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Notice for the PhD Viva Voce Examination

Ms Sruthi Suresh (Registration Number: 2071018), PhD Scholar at the School of Psychological Sciences, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Monday, 17 March 2025 at 9.00 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

Title of the Thesis	:	School Bullying: Exploring How and Why it Occurs
Discipline	:	Psychology
External Examiner - I	:	Dr Tilottama Mukherjee Associate Professor Core Faculty - Clinical Psychology Department of Psychology University of Calcutta 92, APC Road Kolkata - 700009 West Bengal
External Examiner - II	:	Dr T Lavanya Professor and Head Department of Psychology University of Madras Chepauk, Chennai - 600005 Tamil Nadu
Supervisor	:	Dr Vijaya R Associate Professor School of Psychological Sciences CHRIST (Deemed to be University) Bengaluru – 560029 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru
Date: 06 March 2025


Registrar (Academics)

ABSTRACT

School bullying is a major concern, with one in every three children experiencing it throughout the world. India has the largest population of school students and adolescents, who are the most vulnerable to bullying; however, the number and nature of studies on school bullying are limited. The Ecological Systems Theory by Bronfenbrenner (1977) is the emerging theory being used to understand bullying behaviour in the most holistic manner, taking into consideration both the nature of the student and a range of external influences. The present study uses an explanatory sequential mixed method design (participant selection model) to examine school bullying among adolescents in the southern parts of India. The study was carried out in the following stages – quantitative survey including pilot study (phase I), and qualitative focus group discussions (phase II).

A purposive sampling technique was used to choose co-educational, English medium schools that had conducted both traditional and online classrooms (during COVID-19). In phase I, quantitative survey data was collected from 390 students to investigate the types of bullying and victimisation experienced in traditional and online classrooms. Results indicated that bullying significantly differed based on gender, age level, grade level, and school type. In phase II, five student and two teacher focus groups were formed to explore bullying across grade levels and school types. Using an inductive reflexive thematic analysis, as proposed by Braun and Clarke (2006, 2019), data was analysed and presented under the four global themes of bullying in undetectable instrumental aggression, inflammatory peer interactions, impaired emotional intelligence, and subjective disruptive behaviour. Similarities and differences across groups were also delineated. Implications and future directions are provided based on the findings.

Keywords: *bullying, victimisation, adolescents, traditional classrooms, online classrooms*

Publications:

1. Suresh, S., Kureethara, J. V., & Vijaya, R. (2021). Starting from the roots of teacher education: Inclusion of educational neuroscience in teacher training in India. In K. A. Thomas, J. V. Kureethara, & S. Bhattacharyya (Eds.), *Neuro-systemic applications in learning* (pp. 163–177). Springer, Cham. https://doi.org/10.1007/978-3-030-72400-9_8
2. Suresh, S., & Vijaya, R. (2023). Playing with differences: Social-emotional learning to reduce bullying and promote inclusivity. In K. Koreeda, M. Tsuge, S. Ikuta, E. M. Dalton, & L.P. Ewe (Eds.), *Developing inclusive environments in education: Global practices and curricula* (pp. 269–291). <https://doi.org/10.4018/979-8-3693-0664-2.ch014>
3. Suresh, S., & Vijaya, R. (2024). Survey data on bullying involvement among school-going adolescents in India. *Data in Brief*, 52, 110061. <https://doi.org/10.1016/j.dib.2024.110061>
4. Suresh, S., & Vijaya, R. (2024). Mapping the literature on school bullying in India: A scoping review. *Aggression and Violent Behavior*, 78, 101978. <https://doi.org/10.1016/j.avb.2024.101978>