying can come in multiple forms, affecting adults and children. There are mainly two types of bullying:

- Traditional Bullying
- Cyber Bullying

2.3 Traditional Bullying

Traditional bullying is mainly the physical form of bullying. Traditional bullying is one kind of offline, physically bullying. It's where the plans and attack someone. Traditional bullying is usually restricted to certain times, places and areas. This bullying shows the power she did; it's a target to bully someone that's why they feel upset, depressed, physically harmed, lonely, weak, and mentally stressed. Traditional bullying is more often

³ Jose A.Casas, Rosario Del Rey, Rosario Ortega-Ruiza, "Bullying and cyberbullying: Convergent and divergent predictor variables" 3, May 2013, Available At: <<https://doi.org/10.1016/j.chb.2012.11.015>> [Accessed on 30 March, 2022]

⁴ Ibid

⁵ "Difference Between Bullying and Cyber Bullying" Available at: <<https://askanydifference.com/difference-between-bullying-and-cyber-bullying/>> [Accessed on 15 March, 2022]

⁶ Ibid

done in private than in public. It's usually that many children and youth are generally involved in this form of bullying.

It also includes:

- Physical bullying: kicking, striking, pinching, shoving, tripping, and destroying property were the tangible form of Physical bullying. Physical bullying has carried immediate and long-term consequences.⁷
- Verbal bullying: Name-calling, insults, mocking, harassment, homophobic or racist language, and verbal abuse are all examples of verbal bullying. However, prima facie verbal bullying may seem harmless. First, it can quickly spiral out of control, affecting the particular target.⁸
- Social bullying: It is more difficult to identify social bullying and can happen behind the victim's back. Its purpose is to degrade or humiliate someone's social standing. For instance, continue to lie and spread rumors, use disrespectful facial or body gestures, give terrifying or scornful stares, and make obscene jokes to embarrass and humiliate others.; people are encouraged to exclude someone from social situations by encouraging them to do so. Putting someone's social position or reputation in question is also a form of social bullying.

2.4 Cyber Bullying

With the rapid progress of technology in recent decades, bullying behavior among adolescents is no longer limited to verbal bullying. Adolescents engage in aggressive conduct and a new form of bullying known as cyberbullying due to technological advancement. It has emerged as a problematic phenomenon in today's adolescent society. According to the Cyber Bullying Research Centre, Cyberbullying is described as "deliberate and repetitive harm done through computers, cellphones, and other digital equipment."⁹ Cyberbullying can utilize digital technologies such as computers, cellphones, social media, instant messaging, texting, and websites.¹⁰ Cyberbullying includes posting

⁷Abdelrahman Radi, Why should we stop bullying? December 26, 2021, WordPress, Available At: <<https://studentblog2022.wordpress.com/2021/12/26/why-should-we-stop-bullying/>> [Accessed on 15 March, 2022]

⁸ Ibid

⁹ Bullying - East Iredell Middle School Available at: <<https://eastmiddle.issnc.org/our-parents/bullying/>> [Accessed on 18 March, 2022]

¹⁰ Ibid

photos sharing private things and content and sharing personal and confidential information with someone. Many of them face problems, humiliation, and embarrassment for these reasons. Sometimes it crosses the line and violates laws and other online platforms. Bullying can occur at any time on the internet. It can happen publicly or privately, and only the victim and the bully are conscious of it. Threatening or rude texts, emails, posts, and images or videos are examples of cyberbullying. False and misleading rumors or gossip, online fraud, or the use of another's data are all examples of intentionally excluding others on Facebook, Instagram, Twitter, and WhatsApp, TikTok, among other social media platforms.¹¹

2.5 Difference Between Traditional and Cyberbullying

Traditional bullying vs. cyberbullying is not reasonably similar, but the difference is like night and day in today's generation. Although the emotional and contentious core is the same, cyberbullying takes a turn that our generation could never have imagined.

- Traditional bullying is a person being verbally, emotionally, or physically abused by another person. Still, cyber-bullying is defined as bullying that occurs via electronic devices such as cell phones and computers.¹²
- Traditional bullying occurs in the real world, whereas cyberbullying occurs online.¹³
- Traditional bullying occurs in a specific location, whereas cyberbullying can occur at any time and in any area.¹⁴
- Traditional Bullying can be prevented easily, whereas cyberbullying is challenging to avoid.¹⁵
- When compared to traditional bullying, cyberbullying can create a broader range of harm to an individual.¹⁶

¹¹ Ibid

¹²“Difference Between Bullying and Cyber Bullying” Available at: <https://askanydifference.com/difference-between-bullying-and-cyber-bullying/> [Accessed on 23 March,2022]

¹³ Ibid

¹⁴ Ibid

¹⁵ Ibid

¹⁶ Ibid

2.6 Statistics of Bullying

The annual bullying survey in the United Kingdom was conducted in 2018. Bullying has occurred to 22% of students, and 22% have witnessed bullying.¹⁷ According to National Center for Educational Statistics 2016, bullying affects more than one out of every five students in the United States, closely 20.8%. It has also been recommended that the United Kingdom and Bangladesh should pay more attention to bullying in educational institutes in their observations (UNVC, 2016). Bullying has climbed by 25% year over year, according to the annual bullying survey (2020).¹⁸ The political fallout is a crucial component; politicians' behavior influences how people conduct each other at educational institutions.

2.7 Bullying Threats in Educational Institutions of Bangladesh

Bullying is one of the causes of disturbance in higher education. Students who enroll in higher educational institutions in the hopes of pursuing a brighter future and accomplishing lofty goals are confronted with the peculiar practice of bullying shortly after arriving on campus, which causes their high ideals to vanish. They are subjected to physical and mental suffering at the hands of the student and older brothers, which can result in physical damage, destroyed hopes, and death. Bullying occurs in the classroom, the dining hall, the library, the hall room, the guest room, and other public areas on campus. Students who have been subjected to such bullying since arriving on campus want to reclaim what they have lost and experienced. According to news reports, more than 300 incidences of ragging have happened at various educational institutions during the last five years, hurting over 500 students physically and mentally.¹⁹ Twenty-seven such occurrences have occurred in higher education institutions in the previous several months.²⁰ This data is based on reports. Therefore, the unreported numbers could be higher.

According to UNICEF research, 35 percent of Bangladeshi adolescents aged 13 to 15 had been bullied for one or more days in the last thirty days or involved in a

¹⁷ The-Annual-Bullying-Survey-2020. Available at: <<https://www.ditchthelabel.org/wp-content/uploads/2020/11/The-Annual-Bullying-Survey-2020-2.pdf>> [Accessed on 15 March, 2022]

¹⁸ Ibid

¹⁹ Masum Billah, The bizarre practice of ragging in Bangladesh, Available at: https://www.theindependentbd.com/post/271867?fbclid=IwAR0rCycyGWLkZpEpzN_2szZ9j0-HkIdpae9tiNZO4GXqfCVZlz95hQ5VJu8 [Accessed on: April 02, 2022].

²⁰ Ibid

physical fight at least once in 2014.²¹ Bullying and abuse have become routine work in our society, causing thousands of people to struggle with depression and the desire to end their lives daily. In Bangladesh, just a tiny amount of research on bullying has been carried out. In July (2019), the High Court ordered the government to set up complaint boxes in academic institutions and teach students to submit complaints about disrespectful, unpleasant, and indecent behavior and intimidation.²² "Ragging and bullying are common worldwide," Education Minister Dipu Moni said, "but they are inconsistent with Bangladesh's ideologies and educational system." BUET's second-year EEE student was recently beaten to death by fellow students (2019, The Daily Star)²³. Also murdered was a college professor who spoke out against bullying. Protests erupted around the country in response to the killings.²⁴

2.8 Impact on Students who are bullied

Bullied students are more likely to:²⁵

- ❖ Feel disconnected from the institution and gradually dislike the institution.
- ❖ Academic performance reduced and started being absent.
- ❖ There are not enough good friends.
- ❖ Have a lower level of resilience and are more vulnerable.
- ❖ Feelings of loneliness and isolation, as well as depression and unhappiness.
- ❖ Have a low sense of self-worth.
- ❖ Have nightmares.
- ❖ Have a watchful or suspicious attitude toward others.
- ❖ Are more susceptible to depression and substance abuse.

Bullying is increasing the reasons for a person's suicidal risk are numerous and complex.

Bullying victims

²¹ (Dhaka Tribune, 2018). (PDF) Consequences of bullying on university students in Bangladesh. Available at: https://www.researchgate.net/publication/354529882_Consequences_of_bullying_on_university_students_in_Bangladesh [Accessed on: April 02, 2022].

²² Ibid

²³ Ibid

²⁴ Bangladesh empowers mobile courts to stop 'Eve teasing', BBC News, Dhaka, Available at: <https://www.bbc.com/news/world-south-asia-11728027> [Accessed on: April 01, 2022].

²⁵ What is bullying? Victoria State Government Education & Training Available At: <https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.aspx> [Accessed on: April 01, 2022].

and students who have been both targets and participants in bullying have a higher risk of suicide in extreme circumstances.²⁶ It's essential to recognize that bullying victims' families can be affected in various ways. It caused more stress for the entire family because they were unsure how to support their child or what assistance to give them.

²⁶ Ibid

3 CHAPTER III:

CRIMINOLOGY AND VICTIMOLOGY THEORIES AND THE LEGAL REGIME OF BULLYING IN BANGLADESH

3.1 CRIMINOLOGY THEORY

According to psychological theories of crime, criminal behavior results from individual variances in thought processes. Various reasons, such as lousy conscience, emotion, immaturity, insufficient childhood socialization, and maternal deprivation, can explain differences between individuals.²⁷ There are many different psychological theories, but they all presume that people's thoughts and feelings influence their actions. As a result, mental illness may lead to criminal behavior.

3.1.1 Low Self-Control and Bullying

In the view of Gottfredson and Hirschi, the primary cause of criminal and criminal-like activities is low self-control.²⁸ People who lack self-control are more likely to want immediate gratification, be physically active, be insensitive to others, and have limited cognitive and intellectual abilities. According to Gottfredson and Hirschi, effective parental behaviors have a significant impact on the development of self-control.²⁹ Overall, parenting styles impact a child's self-control, influencing deviant and criminal behavior. Despite the theory's recent development, a large body of research has consistently found a significant positive association between low self-control and lousy behavior.³⁰

3.1.2 Differential Association Theory and Bullying

According to the differential association theory (Sutherland, 1947), delinquent and criminal actions are adopted the same way as law-abiding habits.³¹ Individuals who socialize with delinquent peers or deviant parents are more prone to delinquent and

²⁷ Moon B, Hwang H-W, McCluskey JD. Causes of School Bullying: Empirical Test of a General Theory of Crime, Differential Association Theory, and General Strain Theory. *Crime & Delinquency*. 2011. Available at: <https://journals.sagepub.com/doi/abs/10.1177/0011128708315740>. [Accessed on 21 April, 2022]

²⁸ Ibid

²⁹ Ibid

³⁰ Ibid

³¹ Ibid

antisocial behaviors. Individuals learn techniques for committing criminal or delinquent behaviors and motives and attitudes that promote criminal and antisocial behaviors by associating with intimates such as parents and friends who exhibit antisocial behaviors and have favorable attitudes toward violating laws. Sutherland claimed that the effects of associations on individuals differ depending on the frequency, duration, priority, and severity of the associations. Juveniles who hang out with delinquents are more likely to become involved in antisocial and criminal activities.³² Several researchers have looked into the connection between delinquent peer association, aggression attitudes, and bullying. Juveniles who socialize with bullies and have good attitudes regarding violence are more likely to engage in bullying; the behavior can be explained using differential association theory.³³

3.1.3 General Strain Theory and Bullying

There is a similarity between delinquency and bullying. According to the General Strain Theory, failure is caused by stress. Agnew (1992) augmented the sources of strain by classifying them into three main categories:³⁴

1. Inability to achieve desired objectives.³⁵
2. The loss of favorably valued stimuli and traumatic life events, such as the death of a parent.³⁶
3. Painful stimuli are presented to individuals in emotional and physical abuse, criminal victimization, or prejudice.³⁷

The primary argument of General Strain Theory is that strains induce negative emotions such as fury, anxiety, and melancholy, which influence misbehavior. When people are mistreated or are exposed to harmful stimuli, they develop unpleasant sensations, particularly wrath. In the same way, as many physically aggressive bullying acts such as punching, kicking, and slapping other pupils would be considered delinquent behavior. People may engage in delinquent activity to solve an issue or relieve their destructive emotions.

³² Ibid

³³ Ibid

³⁴ Ibid

³⁵ Ibid

³⁶ Ibid

³⁷ Ibid

3.1.4 Routine activities theory

Routine activities theory is an environmental, place-based interpretation of crime in which people's behavioral patterns and intersections in time and space determine when and where incidents occur. In the view of Cohen and Felson, crime is more likely to happen when motivated criminals and suitable targets meet in the absence of capable guardians.³⁸ Everyday activities are employed to investigate the risk variables for student victimization and the self-protective behavior of bullying victims.³⁹ Unlike most traditional criminological theories, which focus on offenders, Routine Activities Theory wants to explain why particular persons and situations are more likely to be affected by crime. Lawrence Cohen and Marcus Felson (1979) created the idea that three things must be present for a crime to occur: a motivated offender, the lack of a skilled guardian, and an appropriate victim.⁴⁰

³⁸ Lindsey M. Jerald, *Bullying Victimization, Target suitability, and Guardianship: a routine activities approach*, 2011. Available at: <http://dl.uncw.edu/etd/2011-3/jeraldsl/lindseyjeralds.pdf> [Accessed on: 22 April,2022]

³⁹ Ibid

⁴⁰ Ibid

3.2 THE LEGAL REGIME OF BULLYING IN BANGLADESH

3.2.1 Bullying violates the Constitution of Bangladesh

Bangladesh's primary directive is the Constitution. The Constitution aimed to establish a welfare state. According to the preamble, the state's main goal is to achieve a socialist society free of exploitation through democratic means.⁴¹ It also outlaws discrimination on the basis of sex, race, religion, and caste, among other things. It also ensures the freedom of the press and the right to freedom of expression for all citizens. According to Article 32 of the Bangladesh Constitution, one's life or personal liberty shall be taken away except by law.⁴² These two rights may be restricted. However, by the law, any restriction must be reasonable and for specific specified interests: these protected interests include 'decency, 'Morality,' 'defamation,' 'contempt of court,' and 'incitement to an offense,' among others. It ensures that everyone has the right to life, freedom, and security. The law protects every life. Nobody can kill a person intentionally or take revenge.

Moreover, everyone has liberty in their life. Bangladeshi Constitution provides this right. It is the fundamental right of the citizen. Right to life is not only to protect the energy but also it is protected from any offense and wrongful acts. Many crimes related to bullying sometimes violate the right to life.

3.2.2 Bullying Violates Human Rights

Every person has human rights. There are human rights of man which are essential to living in the world. Right to life is one of them. Bullying and Human Rights are interrelated with each other. When any bullying is committed, it violates some human rights. Right to life is the most infringed human right by bullying. The right to life was inserted in the Universal Declaration of Human Rights (UDHR) 1948. According to article 3, everyone has the right to life, liberty, and security.⁴³

Adolescents are the most sufferer of cyberbullying. They are humiliated in different ways by cyberbullying. These ways are false news, statements, obscene images,

⁴¹ The Constitution of the people's republic of Bangladesh 1972, Article 8.

⁴² The Constitution of the people's republic of Bangladesh 1972, Article 32.

⁴³ article 3, Universal Declaration of Human Rights (UDHR) Available at: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>[Accessed on: 22 April,2022]

videos posted on social media, etc. It directly hampers adolescent dignity in society. That is why they commit suicide for cyberbullying. They are forced to commit suicide. It is not intentional. It is a threat to the violation of the right to life. In this way, cyberbullying violates human rights.

Traditional bullying became a horrible tradition in the name of welcoming new students after residential, educational campuses were established.⁴⁴ Bullying is widespread in public universities and private universities, medical schools, and colleges linked with the National University. Ragging is the term for this sort of bullying. These forms of bullying are cruel, nasty, and inhuman, violating all decency and morality standards. Traditional bullying describes the state of ragging.

- **Abrar Fahad Murder Case:** On 7 October 2019, Abrar Fahad, a second-year EEE student, was beaten to death by activists from the Chhatra League at the campus's Sher-e-Bangla Hall for his social media post criticizing the Bangladesh-India deal on sharing the Feni River's water. All of the convicts were also BUET students. For the murder of fellow student Abrar Fahad, a Dhaka court has condemned 20 pupils to death and five others to life imprisonment.⁴⁵

- Five Khulna University English department students were punished for ragging. University officials gave them various punishments. They were punished for abusing juniors overnight in the hostel and for instigating each other by being present in the situation.⁴⁶

⁴⁴ Mohsena Akter Drishty, Bangladesh should introduce anti-ragging laws(2019) Available at: <https://www.observerbd.com/news.php?id=226098> [Accessed on 23 March, 2022]

⁴⁵ Ibid

⁴⁶The Daily star Bangladesh. Available at: <https://m.daily-bangladesh.com/english/Five-KU-students-punished-for-ragging/67567> [Accessed on 23 March, 2022]

3.3 Existing Legal Remedies to Combat Traditional Bullying

3.3.1 Penal Code 1860

Traditional bullying has some punishable sections under the Penal Code, 1860. The harassment amounts to criminal intimidation, threatening another with an injury to his person, reputation, property, etc. In that case, the person may be liable to punishment per the Penal Code 1860.

- ∞ According to section 109, whoever abets any offense shall be liable under this section.⁴⁷ Abetment is such an offense that can be inferred from the accused's conduct and attending circumstances of the case; it may be provided by oral, documentary, or circumstantial evidence.⁴⁸

- ∞ Section 143 talks about unlawful assembly; there must be a meeting of 5 people, he must intentionally join the discussion, knowing its object, and he must continue therein after having known. Whoever is trying to commit bullying in a group shall also be liable under this section. The punishment under this section is imprisonment maximum of six months, with a fine, or both⁴⁹.

- ∞ Section 290 talks about the punishment for public nuisance. Whether by such act or abstraction from doing any such action, any loss, danger, or nuisance was caused whether that loss, risk, or nuisance was pushed to the public in general. If a public nuisance is created during a traditional bullying act, the bully shall be liable under section 290. The punishment under this section is acceptable, which may extend up to two hundred takas.⁵⁰

- ∞ If the victim faces injury to the body, which causes hurt, grievous hurt, which causes bodily pain, torture, or deformation, the accused did it to cause hurt. Under sections 323 and 325 of the Penal Code, 1860, the punishment for simple hurt is imprisonment, up to one year, with a fine maximum of one thousand takas or both.⁵¹ And for causing

⁴⁷ Penal Code, 1860, Section 109.

⁴⁸ ACC vs Mehedi Hasan (Criminal) 67 DLR (AD) 137, 4. Belayet Hossein, Salena Akter, The Penal Code (5th Edition, Hira Publications, October 2016)

⁴⁹ Penal Code, 1860. Section 143

⁵⁰ Penal Code, 1860. Section 290

⁵¹ Penal Code, 1860. Section 323

grievous harm shall be punished with imprisonment for a term that may extend to seven years and liable to fine.⁵² During traditional bullying, if the victim faces any act that caused him to hurt or grievous hurt, then the bully shall be responsible under this section.

∞ Section 341 and 342 sets the punishment for wrongful restraint. If the accused restrained any person voluntarily, due to the obstruction of the accused that the person became unable to proceed in any direction in which that person has a right to move. Then the accused shall be liable under this section. The punishment for wrongful restraint is simple imprisonment extended to one month or with a fine which may extend to five hundred takas or both.⁵³ And the penalty for wrongful confinement is imprisonment of up to one year, with a fine maximum of one thousand takas, or both⁵⁴.

∞ Section 350 defines the criminal force. The defendant must employ force against the complainant. He did so on deliberately and without the complainant's consent. The accused did so to commit an offense or to cause or with the knowledge of the likelihood of causing injury, fear, or annoyance to the complaint. Furthermore, he received no grave and sudden provocation from the complaint.⁵⁵ If the victim gets criminal force from the bully during traditional bullying, he shall be liable under this section.

∞ Assault is defined under section 351. Mere words do not amount to an assault. However, the term a person uses may give to his gesture or preparation such a meaning as may make those gestures or preparation amount to an assault.⁵⁶ A mere threat to use force if a person persists in the course of conduct does not amount to an assault. The punishment for assault is imprisonment for a term that may extend up to three months or a fine that may extend to five hundred takas or both.⁵⁷

∞ When the bullying is related to sexual offenses, the victim can file a case under sections 354 and 509. Even unnatural crimes are stated under section 377, extortion in section

⁵² Penal Code, 1860. Section 325

⁵³ Penal Code, 1860. Section 341

⁵⁴ Penal Code, 1860. Section 342

⁵⁵ Penal Code, 1860. Section 350

⁵⁶ Penal Code, 1860. Section 351, Belayet Hossein, Salena Akter, The Penal Code (5th Edition, Hira Publications, October 2016)

⁵⁷ Penal Code, 1860. Section 352

384, criminal trespass in section 447, and criminal intimidation under sections 504 and 506.⁵⁸

∞ Section 500 provides punishment for defamation. If the accused made or published any imputation, it was concerning the complaint whether that imputation directly or indirectly amount defamation. Any physical or psychological humiliation is punishable under the 500 Penal Code 1860.⁵⁹ Whoever defames another shall be punished with imprisonment up to two years, fine, or both.⁶⁰ If the bully's behavior, words, and visual representation harm the victim, he shall be liable.

3.3.2 Dhaka Metropolitan Police Ordinance, 1976

The Female victim of traditional bullying can get remedy under this act. Section 76 penalizes insulting or annoying any woman by using indecent language, sounds, gestures, or remarks in any street or public place. The maximum punishment is one year in jail, a fine, or both.⁶¹

Despite the prevalence of the features mentioned above, Traditional bullying is not criminalized in Bangladesh. Although Bangladesh has never attempted to enact anti-bullying legislation, the time has come to make such behavior illegal. In the case of Abrar Fahad, during the hearing, the court stated that it had given the accused the harshest punishment possible to prevent a repeat of the incident. Death, a writ of prohibition against student politics and ragging, was filed.⁶² However, no demand for anti-bullying legislation was raised. Bullying is illegal in many neighboring countries, India and Sri Lanka. The All India Council for Technical Education (Prevention and Prohibition of Ragging in Technical Institutions, Universities, and Deemed to be Universities offering technical education) Regulations 2009 are examples.⁶³

⁵⁸ Penal Code, 1860. Section 384,447,504,506,

⁵⁹ Penal Code, 1860. Section 499.

⁶⁰ Penal Code, 1860. Section 500.

⁶¹ Dhaka Metropolitan Police Ordinance, 1976, Section 76,

⁶² Mohsena Akter Drishty, Bangladesh should introduce anti-ragging laws(2019) Available at: <https://www.observerbd.com/news.php?id=226098> (Accessed on 23 March, 2022)

⁶³ Ibid

3.4 Existing Legal Remedies to Combat Cyber Bullying

It is undeniable that cyberbullying has had a massive impact on the sociocultural, socioeconomic, and criminal justice system demography. As this is one of the comparatively newer forms of crime, nations have taken the time to take necessary legal actions to prevent this form of corruption. During the early part of this century, Bangladesh also passed laws to confirm digital security. The first law relating to combat cybercrime was passed in 2000 named as "Information Technology Electronic Transactions Act" or "ITETA 2000"⁶⁴ Going back to the history of passing this law, an online report from the law commission of Bangladesh has stated such "As more and more activities today are carried out by electronic means, it becomes more and more important than evidence of these activities be available to demonstrate legal rights and obligations that flow from them."⁶⁵ Followed by the law of ITETA 2000, the Government of Bangladesh enacted the 'Bangladesh Tatha O Jogajog Projukty Ain 2006', also known as 'ICTA 2006'⁶⁶ ICT Act 2006 in Bangladesh's cyberbullying law. The ICT Act of 2006 was mended twice in 2008 and 2009. This law contained several provisions for the development of information technology and brought the cyber criminals within the ambit of criminal jurisdiction for the first time. According to the Act of 2006, the individual who bullies the victims is considered a perpetrator. On the other hand, the Cyber Security Act was passed in 2015 for the same goal. In 2018, the most recent Digital Security Act was passed.

3.4.1 Information and Communication Technology (ICT) Act 2006

A person who willfully makes and publishes a personal (intimate) photo without another person's permission may be sentenced to ten years in imprisonment or a fine not exceeding ten lakh under Section 14 of the Cybersecurity Act.⁶⁷ Suppose a person sends an electronic message to deceive that materially misrepresents and harms the person concerned. Under Section 15 of the Act, anyone who stores child pornography or child pornography on a

⁶⁴ Brigadier General Md. Khurshid Alam, ndc, psc, 'CYBERCRIME IN BANGLADESH: IMPLICATIONS AND RESPONSE STRATEGY' Available At: <<https://ndcjournal.ndc.gov.bd/ndcj/index.php/ndcj/article/download/82/74/149>> [Accessed 20 November 2021]

⁶⁵ FINAL REPORT ON THE LAW OF INFORMATION TECHNOLOGY' <<http://www.lawcommissionbangladesh.org/wplit.html>> [Accessed On: 25 November 2021]

⁶⁶ Supra 25

⁶⁷ Information and Communication Technology Act, 2006. Section 14.

computer or computer system faces a maximum penalty of ten years in imprisonment or a fine of ten lakh. ⁶⁸

3.4.2 Pornography Control Act, 2012

Section 8 (I) of this act penalizes manufacturing pornography, agrees to supply participants to produce pornography, or forces any person to participate in such production. The maximum punishment is seven years in jail and a fine of Taka two lakhs. Section 8 (ii) penalizes harming a person's social status, blackmailing, or inflicting emotional abuse on a person using pornography. The maximum punishment is five years in jail and a fine of Taka two lakhs. ⁶⁹

3.4.3 Nari O Shishu Nirjatan Daman Ain 2000

Female students have a higher risk of cyberbullying. They can also file a case under this act. Section 10 penalizes 'sexual oppression, including any "indecent gesture." Section 14 penalizes the publication of the identity in the media of a victim of any offense under this Act. The punishment is up to two years in jail, a fine of Taka one lakh, or both.⁷⁰ Section 9A penalizes causing or abetting the suicide of a woman. The penalty is five years and a maximum of ten years in jail and a fine.⁷¹

3.4.4 Bangladesh Telecommunication Act, 2002

Sending any vulgar or indecent message is punishable by six months in prison or a fine up to 50,000 takas under Section 69.⁷² Section 70 punishes anyone who causes annoyance or inconvenience to another through telephone calls. The maximum penalty is Taka 25,000 taka and, in default of payment of the fine, jail for up to three months.⁷³

⁶⁸ Information and Communication Technology Act, 2006. Section 15.

⁶⁹ Pornography Control Act, 2012. Available At: <http://bdlaws.minlaw.gov.bd/act-1091/section-41881.html> [Accessed on 23 April, 2022]

⁷⁰ Nari O Shishu Nirjatan Daman Ain, 2000, Section 14.

⁷¹ Nari O Shishu Nirjatan Daman Ain, 2000, Section 9A.

⁷² Bangladesh Telecommunication Act, 2001. Section 69, Available At: <http://old.btrc.gov.bd/telecommunication-act-2001-english> [Accessed on 23 April, 2022]

⁷³ Bangladesh Telecommunication Act, 2001, Section 70.

3.4.5 Digital Security Act, 2018

The Digital Security Act of 2018 has discussed numerous punitive provisions to prevent cybercrime. In 2018, the Digital Security Act was passed. This Act was created to ensure digital safety and utilize digital means to detect cybercrime and restrict, demolish, and penalize it. The following are the most relevant sections: The latest law passed to prevent a more extensive range of illegal cyber activities is known as 'Digital Security Act 2018. In addition, any content existing on the internet or any other online platform that can be deemed as pornographic or socially inappropriate according to the government can be sentenced by fines or imprisonments of different lengths according to this law. The Digital Security Act discourages individuals from making defamatory or insulting comments to others.

- ∞ Under Section 29 of this Act, anyone who publishes or disseminates defamatory information would be punished by imprisonment up to three years or a fine maximum of five lakhs.⁷⁴
- ∞ Section 34 of the statute states it will be regarded as a crime if someone hacks. For committing the offense, he will be punished with a maximum of 14 years in prison, a fine of not more than Taka 1 crore, or both.⁷⁵
- ∞ Under section 24, Anyone who publishes or sends offensive, false, or fear-inducing data information via any website, computer, or social media with the intent of deceiving or fraud to gain some advantage for themselves or another person, to acquire property, or to harm a person by using another person's identity will be punished.⁷⁶
- ∞ Under section 25, anyone who publishes or sends offensive, deceptive, or fear-inducing data information via any website, computer, or social media violates section 25. Despite knowing that such information will be published, committing such an act might lead to a person's denigration. Such behavior is an offensive act⁷⁷
- ∞ Under section 26, illegally using a person's identity like physical information, external, biological information, parents' name, national identity, etc., are available with the excellence of technology. Using such information illegally or without consent is a criminal offense.⁷⁸

⁷⁴ Digital Security Act, 2018. Section 29.

⁷⁵ Digital Security Act, 2018. Section 34.

⁷⁶ Digital Security Act, 2018. Section 24.

⁷⁷ Digital Security Act, 2018. Section 25.

⁷⁸ Digital Security Act, 2018. Section 26.

∞ Under section 34, hacking is defined as the destruction or formatting of any data information. Hacking shall be regarded as a criminal offense and will result in 14 (fourteen) years in prison, a fine of Tk.1 (one) crore, or both.⁷⁹

⁷⁹ Digital Security Act, 2018. Section 34.

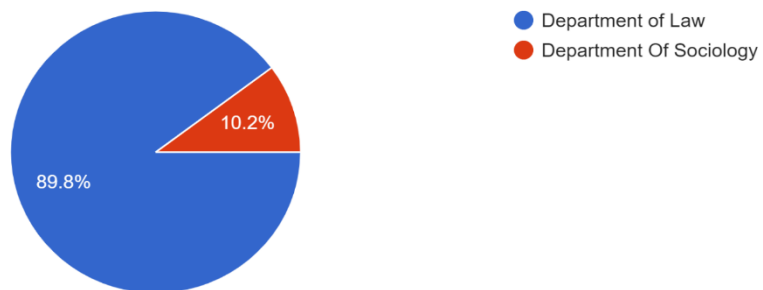
4 CHAPTER IV: ANALYSIS REGARDING BULLYING IN EDUCATIONAL INSTITUTIONS

A survey has been conducted among students of The Department of Law and Sociology at East-West University. This survey aimed to discover the impacts and the changing patterns of Traditional and Cyberbullying offenses. Also, by doing this survey, we got to know what students suggest to improve the bullying situation in an educational institute. The Survey was conducted officially. All the respondents respond using their institutional email addresses. There are 138 responses collected.

4.1 Analysis of the Survey Questions:

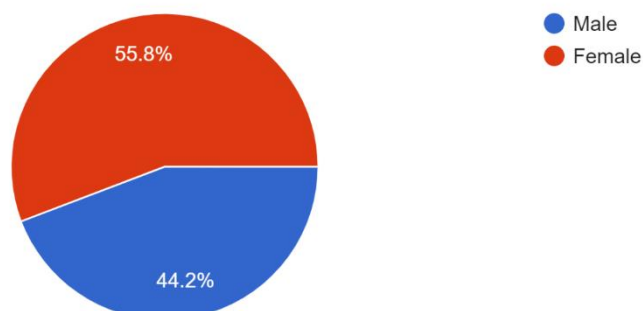
Most of the respondents are from the Department of Law. 89.8% of responses came from the Department of Law, and the rest, 10.2%, came from the Department of Sociology.

Your Department?
137 responses



The participants are 55.8% Male and 44.2% Female students.

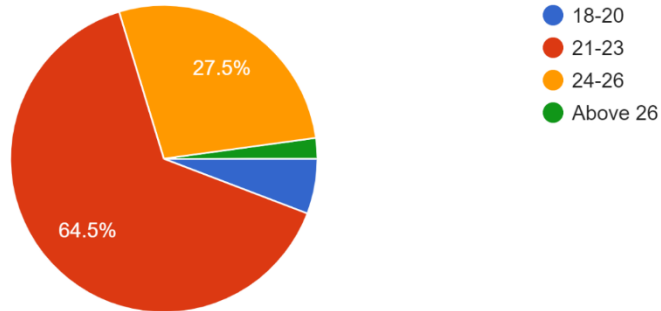
Your Gender?
138 responses



Most of the participants were between the ages of 21-23. Students 18-20 and 24-26 have also participated. A very few responses are from above 26 age.

Your Age?

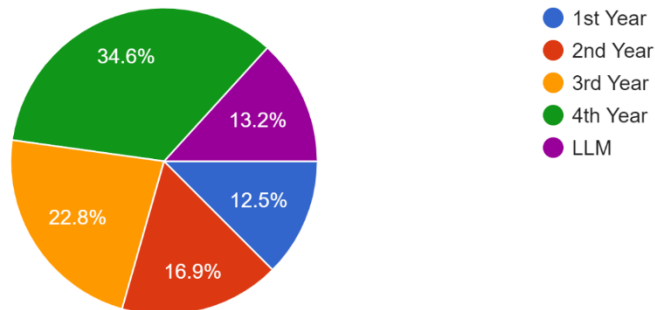
138 responses



Most of the participants are 4th-year students besides 1st, 2nd, 3rd, and a few LL.M students also participated in this survey.

Your level of education ?

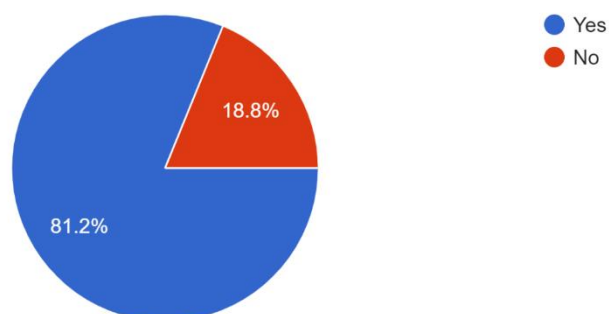
136 responses



A large number of participants, 81%, have experienced bullying in their life.

Have you ever faced any types of bullying ??

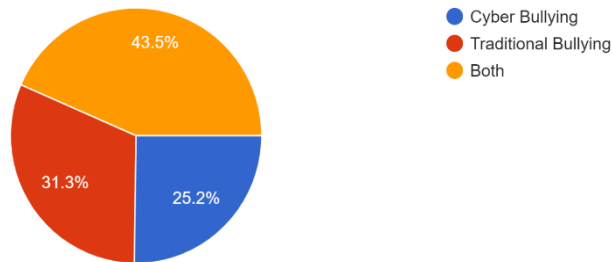
138 responses



4.2 Different Forms of Bullying experienced by the Students:

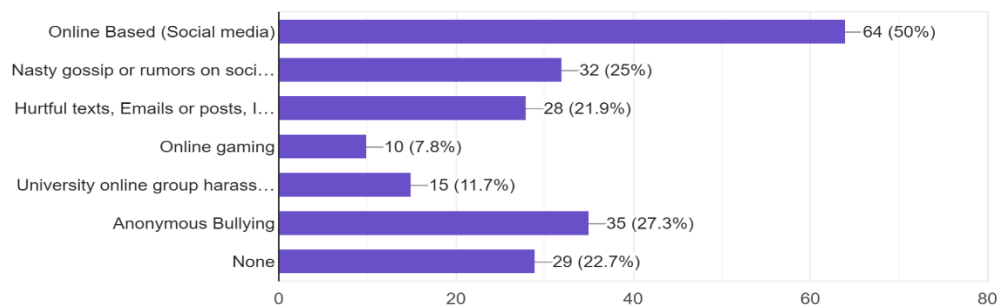
Among the participants, 31.3% of students have experienced Traditional Bullying, and 25% experienced Cyberbullying. Most of the participants experienced both forms of bullying.

If yes, which kind of bullying you have faced?
115 responses

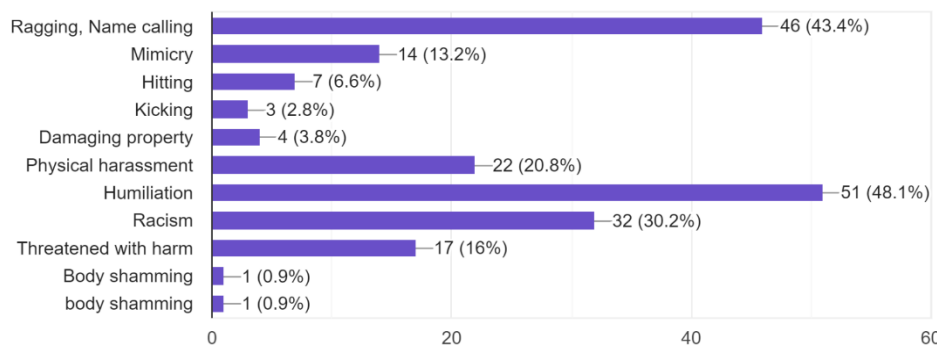


Most students are faced Social Media Based Cyber Bullying. Besides, 27% of the respondents met Anonymous Bullying, 25% faced nasty gossip and rumors, and 11.7% of students faced university online group harassment. Most of the students experienced Ragging and Humiliation. Many students also faced racism, Physical Harassment, Mimicry, and threatened harm.

Which kind of Cyber bullying you have faced?
128 responses

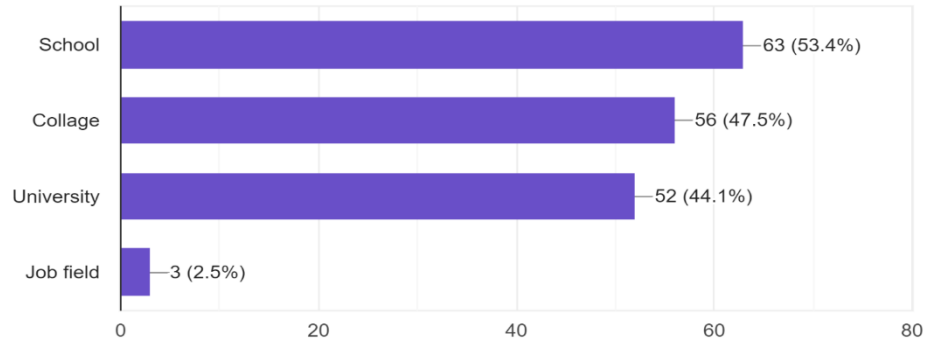


Which kind of Traditional bullying you have faced?
106 responses



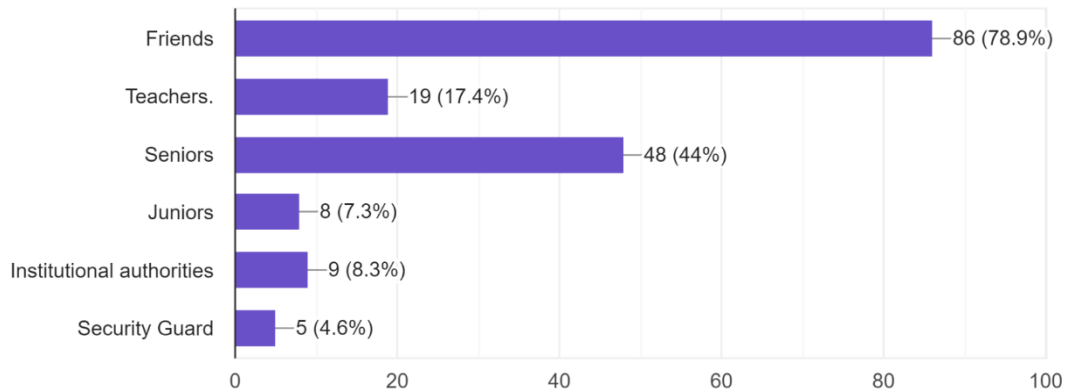
53.5% of the students faced bullying in their school. Besides, many students met it in College and University, and few participants experienced it in their job fields.

In which stage of your life you have faced cyber bullying and Traditional bullying ?
118 responses



Bullying from friends was experienced by most students (78.9%). A large number of respondents experienced it from their seniors and teachers. Few participants also faced bullying by the juniors, institutional authorities, and Security guards.

You have faced cyber bullying and Traditional bullying by:
109 responses

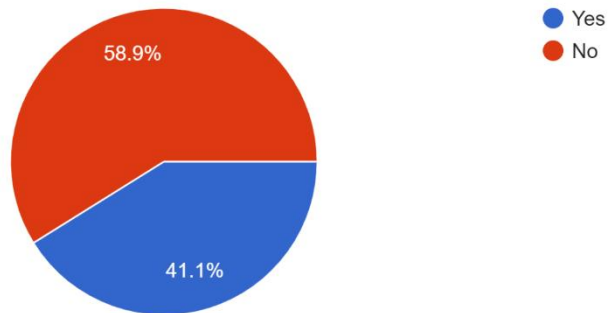


4.3 The reaction of the participants after facing Bullying:

58.9% of students shared this incident with their parents or someone close to them, but many participants didn't share it. Besides, Most of the students didn't raise their voices after facing bullying.

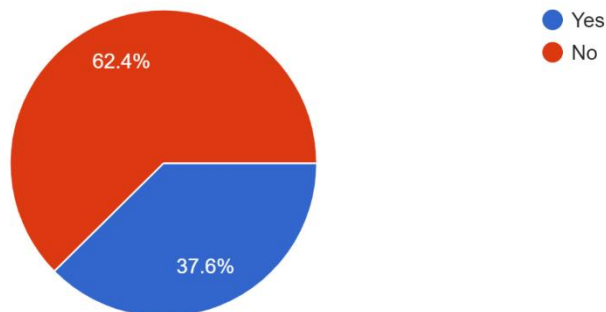
Do you share this bullying to your parents or any other person close to you?

124 responses



After facing this Cyber and Traditional bullying, did you raise your voice?

125 responses



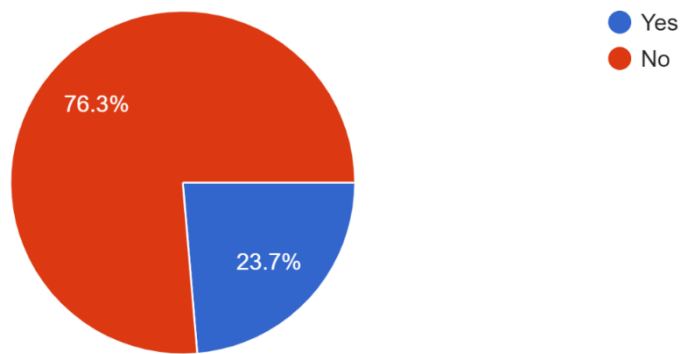
Some of the students tried their best to oppose the crimes. Many complained against those culprits to the higher authorities and cut them from their lives. Besides, they shared this with their parents and took action against the bully. Some of the participants Found and beat the Bullied back. They talked with them to disclose why they were bullying, and most of the participants stopped talking to them and discontinued their friendship. Some of them spoke to their friend and got support from friends.

4.4 Bullying in Academic Area

23% of the participants face bullying in the area of East-West University. And a very few participants complain against them to the authority of the University. A few participants get proper Remedy from the administration. Some participants responded that the authority did nothing when they complained against them. One of the participants said that the bully was one of the messengers of the university, and the administration suspended him for one month. Moreover, the authority often said further you faced any hassle. Then they will take action against the bully. And they call him and talk to him.

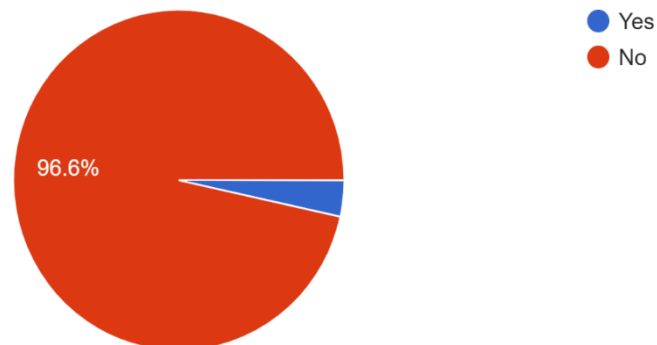
Did you faced cyber or traditional bullying in the area of East West University?

131 responses



Did you complain against this bullying in the authority of East West University?

116 responses

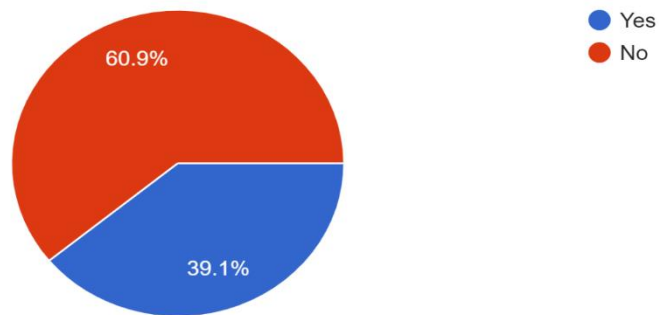


4.5 The Impact of Bullying in Academic Life:

39.1% of participants said that Bullying affects their academic life. Some of the participants felt very shy and nervous came to University. It disturbed them to give their total concentration to study. Some students have gone through anxiety, depression, emotional stress, low self-esteem, social exclusion, addiction, and inappropriate behavior.

Did traditional bullying or cyber bullying affect of your academic life?

128 responses

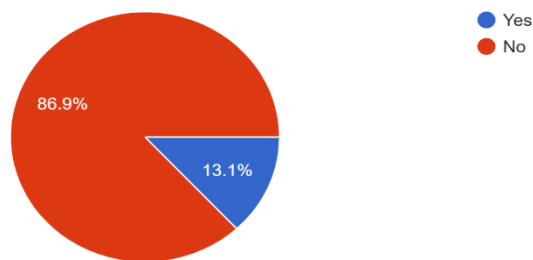


13% of the participants feel threatened to come to the university because of Bullying.

Most respondents think that cyberbullying is the most dangerous form of bullying.

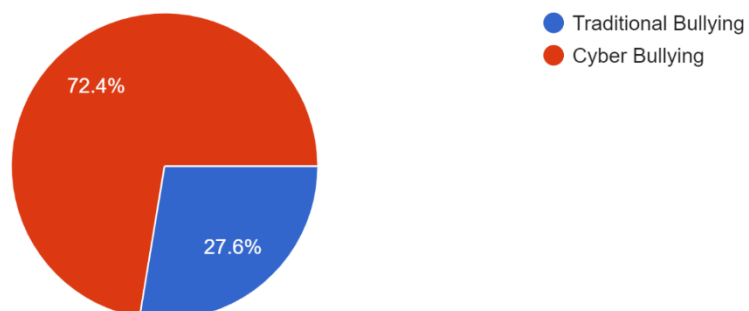
Did you ever feel threatened to come to the university because of cyber and traditional bullying?

130 responses



What do you think which is more dangerous?

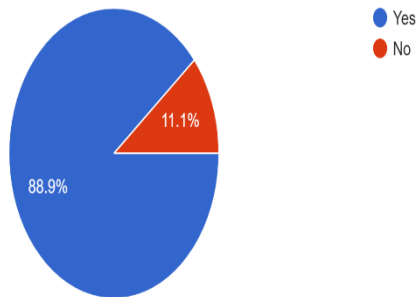
134 responses



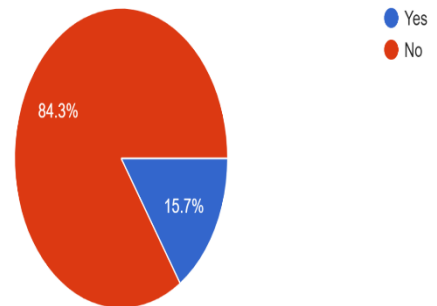
4.6 Legal Knowledge of the Participants.

Most of the participants, 88.9%, know about the Digital Security Act of 2018. But few of the participants have taken help under this act. 72% of respondents know the other rules and regulations to overcome their situation. Most of the participants are aware of the sexual harassment committee of East-West University.

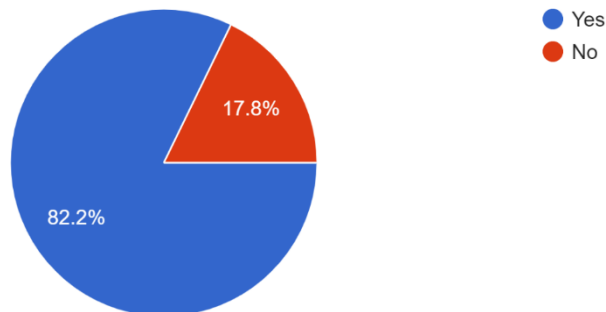
Do you know about Digital Security Act 2018?
135 responses



If your answer is yes, did you take any help under this act?
115 responses

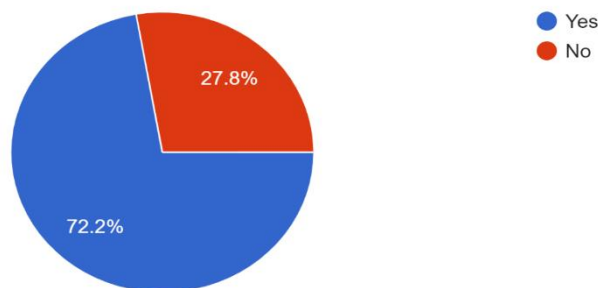


Are you aware about the sexual harassment committee of EWU?
135 responses



Do you know about other laws, rules, or solutions regarding this bullying for your protection or overcome your situation?

126 responses



4.7 Discussion

Most of the participants are from Academic legal backgrounds, but those with no legal experience were unaware of the law and its remedy. Perhaps they only know the law for this, but they don't know how to implement it or what implementation method when they need this type of activity. Some participants suggest creating awareness programs that inform the students about the Law and remedies and guide them through the implementation process.

4.7.1 Severity of Bullying

According to the survey results, approximately half of the students will experience cyberbullying and traditional bullying. Bullying by classmates, seniors, juniors, and teachers has a more significant impact on students. According to most responders, Cyberbullying is significantly more damaging than traditional bullying.

4.7.2 Causes of Cyberbullying

In the case of Cyberbullying, the victim doesn't know the bully. Cyberbullying is primarily motivated by anonymity. One of the most common causes of cyberbullying is jealousy and attention-seeking. People are frequently envious of others on social networking. Young people compete for the number of followers they have and the number of likes and comments they receive. Most of the time, the lack of knowledge of the internet or other intelligent devices causes the leak of sensitive information, and the bully gets chances for bullying. To minimize it, a small education system or class should be taken in every educational institute to teach how to use the internet correctly or be safe on the internet.

4.7.3 Causes of Traditional Bullying

Several participants think that we compare ourselves with others every time and try to establish our supremacy. Even in our friend circle, some friends try to dominate others. This intention of dominating others is not suitable for us. We don't like to accept our fault. We try to justify our actions by bringing some lame or void logic. Some of the participants worked on school bullying. Where children from classes one to five are also being bullied. Bullying culture is being created from infancy which has changed with age and culture. There are some situations where there is a law, a very few people are going to file any complaint cause this will not be beneficial enough. The system has to be changed.

5 CHAPTER V:

FINDINGS AND RECOMMENDATIONS

Many problems and questions need to be solved to prevent the changing pattern of bullying. In this chapter, those problems and some ways out have been discussed.

5.1 Findings.

- Ψ There is no crystal clear definition of cyberbullying and traditional bullying.
- Ψ Most students face bullying in their lifetime
- Ψ Bullying Violates Human rights as well as the Bangladeshi Constitution.
- Ψ There is no specific procedure for educators to identify bullies.
- Ψ Bullying by classmates, seniors, juniors, and teachers impacts students.
- Ψ As a bullying victim, students have gone through anxiety, depression, emotional stress, low self-esteem, social exclusion, addiction, and inappropriate behavior. It disturbed them to give their total concentration to study.
- Ψ Female students are highly vulnerable to sharing sensitive images, which can cause psychological and social harm.
- Ψ Students posted nasty comments or personal private images online after violent broken relationships.
- Ψ Anonymity is the leading cause of Cyberbullying.
- Ψ Because there is no anonymous procedure for reporting cyberbullying, many incidents go unreported.
- Ψ Students who are victims of cyberbullying may experience psychological and self-esteem disorders, leading to dropout or suicide.
- Ψ When using social media, students show a lack of respect for others.
- Ψ Traditional bullying made students more likely to drop out of school, be truant, or miss some classes throughout the academic day.
- Ψ Most of the participants are aware of the sexual harassment committee of East West University but very few of the participants are taking help under this committee. EWU will take appropriate measure to building awareness about the offences of sexual harassments but what about the bullying related offences? And there are no specific provisions for bullying under this committee.

5.2 Recommendations

According to the findings of this study and the opinions of other researchers, Bullying among students is an emerging concern in Bangladesh's new technological era. Bullying's psychological stress might interrupt a student's natural and regular path in life. As a result, additional research into the prevention and intervention of bullying in educational institutions is required. As part of an effort to assist students, the researcher offers policy-based recommendations for dealing with the problem at home and at university. The researcher also provides an incident command structure framework to combat bullying in educational institutions. The recommended anti-bullying solutions:

5.2.1 Prevention at Home

All the Parents should be aware of the dangers of cyberbullying and cooperate with their children to prevent it.⁸⁰ They can talk and learn about safe methods to utilize cyber technology at home. Adults must be conscious of what their children are doing online and offline. Establishing a good relationship with the children is essential in this situation. Parents must communicate with their children and spend time with them. They must be aware of the websites their children visit, the types of online activities they participate in, and their offline activities. If the parents are unsure about handling the situation, they can take the assistance of another responsible adult.

5.2.2 Prevention at the Academic Institution

Every educational institution has its own set of regulations for providing education to students. The college administration should establish a code of conduct for students. Anti-bullying rules could be incorporated into regular academic interactions. The following recommendations, adapted from existing anti-bullying policy and initiatives in other countries such as Australia, the UK, and Canada, should be considered by educational institutions⁸¹:

⁸⁰ Campbell, M. (2005). Cyber Bullying: An Old Problem in a New Guise? *Australian Journal of Guidance and Counselling*, 15(1), 68-76. doi:10.1375/ajgc.15.1.68

⁸¹ Khatun, Mst Yasmin. What are the Cyberbullying Issues among the College Students? Available at: <https://mail.google.com/mail/u/0/#inbox/KtbxLvHKPznKmFlIPpLPGZnmTZnvWVBFfL?projector=1&messagePartId=0.1> Accessed on 18 March, 2022

- ✓ The university authorities must implement disciplinary procedures against bullying as part of their autonomous body.
- ✓ Establish a crystal clear description of cyberbullying and traditional bullying.
- ✓ The measures and punishments will be taken against those who do not follow the rules.
- ✓ A provision to report and investigate bullying issues is included in the code.
- ✓ A declaration of duties and responsibilities for those who will be a part of the team.
- ✓ The actions and punishments that may be implemented in a misleading acquisition.
- ✓ Establishing an advisory team to whom students may report any types of bullying occurrences; ensuring an anonymous reporting procedure; and assessing bullying incidents on campus. The assessment will establish the frequency of bullying episodes and their consequences.
- ✓ Creating disciplinary panels to take prompt and effective action against bullying, declaring bullying a cognizable offense, and prescribing harsher punishments, such as expulsion from the institute without the possibility of re-admittance, and whatever else the rules makers see appropriate. Worth mentioning that EWU already has sexual harassment committee. But very few students are taking help under this committee in case of bullying related offences because of the lack of provisions for bullying. To encourage the students Workshops, Seminar are necessary to conduct regularly. And a specific provisions for bullying which determine the bullying related offences should be implemented.
- ✓ Provisions for determining whether or if their preventive elements are practical.

5.2.3 Prevention from the Government

Bullying is a form of social impotence. Students cause an issue in which the sufferers are also students. As a result, the students are also responsible for coming up with solutions. Furthermore, each of the state's three organs must play in the fight against bullying. **Vishwa Jagriti Mission President vs. Central Government Cabinet Secretary** Case was a landmark verdict,⁸² Some excellent principles were suggested to stop traditional bullying, which should empower our judges to display judicial activism at this critical time. Bullying prevention is a significant government obligation.

⁸² Available At: <https://indiankanoon.org/doc/301513/> [Accessed on 28 April 2022]

- The government might establish a toll-free anti-bullying helpline to assist bullying victims.
- An Anti-Bullying website may be created where registered bullying complaints and the status of the measures taken could be recorded.
- For filing the complaint, the anti-bullying mobile application should be made available.
- The media should be used to raise awareness among students and parents.

CONCLUSION

Bangladesh is attempting to become a prosperous and middle-income country by implementing the digital Bangladesh plan in every development sector, especially in the education system, to achieve the current government's Vision 2022. ICT will assist in the socioeconomic transition process. As a result, children's increased internet usage and mobile devices necessitate a collective campaign involving educators, parents, and students to guarantee responsible communication technology use. To deal with bullying events, academic authorities should control reporting mechanisms. At the same time, family members, students, and adults must be informed so that they may monitor whether their children are involved in bullying events. It is now essential that anti-bullying legislation be enacted and implemented and restore victims' rights. The government, teachers, parents, family, and society must become aware before another Abrer Fahad losses his life.

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ANNEXURE 1: SURVEY APPROVAL

Date: 25/04/2022

To

The Chairperson

Department of Law

East West University

Subject: Seeking permission to conduct a survey for my Law 406 dissertation among the students of law department.

Respected Sir,

This is to inform you that I am Marufa Sabrin, and I plan to conduct a survey among the students of the law department. The title of my research paper is: "Analyzing impacts and changing patterns of traditional and cyber bullying offences in Educational Institution in Bangladesh". For this survey, I have chosen the students of the department of law and the department of sociology of EWU as respondents. (case study).

The survey aims to analyze the impact and changing patterns of traditional and cyber bullying offences among varsity level students. This survey will help to attain practical knowledge about the changing patterns of bullying, which will be very useful for my research.

I am writing this letter to seek your kind permission to conduct the survey. The above-said survey could help me gain better knowledge about the changing patterns of bullying and strong my research

We look forward to a quick and positive response from your side.

Thanking you,

Yours Truly,

Marufa Sabrin

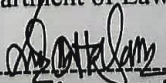
ID: 2017-2-66-045

Department of Law

Approved by

Dr. Md. Mehedi Hassan

The Chairperson
Department of Law



Signature 25/04/2022

Date: 25/04/2022

To

The Chairperson

Department of Sociology

East West University

Subject: Seeking permission to conduct a survey for my Law 406 dissertation among the students of Sociology department.

Respected Madam,

This is to inform you that I am Marufa Sabrin, and I plan to conduct a survey among the students of the law department. The title of my research paper is: "Analyzing impacts and changing patterns of traditional and cyber bullying offences in Educational Institution in Bangladesh". For this survey, I have chosen the students of the department of law and the department of sociology of EWU as respondents (case study).

The survey aims to analyze the impact and changing patterns of traditional and cyber bullying offences among varsity level students. This survey will help to attain practical knowledge about the changing patterns of bullying, which will be very useful for my research.

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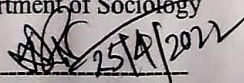
Department of Law

Approved by

Dr. Mumita Tanjeela

The Chairperson

Department of Sociology

 25/4/2022

Signature

ANNEXURE 2: SURVEY QUESTIONNAIRES

SURVEY QUESTION

1. **Gender?**
 - a. Male.
 - b. Female.

2. **Age?**
 - a. 18-20
 - b. 21-23
 - c. 24-26
 - d. Above 26 years.

3. **You're level of education?**
 - a. 1st year.
 - b. 2nd year.
 - c. 3rd year.
 - d. 4th year.
 - e. LLM

4. **Department name?**
 - a. Law
 - b. Sociology

5. **Have you ever faced any types of bullying?**
 - a. Yes
 - b. No

6. **If yes, which kind of bullying you have faced?**
 - a. Cyber bullying
 - b. Traditional bullying
 - c. Both

7. **Which kind of cyber bullying you have faced?**
 - a. Online based (social media)
 - d. Nasty gossip or rumors on social media
 - e. Hurtful texts, Emails or posts, image, videos on online
 - f. Online gaming.
 - g. University online group harassment

8. **If yes then which types traditional bullying you faced?**
 - a. Ragging, Name calling
 - b. Mimicry

- c. Hitting, kicking, damaging property
- d. Physical harassment
- e. Humiliation
- f. Intimation, racism.
- g. Others.....

9. In which stage of life you faced cyber bullying and Traditional bullying?

- a. School
- b. Collage
- c. University
- d. Job life.

10. You have faced cyber bullying and Traditional bullying by:

- a. Friends
- b. Teachers.
- c. Institutional authorities.
- d. Seniors
- e. Juniors
- f. Security guard

11. Do you share these bullying to your parents or any person, close to you?

- a. Yes
- b. No

12. After facing this cyber bullying and Traditional bullying, did you raised your voice?

- a. Yes
- b. No

13. If your answer is yes then what kind of action you take?

Statement.....

14. Did you faced cyber bullying in the area of East West University?

- a. Yes
- b. No

15. Did you complain against this cyber bullying in the authority of East West University?

- a. Yes
- b. No

16. If yes then what's types of remedy you get?

Statement

.....

17. What do you think which is more dangerous?

- a. Traditional bullying
- b. Cyber bullying

18. Did traditional bullying or cyber bullying affected of your educational life?

- a. Yes
- b. No

19. If yes then how it affect your educational life?

Statement.....

20. Did you ever feel threaten to come to the university because of cyber and traditional bullying?

- a. Yes
- b. No

21. Do you know about Digital security act 2018?

- a. Yes
- b. No

22. If your answer is yes did you take any help under this act?

- a. Yes
- b. No

23. Are you aware about the sexual harassment committee of EWU?

- a. Yes
- b. No

24. Do you know about others law, rules or solutions regarding this bullying for your protection or overcome your situation?

- a. Yes
- b. No

