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CYBERBULLYING AMONG YOUNG ADULTS IN INDIA: A SOCIO-LEGAL ANALYSIS OF LEGAL PROTECTION, SOCIAL BEHAVIOR AND VICTIM SUPPORT

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ABSTRACT

Cyberbullying among adults has become a big problem in India because more people are using social media, messaging apps and other online tools. This kind of bullying includes things like attacks, scary messages spreading embarrassing stuff and other bad online behavior. These actions can hurt a person's respect, privacy, feelings and their relationships with others. Even though more people know about this issue victims often have a time telling someone finding out who did it and getting the help they need.

This research looks at the laws in India that deal with cyberbullying the Information Technology Act, 2000 the Bharatiya Nyaya Sanhita, 2023 and other important laws and court cases. It also looks at the side of cyberbullying like blaming the victim not knowing the laws the mental effects and the problems people face when trying to report it. The study uses a way of thinking that looks at the rules and the social part, based on the laws, court decisions, books and reports.

The research says that even though India has some laws that help with abuse there is no clear law just for cyberbullying. This makes it hard to deal with. It also says that having ways to complain, teaching people, about the internet making sure institutions take responsibility and giving help to victims is very important. The study suggests that everyone needs to work including changing the laws, schools, parents, police and online companies. It ends by saying that stopping cyberbullying needs a mix of protecting people making more people aware helping victims and respecting the right to speak freely.

KEYWORDS:

Cyberbullying, Young Adults, Indian Legal Framework, Information Technology Act, Bharatiya Nyaya Sanhita, Victim Support, Digital Safety, Socio-Legal Analysis

1. INTRODUCTION

“**Digitalization**” represents the integration of multiple technologies into all aspects of daily life that can be digitalized. It’s widespread impact had affected everything from personal relationship questioned by social media and their services to other relationships.

Whereas, UN defined “**Cyberbullying**” is a bullying takes place using digital devices using cell/mobile phones, computers and tablets. It can occur through forums, e-mails, apps, social media or even gaming sites/apps. It includes the deliberate sending, posting or sharing of negative, harmful, false or mean content about someone else.¹

The current digital society has driven the use of technology in many of our day-to-day activities empowering the digital capability of citizens and providing major opportunities, however, it also has a negative impact on people’s quality of life by generating a series of risks in their relationships with the internet.²³⁴

Online risks can take on many forms which included threats to data privacy, online gossip and rumours, online harassment such as cyber stalking and exposure to inappropriate and unwanted content.⁵

2. RESEARCH PROBLEM

There is a sufficiency of the current legal system in India, **The Information Technology Act, 2000, The Bhartiya Nyay Sanhita, 2023 and The Protection of Children from Sexual Offences Act, 2012 (POCSO)** to address the issue of cyberbullying harms. It examines how judiciary, the law enforcement agencies, the schools, parents and the intermediaries involved in social media can and should prevent and deal with such behaviour. Even though cyberbullying is becoming recognized as a socio-legal chaos, a number of loopholes in literature have yet to be filled out, specifically in constitution discourse child identity-driven

¹ United Nations, “Cyberbullying – Definition and Facts,” United Nations in Indonesia (18 November 2025).

² Tania Cabello-Hutt, Patricio Cabello & Magdalena Claro, ‘Online Opportunities and Risks for Children and Adolescents: The Role of Digital Skills, Age, Gender and Parental Mediation in Brazil’, 20(7) New Media & Society 2411–2431 (2018), doi:10.1177/1461444817724168.

³ Sonia Livingstone & Ellen Helsper, ‘Balancing Opportunities and Risks in Teenagers’ Use of the Internet: The Role of Online Skills and Internet Self-Efficacy’, 12(2) New Media & Society 309–329 (2010), doi:10.1177/1461444809342697.

⁴ Bo Qian, Mengmeng Huang, Mengyi Xu & Yuxiang Hong, ‘Internet Use and Quality of Life: The Multiple Mediating Effects of Risk Perception and Internet Addiction’, 19(3) International Journal of Environmental Research and Public Health 1795 (2022), doi:10.3390/ijerph19031795.

⁵ danah m. boyd & Nicole B. Ellison, ‘Social Network Sites: Definition, History, and Scholarship’, 13(1) Journal of Computer-Mediated Communication 210–230 (2007), doi:10.1111/j.1083-6101.2007.00393.x.

models, and statistical evidence and should be taken in one large comprehension of rights.⁶

3. RESEARCH QUESTIONS

1. What are the major forms and causes of cyberbullying among young adults in India?
2. Whether the existing Indian Legal Framework provides adequate protection against cyberbullying?
3. What are the major social and practical challenges faced by victims of cyberbullying in reporting and seeking remedies?
4. What legal and institutional measures can be adopted to improve prevention, reporting and victim support?

4. RESEARCH OBJECTIVES

1. To examine the nature, forms and causes of cyberbullying among young adults in India.
2. To analyse the existing legal framework in India for dealing with cyberbullying and related online offences.
3. To examine the social and practical challenges faced by victims, including reporting, awareness and access to report.
4. To suggest legal and institutional measures for effective prevention of cyberbullying and better victim support.

5. RESEARCH METHODOLOGY

The study adopts a qualitative and analytical method and makes use of doctrinal and socio-legal approaches in order to look at cyberbullying among young adults in India . The doctrinal sections concentrates on the applicable laws, court rulings and other legal materials, whereas, the socio-legal section takes into amount matters such as the social impact awareness, reporting and support for victims. Primary sources employed in the study include legislation and court decision and secondary sources consist of research articles, academic literature and pertinent reports. The research specifically looks at whether the present legal protection is adequate at the practical problems encountered by victims on the basis of its analysis, the study points out the existing gaps and proposes measures to improve legal protection, prevention and institutional support.

⁶ Vaishnavi Saxena, 'Cyberbullying Among Teenagers: Legal Remedies and Social Consequences', 4(1) Law Foyer International Journal of Doctrinal Legal Research (2026).

6. CULTURAL AND SOCIO LEGAL BACKGROUND

6.1 Meaning and Development

Cyberbullying is a modern type of bullying that occurs via digital and electronic methods and can be defined as the deliberate causing of harm using computers, mobile phones, social networking sites and other electronic equipment. Unlike traditional bullying, which usually happens in a physical or face-to-face setting, cyberbullying takes place through online means and can occur on social media sites, in instant messaging applications, in online games, by email and in other digital environments. Nevertheless, researchers have noted that there is no generally agreed definition of cyberbullying since different studies place emphasis on various factors such as intent, repetition, harm and power imbalance. It is important to realise that not every unpleasant or offensive interaction online has to be considered as cyberbullying.⁷ The rise of cyberbullying is closely linked to the rapid growth of information and communication technologies. Since internet access, smartphones and social networking sites have become more and more part of everyday life, interpersonal interactions have slowly shifted from taking place in physical spaces to occurring in digital ones. While this change has opened up new opportunities for communication and social involvement, it has also introduced new ways in which harmful behaviour can take place. Cyberbullying has thus developed as a form of traditional bullying that takes place in the online world. The greater use of instant messaging, social media and online communities has also allowed people to communicate continuously, enabling harmful behaviour to go beyond the physical boundaries of schools, colleges or other institutions.⁸

Cyberbullying can involve a number of different types, such as sending abusive or threatening messages repeatedly, carrying out online harassment, spreading rumours or false information, subjecting someone to public humiliation, impersonating a person, setting up fake profiles, sharing embarrassing photos or other harmful material without permission, and carrying out targeted trolling. In the digital environment, harmful content can be copied, forwarded and seen by a large number of people in a short time. Anonymity or the use of hidden identities may also make it hard for victims to work out who the perpetrators are and to get the help they need. These features set cyberbullying apart from many kinds of traditional bullying and can

⁷ Justin W. Patchin & Sameer Hinduja, *Measuring Cyberbullying: Implications for Research*, 23 *Aggression and Violent Behavior* 69–74 (2015), <https://doi.org/10.1016/j.avb.2015.05.013>.

⁸ See generally C. P. Barlett, *Was it Just a Joke? Cyberbullying Perpetrations and Their Styles of Humor*, *Computers in Human Behavior* (2016) (discussing the emergence of cyberbullying with the development of information and communication technologies).

therefore make prevention and response more difficult.⁹

Cyberbullying has also attracted increasing academic and institutional interest, especially in higher educational institutions. Research carried out with Indian college students has looked at how common cyberbullying is, the different forms it takes and the experiences of those who are bullied, while other studies have examined government initiatives, the mechanisms available within institutions, and the legal responses to the issue. As a result, cyberbullying has moved from being seen simply as an interpersonal or behavioural problem to becoming a wider socio-legal issue that involves questions of privacy, dignity, safety, mental well-being, the systems for reporting and the responsibility of institutions.¹⁰ It is necessary to understand this change in order to assess whether the current legal provisions in India offer sufficient protection to young adults who are subjected to various forms of online harassment and abuse.

6.2 Social Dimensions

Cyberbullying is not just a matter of inappropriate communication online; it also has important social effects on young adults. Because young people are becoming more and more dependent on social networking sites, messaging programs and online communities, digital interaction has now become a major part of their social lives. As a result, adverse online behaviour can have an impact not only on the victim's experience online but also on their relationships, reputation and involvement in social and educational settings. Research carried out with college students has regarded cyberbullying as a major issue in the context of higher education and has looked at its effects on students' psychological well-being and the ways in which they cope.¹¹ A key social aspect of cyberbullying is the way it affects people's interpersonal relationships. It is common for young adults to use digital platforms to keep in touch with friends, build up their social networks and express who they are. However, cyberbullying can lead to feelings of embarrassment, a loss of self-confidence, social withdrawal and a worsening of relationships with fellow peers. When insults are posted publicly, rumours are spread, humiliating photos are shared or false information is circulated, the person's reputation can be harmed well beyond the first online interaction. As digital content can be quickly circulated and seen by a large

⁹ See Cyberbullying: Eliciting Harm Without Consequence, *Computers in Human Behavior* (2014) (discussing technological communication, anonymity, repetition and the distinctive nature of harm in cyberspace).

¹⁰ Manpreet Kaur & Munish Saini, *Indian Government Initiatives on Cyberbullying: A Case Study on Cyberbullying in Indian Higher Education Institutions*, 28 *Education and Information Technologies* 581–615 (2023), <https://doi.org/10.1007/s10639-022-11168-4>.

¹¹ 1. Shampa Gupta, Geeta Soohinda, Harshavardhan Sampath & Sanjiba Dutta, *Cyberbullying: A Study of its Extent, Coping Resources, and Psychological Impact among College Students*, 32(2) *Industrial Psychiatry Journal* 375–379 (2023), doi:10.4103/ipj.ipj_40_23.

number of people, the victim might feel as though they are constantly being exposed and find it difficult to repair their social image.²¹²

A further significant aspect is the presence of stigma and the practice of blaming the victim. People may be reluctant to come forward about what has happened to them since they fear criticism, feeling embarrassed or receiving negative reactions from their family, friends and peers. In certain cases, the blame might be placed on the victim, especially when photographs, personal details or participation in online environments are involved. These attitudes can lead victims to avoid reporting the incidents and may stop them from obtaining help from institutions or professionals. It therefore becomes not only a legal issue but also a social result of cyberbullying.

The situation is made even more complicated by the fact that people can remain anonymous and by the way online social behaviour is changing. Since individuals can use anonymous or false identities, the sense of consequences for those who commit the offences may be reduced and this could lead to behaviour which would not take place in ordinary face-to-face situations. On the other hand, victims often have the problem of being unable to identify the person who has caused the abuse. Because of these features, parents, educational institutions and other support services face difficulties when they are trying to act effectively.³¹³

Educational institutions therefore play an important role in tackling cyberbullying among young adults, and colleges and universities can make a contribution by introducing awareness programmes, providing accessible complaint procedures, offering counselling services and having clear institutional policies. Research carried out in Indian higher-education institutions has shown that government initiatives, complaint procedures and the way institutions respond are important in dealing with cyberbullying.⁴¹⁴ Social-media intermediaries also have a part to play by ensuring effective systems for reporting and content moderation.

The social aspects of cyberbullying therefore go beyond any single incident; the issue can have an effect on relationships, reputation, level of participation, emotional well-being, people's behaviour in reporting it and their access to support. A proper response must therefore include not only legal remedies but also awareness, institutional support and a social environment in which victims can come forward to report cyberbullying without fearing stigma or blame.

¹² Justin W. Patchin & Sameer Hinduja, *Measuring Cyberbullying: Implications for Research*, 23 *Aggression and Violent Behavior* 69–74 (2015), doi:10.1016/j.avb.2015.05.013.

¹³ See generally Patchin & Hinduja, *supra* note 2.

¹⁴ Manpreet Kaur & Munish Saini, *Indian Government Initiatives on Cyberbullying: A Case Study on Cyberbullying in Indian Higher Education Institutions*, 28 *Education and Information Technologies* 581–615 (2023), doi:10.1007/s10639-022-11168-4.

7. EXISTING LEGAL FRAMEWORK

7.1 Constitutional Provisions

Article 14 – Equality before law

Victims of cyberbullying must have access to legal protection and remedies. Article 14 also raises questions about the State's duty to ensure that legal systems do not function in an arbitrary manner. In the case of *Shreya Singhal v. Union of India* the Supreme Court examined an Article 14 challenge related to crimes though the challenge did not succeed on this ground.¹⁵

Article 19(1)(a) – Freedom of speech and expression

This right is especially relevant in the context of cyberbullying since such acts often involve speech. However freedom of speech is not absolute. Article 19(2) allows for restrictions on grounds like public order, decency, morality, defamation and incitement to commit an offence. In *Shreya Singhal* the Supreme Court struck down Section 66A of the IT Act finding that its restrictions on speech were too vague and broad to be justified under Article 19(2).¹⁶

Article 21 – Right, to life, dignity and privacy

This is the important constitutional provision when dealing with cyberbullying. The Supreme Court has recognized privacy as a part of Article 21 and has linked privacy to personal dignity and autonomy. Acts of cyberbullying such as sharing information posting humiliating content, harassment or stalking can seriously infringe on privacy, dignity and personal liberty. Notably the *Shreya Singhal* judgment itself addressed invasions of privacy and specifically referred to cyberbullying, harassment and stalking in this context.

Article 32 – Remedies

When a fundamental right is violated Article 32 gives the right to seek remedy before the Supreme Court. It can be mentioned briefly without going into much detail.

7.2 Statutory Framework

India does not have a comprehensive law that addresses cyberbullying directly. Instead various kinds of harassment can be tackled by rules in the Information Technology Act, 2000 Bharatiya Nyaya Sanhita, 2023 and the Information Technology Rules, 2021.¹⁷

The Information Technology Act, 2000 contains several rules that relate to specific kinds of cyberbullying. Section 66C covers identity theft. Section 66D tackles fraud that uses an identity

¹⁵ 1. *Shreya Singhal v. Union of India*, (2015) 5 SCC 1.

¹⁶ Constitution of India, arts. 14, 19(1)(a), 19(2), 21 & 32

¹⁷ Avik Banerjee, A Study of the Existing Legal Framework in India to Address Bullying in Cyberspace, *Indian Journal of Law and Legal Research* (2023).

on computers or communication devices. Section 66E guards privacy against capture publishing or sending of private images. Sections 67 and 67A target obscene and sexually explicit content sent electronically.^{2 18} However Section 66A has been declared invalid because the Supreme Court in *Shreya Singhal v. Union of India* found it to violate freedom of speech.³¹⁹ The Bharatiya Nyaya Sanhita, 2023 (BNS) also has rules that can be used against cyberbullying behaviour. Section 78 deals with stalking such as watching a woman's internet or electronic messages. Section 351 covers intimidation. Section 356 addresses defamation.⁴²⁰ These rules can offer help when cyberbullying includes online stalking, threats or damage to reputation. The Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 set up duties of care and complaint-resolution for intermediaries. These duties are important when cyberbullying happens on social-media platforms or other online services.⁵²¹ When cyberbullying includes crimes or sexually explicit images of children the Protection of Children from Sexual Offences Act, 2012 (POCSO) may also be used. However POCSO is not a cyberbullying law; it applies only inside the limits set by its own rules.⁶²² So Indian law offers solutions for many acts linked to cyberbullying but the lack of a single clear cyberbullying offence makes the legal system split and leaves doubts, about how well victims can be protected.²³

8. JUDICIAL APPROACH

I observe that Indian courts have dealt with cyberbullying by using the existing constitutional and criminal-law principles instead of creating a special framework for cyberbullying. This approach shows that judges want to protect people from abuse while also safeguarding freedom of speech, privacy and dignity.

In *Shreya Singhal v. Union of India* the Supreme Court declared Section 66A of the Information Technology Act, 2000. The court said that this provision unfairly limited freedom of speech and expression under Article 19(1)(a). This judgment matters for cyberbullying because it shows that any law that tackles online speech must meet constitutional rules and

¹⁸ Shagun Sharma & Pooja Sood, *Cyberbullying: Legal Challenges and Solutions in the Digital Era*, Panjab University Law Review (2026)

¹⁹ Information Technology Act, 2000, §§ 66C, 66D, 66E, 67, 67A & 67B.

²⁰ 5. Bharatiya Nyaya Sanhita, 2023, §§ 78, 351 & 356.

²¹ Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021; Information Technology Act, 2000, § 79

²² Effective Laws Needed To Combat Cyber Bullying in Age of Social Media But Even Newly Enacted BNS Failed to Address It, Kerala High Court, reported 26 March 2025.

²³ Protection of Children from Sexual Offences Act, 2012.

cannot be vague or overly broad.¹²⁴

The right to privacy protected by the constitution also matters when it comes to harassment. In *K.S. Puttaswamy (Retd.) v. Union of India* the Supreme Court said that privacy is a right linked to dignity, liberty and personal autonomy under Article 21. This idea is especially important when cyberbullying includes the release of private facts, pictures or other personal content.²²⁵

In *Swami Ramdev v. Facebook Inc.*, the Delhi High Court looked at the problem of defamatory posts online and the duties of intermediaries. This case shows how hard it is for judges to find the balance between giving help to victims and respecting the protections that intermediaries enjoy for third-party material.³²⁶

A very important new case is *Fakrudeen K. V. @ Fakrudheen Panthavoor v. State of Kerala (2025)*. The Kerala High Court said that current Indian law does not cover cyberbullying or non-sexual online harassment and that even the BNS, 2023 has no rule, on cyberbullying. The court stressed that lawmakers must give attention to this increasing issue.⁴²⁷

9. CRITICAL SOCIO-LEGAL ANALYSIS

The current legal system in India does offer remedies in respect of various types of cyberbullying, but it is still fragmented since there is no particular comprehensive law that treats cyberbullying as a separate offence. The different kinds of online abuse have to be dealt with by means of different legal provisions according to the nature of the behaviour.

A big worry is the difference between the legal protection that exists and the actual ease with which it can be accessed. Young adults might not be fully aware of the remedies or reporting procedures available to them, and they could also be put off from making a report because of fear of embarrassment, social judgement and the tendency to blame the victim. As a result, the fact that legal measures exist does not mean that they will provide effective protection.

A further problem is that the people who commit these acts are anonymous and that digital evidence is difficult to preserve. It is hard to identify them and carry out an investigation because of fake accounts and deleted content. Moreover, the victims might not have the technical knowledge needed in order to properly preserve evidence.

Cyberbullying is also a social and institutional matter, not just a problem under criminal law. Educational institutions ought to offer awareness sessions, counselling services and easy access

²⁴ *Shreya Singhal v. Union of India* (2015) — online speech + Section 66A struck down.

²⁵ *K.S. Puttaswamy v. Union of India* (2017) — privacy, dignity and Article 21.

²⁶ *Swami Ramdev v. Facebook Inc.* (2019) — online defamatory content and intermediary/platform issues.

²⁷ Recent Kerala High Court decision on cyberbullying — absence of a specific cyberbullying offence and need for stronger legal response.

to complaint procedures, while online platforms should keep effective systems in place for reporting and handling grievances.

At the same time, stricter regulation should take account of the freedom of speech and expression. Each particular cyberbullying law has to clearly differentiate between harmful behaviour and legitimate criticism, disagreement or expression.

The present framework in India is able to deal with a number of different types of cyberbullying but is only partly effective due to legal fragmentation, limited awareness, difficulties in reporting and insufficient institutional support. In order to improve the situation, a more comprehensive approach should integrate legal reform with measures relating to awareness, prevention and support for victims.

10. RESEARCH FINDINGS

The research shows that cyberbullying amongst young adults in India is a complicated socio-legal problem which cannot be solved merely by means of legal provisions. The following results have been obtained from the analysis:

1. The legal system in India offers various remedies for different types of online harassment and abuse by means of its current laws. Yet, since there is no single general law that deals with cyberbullying, it becomes difficult to give a consistent response.
2. Due to a lack of awareness of the legal remedies and the procedures for making a complaint, young adults may not get the proper help when they are victims of cyberbullying.
3. The social and psychological effects of cyberbullying can have a negative impact on a victim's emotional well-being, self-confidence, social relationships, and academic performance; additionally, the fear of embarrassment and social judgment may lead victims to avoid reporting the incidents.
4. Reporting and investigations may face difficulties because of anonymous statements, the deletion of content, and the challenges involved in preserving digital evidence, all of which can make it hard to identify the perpetrators and investigate the complaints.
5. There is a need for institutional support: families, schools, police forces and online platforms all have important roles to play in preventing incidents, in reporting them and in providing assistance to victims. Legal remedies must be accompanied by awareness campaigns, counselling services and accessible mechanisms for lodging complaints.
6. It is important when taking measures against cyberbullying to protect the victims while at the same time respecting the constitutional right of freedom of speech and expression;

in order to do this, clear legal standards must be established to differentiate harmful online behaviour from genuine criticism or disagreement.

11. SUGGESTIONS/REMEDIES

A comprehensive approach involving legal reform, public awareness and institutional support is needed if cyberbullying is to be dealt with among young adults in India. The following suggestions could help to improve prevention and protection for victims.

1. The legislature ought to look into introducing definite and specific legal provisions concerning cyberbullying, specifying the prohibited behaviour and offering remedies that are appropriate while at the same time avoiding the law being misused.
2. With regard to awareness and digital literacy: educational institutions ought to arrange awareness campaigns in order to teach students about responsible behaviour on line, cyberbullying, digital privacy and the legal remedies that are available.
3. It is essential that online platforms offer accessible systems for making reports, ensure that complaints are dealt with promptly and have in place suitable procedures for removing illegal content. People who have been affected should be made aware of the available channels through which cybercrime reports can be filed.
4. It is important that victims are encouraged to keep screenshots, URLs, messages, the dates and any other relevant account information. Law enforcement agencies should get proper training in dealing with digital evidence and in investigating cases of online harassment.
5. Regarding counselling and support for victims: colleges and universities should set up confidential counselling services and create support systems for victims, and families should react in a sensitive manner rather than blaming the victims.
6. The accountability of online platforms should involve social media intermediaries improving their procedures for handling grievances and taking the necessary action against content that has been reported in line with the relevant law.
7. Training for law enforcement agencies: Police officers should have specialised training so that they will be able to understand cyberbullying, help complainants in a sensitive manner, and carry out investigations into the complaints effectively.
8. The protection of freedom of expression: Any legal reform must clearly differentiate between cyberbullying and unlawful harassment on the one hand and legitimate criticism, disagreement and the freedom of expression protected by article 19(1)(a) of the Constitution on the other.

12. CONCLUSION

Cyberbullying among adults in India is becoming a serious concern that goes beyond what traditional laws can handle. More and more young people are using platforms every day. These platforms help them connect, learn and share ideas.. With this rise in online activity comes a darker side. Harassment, public humiliation, threats and violations of privacy. These issues affect young lives.

This study shows that even though India has tools like the Information Technology Act, 2000 and the Bharatiya Nyaya Sanhita, 2023 to deal with online abuse there is still no clear and complete law that focuses only on cyberbullying. This gap makes it hard to address these problems properly. Many young people do not know their rights. They struggle to report what happens. Perpetrators often hide behind anonymity.. Support for victims is weak or missing altogether. All of this lowers the power of laws.

The study also says that cyberbullying is not about breaking laws. It deeply affects people's feelings, self-worth and personal relationships. The emotional damage can last long. So legal steps alone are not enough. We need digital literacy. Schools should teach students how to use technology. Families must talk about behaviour. Communities should raise awareness. Online platforms need ways to report abuse.. Mental health support must be available for those who suffer.

Law enforcement agencies have a role too. They need training to understand cyberbullying and act quickly. Educational institutions must create spaces where students feel protected. Everyone. From parents to tech companies. Needs to work to stop online harm before it starts.

At the time any new law or reform must protect freedom of speech and expression. These rights are part of the Constitution. We cannot take them away just because we want to fight cyberbullying. A balance is needed. Protection should not mean censorship.

In the end stopping cyberbullying requires more than laws. It takes education, empathy and teamwork. A strong legal framework is important.. So is teaching good online habits. Creating a digital world means building trust, respect and responsibility, across all levels of society. Then can young adults truly feel safe online.

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