

₹ 200

ISSN - 2249-555X

Volume : 1

Issue : 7

April 2012



Journal for All Subjects

[www.ijar.in](http://www.ijar.in)

Listed in International ISSN Directory, Paris.



ISSN - 2249-555X

# Indian Journal of Applied Research

## Journal for All Subjects

### Editor-In-Chief

**Dr A Kumar**

Director, College Development Council (CDC)  
Director, Internal Quality Assurance Cell (IQAC)  
Professor in Management,  
Department of Business Administration, Faculty of Management,  
Bhavnagar University,

### Editorial Advisory Board

**Dr. S. N. Pathan**  
Maharashtra

**Dr. SM. Ramasamy**  
Gandhigram

**Dr. M. M. Goel**  
Kurukshetra

**Dr. S. Ramesh**  
Tamil Nadu

**Dr Ramesh Kumar Miryala**  
Nalgonda.

**Dr. B. Rajasekaran**  
Tirunelveli

**Dr. A. R. Saravankumar**  
Tamilnadu

**Dr. Roy M. Thomas**  
Cochin

**Dr. G. Selvakumar**  
Salem

**Dr. Apurba Ratan Ghosh**  
Burdwan

**Dr. Shrawan K Sharma**  
Uttarakhand

**Dr. Sudhanshu Joshi**  
Uttarakhand

**Prof. (Dr.) B Anandampilai**  
Pudhukottai

#### Advertisement Details

Position	B/W (Single Color)	Fore Color
Full Inside Cover	₹ 6000	₹ 12500
Full Page (Inside)	₹ 5000	-

#### Subscription Details

Period	Rate	Discount	Amount Payable
One Year (12 Issues)	₹ 2400	Nil	₹ 2400
Two Year (24 issues)	₹ 4800	₹ 200	₹ 4600
Three Year (36 issues)	₹ 7200	₹ 300	₹ 6900
Five Year (60 issues)	₹ 12000	₹ 600	₹ 11400

You can download the Advertisement / Subscription Form from website [www.ijar.in](http://www.ijar.in). You will require to print the form. Please fill the form completely and send it to the **Editor, INDIAN JOURNAL OF APPLIED RESEARCH** along with the payment in the form of Demand Draft/Cheque at Par drawn in favour of **INDIAN JOURNAL OF APPLIED RESEARCH** payable at Ahmedabad.

1. Thoughts, language vision and example in published research paper are entirely of author of research paper. It is not necessary that both editor and editorial board are satisfied by the research paper. The responsibility of the matter of research paper/article is entirely of author.
2. Editing of the Indian Journal of Applied Research is processed without any remittance. The selection and publication is done after recommendations of at least two subject expert referees.
3. In any condition if any National/International University denies accepting the research paper published in IJAR, then it is not the responsibility of Editor, Publisher and Management.
4. Only the first author is entitled to receive the copies of all co-authors
5. Before re-use of published research paper in any manner, it is compulsory to take written permission from the Editor-IJAR, unless it will be assumed as disobedience of copyright rules.
5. All the legal undertaking related to Indian Journal of Applied Research is subject to Ahmedabad Jurisdiction.
7. The research journal will be sent by normal post. If the journal is not received by the author of research papers then it will not be the responsibility of the Editor and publisher. The amount for registered post should be borne by author of the research paper in case of second copy of the journal.

**Editor,**

**Indian Journal Of Applied Research**

8-A, Banans, Opp. SLU Girls College, New Congress Bhavan, Paldi,  
Ahmedabad-380006, Gujarat, INDIA

Contact.: +91-9824097643 E-mail : [editor@ijar.in](mailto:editor@ijar.in)

## INDEX

Sr. No.	Title	Author	Subject	Page No.
1	Current Issues In Indian Capital Market	Bhavin S. Shah	Accountancy	1-3
2	Accounting Standard (AS) 30 Accounting for Financial Instruments	Kalola Rimaben A, Chauhan Lalit R.	Accountancy	4-6
3	A Study on Lithology and Petrography of the Tipam Sandstones Exposed along the Tipong Pani River Section of Upper Assam Basin	Dr. Pradip Borgohain	Applied Geology	7-11
4	Study of Fluvial Geomorphic Features of the Lower Subansiri Basin, North-East India using Remote Sensing and GIS.	Dr. Uttam Goswami	Applied Geology	12-14
5	Sheared volcanics in the north of Pugging, East Siang District, Arunachal Pradesh	T. K. Goswami, P. Bhattacharyya, D. Bezbaruah	Applied Geology	15-18
6	Heavy Metal Biosorption Using A Biopolymer Chitin	D. Saravanan, P. N. Sudha	Chemistry	19-23
7	Impact of peripheral cues on rural consumer buying decision for FMCG products with special reference to Palitana (Gujarat)	Dr K.S. Vataliya, Bhavik .P. Parmar	Commerce	24-26
8	A Growth of Rural Postal Life Insurance in India [ A Study with special Reference to Dharmapuri District]	Dr. A. Vinayagamoorthy K. Senthilkumar	Commerce	27-28
9	Promotional Strategies for International Markets with respect to Agricultural Products	Dr. B. B. Bhosale	Commerce	29-30
29	Business Risk And Financial Risk - Indian Corporate Sector	Dr. M. Dhanabhakyam, P. Balasubramanian	Commerce	31-33
10	"Customer Relationship Management"- In Banking Industry	G.V. Kori, Sri. Basavaraj Huggi	Commerce	34-36
11	Role of Investment Banks and Institutions in Economic Development	Jitendra Dhirajlal Karia, Dr. (Prof.) Vijay Kumar Soni	Commerce	37-38
12	Nature Of Information Shared And Communication Methods Used In Small Manufacturing Firms	Vipul Chalotra	Commerce	39-41
13	China's WTO Accession: An Empirical Assessment of Merchandise Trade with India	Anjali Tandon	Economics	42-45
14	Regional Disparities - Social Sector Expenditure in Rural-Urban India	Dr. Shankar B. Ambhore, Dr. Ashok S. Pawar	Economics	46-47
15	(Presenting Thought About Industry, Trade And Co-operation Of Rajarshri Shahu Maharaj)	Dr. Ashok Shankarrao Pawar, Dr.Sunita J. Rathod	Economics	48-49
16	An Assessment On Poverty Alliviation Programmes In Rural India-A Case Study	Dr. Parvathamma G. L.	Economics	50-55
17	Liveability in Guwahati: A Factor Analytic Approach	Dr. Daisy Das, Dr. Ratul Mahanta	Economics	56-58
18	Backward Class Disparities in higher Education in India	Dr. Shankar B. Ambhore, Dr. Pawar Ashok S.	Economics	59-60
19	Revenue and Expenditure Pattern of Municipal Corporations of Punjab	Naresh Kumar	Economics	61-66

20	Livelihood Security of Traditional Fishermen of Kerala: Analysing and Identifying the Roles of Self Help Groups	(Dr.) D. Rajasenan, Rajeev B.	Economics	67-70
21	Levels and Types of Questions Raised by EFL Teachers In Southern Al-Mazar Directorate of Education	Dr. Jihad Al-Turki	Education	71-74
22	Issues And Recommendations Of National Knowledge Commission In Higher Education System	Vidhi Bhalla	Education	75-77
23	Multiple Sequence Alignment of Different Species	Perna, Pankaj Bhambri, Dr. O.P. Gupta	Engineering	78-82
24	Analyzing the Phylogenetic Trees with Tree- building Methods	Jasmine, Pankaj Bhambri, Dr. O.P. Gupta	Engineering	83-85
25	Low Power High Speed with Improved Noise Margin for Domino CMOS Inverter.	Pushpa Raikwal, Dr.Vaibhav Neema, Dr.Sumant Katiyal	Engineering	86-88
26	Analysis of Drag for an Aircraft Wing Model with and without Winglet	Mitul Patel, Sharvil Shah, Dharmendra Dubey	Engineering	89-91
27	Cognitive Radio	Chauhan Jayesh R.	Engineering	92-95
28	Problems In Teaching English As A Compulsory Subject	Prof. Madhvi R. Acharya	English	96-97
30	Financial Banking Is The Science Of Managing Money: Indian Financial System	Dr. Shailesh N. Ransariya, Dr. Shailesh N. Ransariya	Finance	98-100
31	Carbon Trading a Step towards Green Environment	Ashok R. Bantwa	Finance	101-102
32	Effect of Supplementation of A Multinutrient Chocolate Bar on Nutritional Status and Athletic Performance	P. Muhtulakshmi, Dr. M. Sylvia Subapriya	Home Science	103-104
33	Imperatives of Inclusive Growth for Sustainable Development of Indian Economy Post Globalization	Dr Mahalaxmi Krishnan	Indian Economy	105-107
34	RIGHT TO INFORMATION ACT AND THE ROLE OF PRESS, MEDIA & NGO'S	Dr. Krushna Chandra Dalai	Law	108-109
35	``Thesis: A Powerful Source Of Information``	Arvind M Bhadrashetty	Library Science	110-111
36	Present Day English and Inflections	Dr Syed Mohammed Haseebuddin Quadri	Literature	112-113
37	Jigsaw II: An Effective Strategy To Develop Reading Comprehension Of High School Students	Dr. P. Nagaraj, Sindhu Thamba	Literature	114-115
38	CAPITAL STRUCTURE ANALYSIS (An Empirical Study of Paper Mills in India)	Ashok Mundhra	Management	116-118
39	Emerging Trends In Indian Rural Market	Dr. N. Ramanjaneyalu	Management	119-121
40	Credit Card Usage in Coimbatore	G. Murali Manokari, Dr. R. Ganapathi	Management	122-126
41	Micro Credit – Two Sides of the Same Coin	R. Durga Rani, J. Gnanadevan, Dr. R. Ganapathi	Management	127-130
42	Work Place Stress and Yoga Therapy	K. Revathi, Dr. R. Ganapathi	Management	131-132
43	Customer's Satisfaction Towards Modernized Petrol Stations With Reference to Coimbatore City	Dr. R. Ganapathi	Management	133-137

44	Evaluation Tactics: A tool to evaluate success of corporate training programme	Dr. Shobha Dedhia	Management	138-140
45	A Preliminary Study On Issues And Challenges Faced In Measurement Of Social Media Return On Investment	Khushbu Pandya	Management	141-142
46	Profitability Analysis (A Case Study of Selected Public and Private Sector Companies)	Manish Manglik	Management	143-144
47	Performance Management System	S.Jayakrishna, N.Sainath, M.V.Subbareddy, N.Raji Reddy	Management	145-147
48	A Study On Organizational Culture In Bharath Heavy Eletrical Limited, Ranipet	S.Sridhar, D.Yuvaraj, V. Kandasamy	Management	148-150
49	Cost Effective Transportation	Sarada Prasanna Patra Dr. Manjusmita Dash	Management	151-154
50	A Study On Efficiency Of Outbound Training With Reference to Titan Industries, Hosur	V. Kandasamy, D. Yuvaraj, S. Ragothaman	Management	155-157
51	Performance Improvement Enhance The Efficiency	Vidya L. Hulkund	Management	158-159
52	Packaging- The Salient Seller	Vidya L. Hulkund	Management	160-161
53	An Empirical Study Of Student Satisfaction With Reference To Gujarat Technological University (Gtu)	Dr. Vijay K. Patel	Management	162-163
54	Maximizing Customer Profitability in Retailing Industry (Durable Goods) - Role of Analytical CRM -A Case Analysis	Dr.A.R.Krishnan, R.Selvamani	Management	164-165
55	Financial Inclusion - Role Of Banking Industry	Dr. K. Marutha Muthu, Ms.T. A.Tamilselvi	Management	166-167
56	The Growth of Self Help Groups in India: A Study	S.Ravi, Dr. P. Vikkraman	Management	168-170
57	Role of E-Banking	K. K. Devi	Marketing	171-172
58	Reasons after the war of going Green –Green Marketing	Kavita A. Trivedi	Marketing	173-175
59	Strongly Minimal Generalized Boundary	K. Chandrasekhara Rao, P . Padma	Mathematics	176-177
60	ACCESSORY RENAL ARTERY: A CASE REPORT	Archana U Shekokar, Vandana A Tendolkardolkar	Medical Science	178-179
61	Fibrinous Pericarditis: A Case Report	Vandana A Tendolkar, Archana U Shekokar	Medical Science	180-181
62	Social life, Addictions and Subjective Wellbeing of the Transsexuals	Seemanthini.T.S, Manjula. M. Y	Psychology	182-184
63	Using E-Content In Science Class: The Effect Of Treatment, Gender, And Their Interaction On Science Achievement	Suman Rani	Psychology	185-188
64	Bullying - Societal Curse- A Serious Issue	Latha Janaki. R, Dr.Kalyani Kenneth	Social Science	189-191
65	Factor Influencing Foetal Wastage	Dr. Dipti Bhavsar, Dr. C. D. Bhavsar	Environment	192-195
66	Approach Of Universilization Educational And Women Empowerment Of Rajarshri Shahu Maharaj	Dr. Ashok Shankarrao Pawar, Dr. Sunita J. Rathod	Economics	196-199



## Bullying - Societal Curse- A Serious Issue

\* Latha Janaki. R \*\* Dr.Kalyani Kenneth

\* Lecturer, School of Counselling, RGNIYD, Sriperumbudur, Tamil Nadu

\*\* Reader, School of Counselling, RGNIYD, Sriperumbudur, Tamil Nadu

### ABSTRACT

*"Bullying-A Societal Curse- A Serious Issue" is mainly focusing on the concept, various forms, the effect on the victims, the ways and means to prevent bullying and help the victim to cope effectively thereby enabling them to lead a healthy positive mental health. This paper reflects upon the scientific studies carried out throughout the world. This paper emphasizes on sensitizing the people involved in bullying and empowering the teachers, parents and society as a whole in providing a healthy and conducive environment to prevent the existence of bullying and the future generation lead a harmonious school life by adopting life skills education such as techniques of problem solving and conflict resolution in order to build peace in the universe and emerge as an effective and productive human being.*

### Keywords : Bullying, Effects of Bullying & Preventive Measures

#### INTRODUCTION:

"There is a light at the end of the tunnel but first you'll have to find the light switch and change the bulb before switching it on yourself. No problems, as targets of bullying are picked on for their competence and abilities." -Tim Field

Almost every day when you watch the news, read a newspaper, or surf the internet you find about an incident of bullying in schools. It is occurring at every class level and is creating havoc on the school children especially. The effect is not only on person being bullied, but on families, educational institutions and entire communities. The intensity and rapid speed of this epidemic spread has new weapons with the misuse of popular social media sites. Bullying can happen to anyone at any age. Being bullied at school, home, on mobile or online might involve someone pushing you, hitting you, teasing you, talking about you or calling you names.

#### DEFINITIONS OF BULLYING:-

\***Farrington (1993):** Bullying is repeated oppression of a less powerful person, physical or psychological, by a more powerful person.

\***Smith & Sharp (1994):** The systematic abuse of power.

\***Rigby (2002):** Bullying involves a desire to hurt + a harmful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and generally a sense of being oppressed on the part of the victim.

#### Nature of bullying: Bullying is:

- Intentional, deliberately hurtful
- Violates the rights of others
- Power imbalance between bullies and victims
- Target has hard time defending himself/herself
- Repeated over time
- Creates a hostile climate Source: (Hoover and Oliver, 1996; USDOE, 1998)

#### TYPES OF BULLYING:

\* Direct physical attack (hitting, punching, and kicking)

- \* Indirect physical attack [e.g. on belongings, property]
- \* Direct verbal attack [oral- name calling, taunting, making personal remarks through letter, text, email]
- ▲ Extortion Bullying - personal belongings.
- ▲ Exclusion bullying or Indirect verbal attack - making the victim feel left out, not speak to them, spreading rumors.
- ▲ Sexual bullying-Gestures.
- ▲ Racial Bullying
- \* Cyber bullying:
  - ▲ Modern extension of bullying. via the Internet, mobile phones or other cyber technology. This can include: (1) Sending malicious text, e-mail, or instant messages.
  - (2) Posting defamatory pictures or messages about others in blogs or on websites.
  - (3) Using someone else's user name to spread rumors or lies about someone.

WHO IS A BULLY? The bully appears confident, quick-witted, independent and bold. Seems to have an exaggerated opinion of their own self and rates them as a macho and tough. Usually spends less time at home and have fewer positive interactions with family members. This is due to effect of the parents may have bullied him/her as a child. It is essential that teachers be on the lookout for signs of bullying.

Characteristics of a bully: -Impulsive

- Needs to feel powerful, in control
- Believe he/she is superior to others
- Gets satisfaction inflicting injury and suffering on others
- Craves attention
- Lacks remorse
- Feels victims provoke attack and deserve consequences
- Refuses to accept responsibility for behavior.

The Victim: The victim is usually a shy, anxious, solitary, passive, timid and withdrawn who has inferiority complex, feels unable to cope on own and is submissive. He may be socially insensitive and ineffective. The victim generally enjoys home life and a close relationship with the family members. . Some victims may be passive or provocative, may have some learning difficulties. The former are withdrawn, dis tractable and tend to irritate others, display "vulnerable behaviors".

Why so? Studies state that all children are weak and depend-

ent at birth. They strive to make their mark by trying out their abilities, making the challenges on those closer to them, mostly the parents and other family members. If these efforts are met with understanding and endurance they are able to generalize their relationship with others. If they are avoided or cast out, remarked, criticized repeatedly with negative response, they lose confidence in them and may become withdrawn and anxious. On the other hand they look forward to seek compensation by degrading others through physical or verbal attack. Similar family experience could result in one child becoming a bully and other as victim.

**EFFECTS OF BULLYING:-**Bullying can lead to suicides, depression and violence. The bully as well as the victim needs help. The role of the school counselors or school psychologists is vital; they need the cooperation of the class teachers, subject teachers and the parents to make the bully and the victim to understand recognize the problem and be committed to solve it.

#### Impact of bullying on victims (School Children)

- \* Reluctant to attend school and often absent
- \* Insecure or depressed
- \* Difficulty concentrating on school work
- \* Suffer from low self-esteem, negative self-image, feeling ashamed and unattractive
- \* Victims do not report the bullying to adults/or wait a long time before reporting
- \* Feel shame
- \* Do not want to worry parents
- \* Fear retaliation for reporting
- \* Fear adults cannot/will not protect them.

#### The ways and means of identifying and assessing bullying in school:

- ⤴ Reports-teacher and parent through FGD (e.g.Olweus) Direct observations, incident reports, etc
- ⤴ Peer nominations maybe most reliable method for class based work.
- ⤴ Victims of bullying are more likely to suffer from common illnesses such as colds, sore throats and stomach problems.
- ⤴ Bullying against boys is a more frequent occurrence than by girls.
- ⤴ Around 10% of children have time off school due to bullying.
- ⤴ Up to 40% of children think teachers have no clue that bullying is happening within the school.
- ⤴ Almost one third of secondary school children have reported being the object of sexual jokes, gestures or comments.
- ⤴ By the average age of 23 children who had been bullied in school were found to still suffer from depression and stress related illnesses.
- ⤴ Approximately 15 percent "severely traumatized or distressed" and eight percent report being victimized at least once a week (Skiba & Fontanini, 2000).
- ⤴ 61.6% of students who are bullied are picked on because of their looks or speech (U.S. News & World Report, May 7, 2001).
- ⤴ Every day approximately 160,000 students stay home from school because they are afraid of being bullied (Vail, 1999; Banks, 2000).
- ⤴ Bullying peaks in sixth through eighth grades (Office of Juvenile Justice and Delinquency Prevention, 2001).
- ⤴ Girls tend to target other girls of the same age and take the form of teasing and social exclusion often more subtle and harder to detect(Olweus, 2002; Nansel et al., 2001; Underwood, 2003;NRCSS, 1999)
- ⤴ Girls are more likely to bully in a group (Kreidler, 1996) .

Student's Attitudes About Bullying: \*Varies with age—as students get older, they become more supportive of bullying and less likely to intervene.

- \* Girls tend to be more supportive of victims, but are not necessarily more likely to intervene due to

#### "Culture of silence".

Adult Responses to Bullying: Adults are often unaware of bullying problems (Limber, 2002; Skiba & Fontanini, 2000). 25% of teachers see nothing wrong with bullying or putdowns, and consequently intervene in only 4% of bullying incidents (Cohn& Canter, 2002). Students often feel that adult intervention is infrequent and/or unhelpful and they often fear that telling adults will only bring more harassment from bullies (Banks, 1997; Mullin-Rindler, 2003).

#### Anti-bullying Policy of the School:

Establishing anti-bullying policy, school-wide bully prevention program,.

A clear definition of bullying & unacceptable statement.

Positive conflict resolution, caring and respect is valued.

A description of how the school proposes to deal with bullies and victims.

Encouragement for students and parents to share concerns.

Assessing school climate: School climate shapes student behavior and learning. Identify the components of strong school climate and how they affect student behavior and learning. Change school culture; Use mentor ships, involve parents and other relationship-based strategies to promote productive student behavior and effective learning.

Classroom Level Interventions : Establish classroom rules against bullying. Create positive and negative consequences of bullying. Show positive reinforcement through appreciation and encouragement to the children and let them feel proud for not indulging in bullying.

- ⤴ Stay away from bullies
- ⤴ Tell someone
- ⤴ Avoid bad situations
- ⤴ Make friends
- ⤴ Project confidence

Individual Level Interventions (specific to a bully) - Serious talks (possible referral to therapy) with students who are victimized; Involve the parents; Change of class or school.

Potential Pitfalls: Avoid creating a great deal of extra paperwork for teachers and school staff.

Secure administrative support at both the school and district levels.

Be careful that the bullying program does not brand students as corks or bully-victims.

Effective programs need to be ongoing throughout the school, integrated with the curriculum, school's discipline policies and violence prevention efforts.

Role of School Counsellor/Psychologist: It is our duty as educators to provide a safe school environment for all students.

- ⤴ Assess your school's needs and goals
- ⤴ Help develop an anti-bullying policy & integrate activities, programs into curriculum
- ⤴ Provide training for teachers, administrators, and other school staff; involve parents.
- ⤴ Identify resources for bullies, victims, and families.
- ⤴ Initiate conversations with students about bullying; Encourage students to report incidents of bullying.
- ⤴ Work with students on developing assertiveness and conflict resolution skills
- ⤴ Focus on developing empathy and respect for others.

By age 24, 60% of identified bullies may have criminal convictions (Banks, 2000). Children who are repeatedly victimized

see suicide as their only escape. Bullying is the most underrated and enduring problem in schools today. Many adults do not know how to intervene in bullying situations, therefore bullying is overlooked. Emotional scars can last a lifetime.

**CONCLUSION:**

Everyone are aware about the existence of bullying; but so far no initiative has been taken to curb the act seriously. This paper highlights the entire scenario involved in bullying in a crystalized manner, so as to enable the parents and teachers to guide children and students, well in advance to be aware

of bullying, whom to speak about, how to report, the tackling tactism and along with the advocacy of not to indulge in such activities. This kind of act will make the children grow in a value based environment in a disciplined manner, also not to become prey for mental illness in the future. A platform needs to be provided to the victims to share and express their feelings in a healthy manner, which could help them maintain or sustain balanced mental health and become an effective and productive citizen of the nation by creating a harmonious environment to live and lead the future life.

**REFERENCES**

1. Besag, V. (1989), *Bullies and Victims in Schools: a Guide to Understanding and Management*, Milton Keynes: Oxford University Press. | 2. Brown SL, Birch DA, Kancherla V. *Bullying Perspectives: Experiences, attitudes and recommendations of 9- to13-year-old attending health education centers in the United States*. *J Sch Health* 2005; 75:384-392. | 3. Dan Olweus(2001) "Peer Harassment: A Critical Analysis and Some Important Issues," in *Peer Harassment in School*, ed. J. Juvonen and S. Graham (New York: Guilford Publications, 2001): 3-20. | 4. Grills, A. & Ollendick, T (2002). Peer victimization, global self-worth, and anxiety in middle school children. *Journal of Clinical Child and Adolescent Psychology*, 31, 59-68. | 5. Juvonen, J. & Graham, (2001). Peer harassment in school: The plight of the vulnerable and victimized. New York, NY: Guilford Press. | 6. Limber, S. (2004). What works-and doesn't in bullying prevention and intervention. *Student Assistance Journal*, 16-19. | 7. Labi, N. "Let Bullies Beware." *Time* online, March 25, 2001. | 8. Smith, P. (2005). *Bullying—Don't Suffer in Silence*. Goldsmiths College, University of London School wide Prevention of Bullying, Northwest Regional Educational laboratory, December, 2001. | 9. V. Y. Kshirsagar, Rajiv Agarwal and Sandeep B Bavdekar(2007) *Research Papers Titled: Bullying in Schools: Prevalence and Short-term Impact*, published in *Indian Pediatrics* 2007; 44:25-28
- Source: Bullying Statistics Bully free world.com



**Sara Publishing Academy**  
Indian Journal Of Applied Research  
Journal for All Subjects



**Editor,**  
**Indian Journal Of Applied Research**  
8-A, Banans, Opp. SLU Girls College,  
New Congres Bhavan, Paldi, Ahmedabad-380006.  
Contact.: +91-9824097643 E-mail : [editor@ijar.in](mailto:editor@ijar.in)