

GOVT. OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION
OLD SECTT: DELHI-54

No.F.DE.15/ACT-I/Misc./Ragging/2014/ 294-304

Dated: 17-4-15

CIRCULAR

There have been reports in the media regarding instances of ragging in the schools of GNCT of Delhi. It has been observed that, at times, ragging is not recognized as a major problem and, therefore, not much attention is paid to its occurrence.

CBSE vide its circular No. Acad.-17/2015 dated 09-03-2015 addressed to all the Heads of Institutions issued guidelines for prevention of bullying and Ragging in Schools. (Copy of the circular is enclosed herewith for ready reference)

Accordingly all the managements of Govt./Govt. Aided/Private Unaided Recognized Schools are hereby directed to follow the guidelines issued by CBSE vide circular dated 09-03-2015 on the subject for strict compliance.

This issues with the approval of the Competent Authority.


16/4/15
(DR. ASHIMA JAIN), IAS

ADDL. DIRECTOR OF EDUCATION(ACT-I)


All School Managements
Govt./Govt. Aided/Private Unaided Recognized Schools.

No.F.DE.15/ACT-I/Misc./Ragging/2014/ 294-304

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Copy to the:-

1. Pr. Secretary to Hon'ble Lieutenant Governor, GNCT of Delhi.
2. OSD to Dy. Chief Minister/Minister of Education, GNCT of Delhi.
3. P.S. to Pr. Secretary (Education), Dte. of Education, GNCT of Delhi.
4. P.S. to Director (Education), Dte. of Education, GNCT of Delhi.
5. Director (Education), North/South/East Delhi Municipal Corporations.
6. Director (Education), New Delhi Municipal Council.
7. Chief Executives Officer, Delhi Cantonment Board.
8. All Addl. Directors/RDEs/JDEs/DDEs/ADEs, Directorate of Education, GNCT of Delhi.
9. All Branch in-charges, Directorate of Education, GNCT of Delhi.
10. OS(IT) with the request to place it on the website of Directorate of Education.
11. Guard file.


16/4/15

(P. LATA TARA)

ASSTT. DIRECTOR OF EDN. (ACT - I)



केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार, के अधीन एक स्वायत्त संगठन)



शिक्षा सदन, 17, इन्सटिट्यूशनल क्षेत्र, राउज एवेन्यु, दिल्ली-110002.

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

"Shiksha Sadan", 17, Institutional Area, Rouse Avenue, Delhi-110002

CBSE/Acad/Dir(Arti)/2015

Circular No. Acad.-17/2015

Dated: 09th March, 2015

All the Heads of Institutions
affiliated to CBSE

Subject: Guidelines for prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012-RMSA-I)

Dear Principal,

There have been reports in the media of instances of bullying and ragging in schools. Recent research in school education indicates that a major issue and cause for concern among students in schools is bullying. Bullying/ragging is a damaging feature in schools. Nature of bullying can be, diverse and complex. It is often not recognized as a major problem and assumed negligible and therefore not much attention is paid to its occurrence.

Bullying can be **directly from the bully to the victim** (e.g., through physical intimidation or attacks, verbal abuse, unwanted attention and advances, damaging property), or it can be **indirect** (e.g., through spreading malicious rumours). It can also include **cyber-bullying** (e.g., sending unpleasant SMS messages, photographs or emails, to the victim or to others).

Bullying has severe detrimental effects on those who are bullied. The effects can be immediate. They can also be long-term and can cause lifelong damage. In every bullying situation, there are typically three key parties: the victim, the bully or bullies, and those who stand by (by-standers), who are aware of the bullying. Each of these three parties is affected negatively by bullying.

The responsibility of preventing any undesirable aspect of bullying and ragging rests jointly and also individually on all stakeholders, which includes the *head of the institution teacher, non-teaching staff, students, parents and local community*. A systematic response to the bullying problem is needed within the schools. Some indicative interventions which schools might consider are outlined below:

1. The message that "**Bullying is strictly prohibited inside the school premises and no such act will go unnoticed or unpunished**" may be clearly stated in the school prospectus and other guidelines circulated by the school.
2. Schools must create an amiable environment and positive school climate where learning can take place peacefully. They must build a trusting, respectful relationship among students, school administration and families. They should provide a confidential way for students to report about any incident which is of concern to them. Structures and procedures must be established to provide accessible, confidential, secure and effective means of reporting incidents of bullying, for victims and for bystanders who are aware of it taking place and to identify and manage incidents of bullying, including appropriate counselling and sanctions/punishments on those engaged in bullying. An **Anti-Bullying Committee** may be constituted in school, comprising of *Vice-Principal, a Senior teacher, School Doctor, Counsellor, PTA representative, School Management representative, Legal representative, Peer Educators* etc whose roles and responsibilities would include:
 - a. development and review of School Bullying Prevention Plan,
 - b. development and implementing bullying prevention programmes,

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- c. developing training programmes for staff, students, and parents,
 - d. creating awareness through various programmes
 - e. being vigilant and observing signs of bullying and responding quickly and sensitively
 - f. names and contact numbers of members of the committee should be clearly displayed everywhere in the school premises, etc.

3. Arrangements for a **Counsellor** for Primary, and Middle, and for Secondary and Senior Secondary school may be made where possible, occurrence of acts of bullying and ragging has more probability in case of residential schools due to the amount of time spent together by students, making it essential that Counsellors and Wardens in boarding and residential schools need to be sensitized to the changing dynamics of student interaction. They should be empathetic and approachable so that students can confide in them. The school management may appoint "*Sentinels/ Monitors/ Peer Educators*". These sentinels may be from the prefectorial/ school council board of the schools, Life Skills trained Peer Educators or those who had been victims of bullying. Sentinels should be keen observers and thoroughly trained for '*risky situations*'. They must report cases of bullying in a non-threatening/polite manner.
4. The right attitude is formed only during the formative period of schooling. Thus it is necessary that students are sensitized about *human rights, democratic values, respect for diversity and equality, and respect for privacy and dignity of others*. Schools must take initiative to conduct activities to educate and develop the understanding of students, staff and parents about the problem and effects of bullying. It is essential that schools take initiatives to provide *Adolescence Education, Values Education, Human Rights, Gender Sensitivity and Awareness. Life Skills education including- building of positive Self-Esteem, Empathy, Interpersonal Communication skills, coping with stress and emotions, dealing with anger, and resisting peer pressure* need to be conscientiously taken up in the activity periods. These can take the form of **role-plays, street- theatre (nukkad-natak), group-discussions, debates, special assemblies in schools, poster competitions, etc.** Anti-bullying campaigns and training programmes may also be organized.
5. The family background and values play a very crucial role in emotional and psychological well being of a child. The role of parents must be reinforced in *Parent Teacher Meetings* and representation in various other school Committees. There is a need for orientation and sensitization of the community and thus parents should also be oriented. Parents must be motivated to support the school in bullying-prevention efforts. They must be sensitized to report in confidence about any act of bullying which is brought to their notice by their child. Orientation programmes may be conducted for the school staff and teachers on regular basis.
6. Curriculum for **Teacher training** courses should mandatorily include topics on sensitization and prevention of bullying in schools.
7. The methods of intervention are as important as methods of prevention. It is recommended that there be a graded response system to address the cases of bullying and a clear cut process needs to be followed by schools as there might be cases which deserve utmost attention and stringent action. The responsibility and authority of school administration must be defined. The implications of neglect must also be clearly defined. School's decision, taken after following process of fair investigation, should not be ordinarily challengeable. Comprehensive guidelines may be developed for School Management which includes the various actions and penalties which may be taken by the School Management as per observation and understanding the gravity of the misconduct. Some of the recommended actions include:
 - (i) Oral/written warning.
 - (ii) Suspension from attending classes/school for a specified period.
 - (iii) Withholding or cancelling the results.
 - (iv) Imposition of fine upto a specified amount.
 - (v) Expulsion/rustication from school in rarest of rare cases.
 - (vi) The option of transferring a student from one school to another school may also be looked into.
8. It is the responsibility of the school that the post-bullying atmosphere is calmed down. The school must be cautious that the victim/bully is not branded and he/she might be given opportunities for change.

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9. It is very critical to promote an atmosphere of confidence and trust among every student and to provide a platform to students where they can raise their concerns. A confident reporting system may be established that allows students to report victimization. Schools may keep a **complaint /suggestion box** and regularly monitor the feedback received. The necessary issues may be discussed and appropriately addressed. If there are any good suggestions received from the students, these should be announced in assemblies and be articulated in school functions. Strategies may be developed to reward students for positive behaviour. For younger children, age appropriate communication strategies should be developed and teachers should engage in dialogue with them to identify any problem. The role of class teacher, counsellor, school nurse/doctor may be enriched and children should be motivated and made aware with whom they can discuss such matters with confidentiality.
 10. Engage all students, teaching and non-teaching staff and parents in the effort against bullying on a continual basis, as part of the moral and administrative fabric of the school.

Judicious implementation of these interventions will surely help in curbing the menace of bullying and make school environment conducive and considerate so as to ensure that there will not be any incident that is not in conformity with the child's human dignity thus ensuring an enabling and positive learning environment.

Sd/-

(Dr. Sadhana Parashar)

Professor & Director (Academic, Research, Training and Innovation)

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016.
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim - 737101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar - 791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair - 744101.
8. The Director of Education, S.I.E., CBSE Cell, VIP Road, Junglee Ghat, P.O. 744103, A&N Islands.
9. The Secretary, Central Tibetan School Administration, ESS Plaza, Community Centre, Sector 3 Rohini, Delhi-110085.
10. The Additional Director General of Army Education, A -Wing, Sena Bhawan, DHQ, PO, New Delhi-110001.
11. The Secretary AWES, Integrated Headquarters of MoD(Army),FDRC Building No. 202,Shankar Vihar (Near APS),Delhi Cantt-110010.
12. All Regional Directors/ Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
13. All Associate Professor & Additional Directors/ Advisors/ Consultants
14. All Additional Director/ Joint Director/ Deputy Director/ Assistant Director, Vocational Cell, CBSE.
15. The Research Officer (Technology) with the request to put this circular on the CBSE websites.
16. All Assistant Professor & Joint Directors ,CBSE
17. All Assistant Professor & Deputy Directors, CBSE
18. The Deputy Director (Examination & Reforms), CBSE
19. The Assistant Librarian, CBSE
20. The Public Relations Officer, CBSE
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22. PS to Chairman, CBSE
23. PS to Secretary, CBSE
24. PS to Controller of Examinations, CBSE
25. PS to Director(Special Exams and CTET), CBSE
26. PA to Professor & Director (Academics, Research, Training & Innovation),CBSE
27. PA to Director (Information Technology)

Professor & Director (Academic, Research, Training and Innovation)