

A Detailed Study of Ragging In Colleges (Male) Koyambedu South Zone

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ABSTRACT: Ragging means doing of any act which cause or his likely to cause any physical or psychological harm of apprehension or shame or embarrassment to a student. Ragging had become major concern of a society today. It is a social disease and mental problem. It is the global issue that has been reported in the universities, colleges in worldwide. Its spoils the reputation of the institutions. It increased its level from college to society level. Ragging is probably a western concept. Where seniors used to play a comical jokes of welcoming the juniors to the institutions gradually it involves abuse, humiliation, torture of new entrance by the senior students. Ragging is the term used for "initiation ritual" Ragging causes physically, emotionally, mentally and behavioral effects on junior students and create negative feeling in them. Which may cause depression and anxiety and led them to even commit suicide. It is not only affect the individual but also the family and in term the whole society. This research paper is to understand the problems and perception of ragging in India, precautions and legal approaches also this paper discuss the role of UGC and guidelines imposed by the supreme court role of education institution which is more crucial to control the incidents of ragging.

KEYWORDS: Ragging, legal approaches, human rights, UGC guidelines

Date of Submission: 01-05-2025

Date of acceptance: 10-05-2025

I. INTRODUCTION

1.1.1 RAGGING

Ragging in India is a derogatory form of communication of the senior. In college or Institutions with the new comers it is not the harmful tradition but it is a harmful practice. It is not an initiation. It involves insults and many other inhuman practices. It seems quite a normal phenomenon for the senior students who do malicious acts like ragging. Ragging is a disturbed practice that can have severe physical and psychological consequences of the victim and victim families. Many countries have implemented strict Legislation's and laws regulations to prevent and punish in order to create safe and Inclusive ambiance for the students.

1.1.2 ANTI RAGGING LAWS OR POLICIES IN INDIA

The supreme court in a year 2001 (vishwa jagirithi mission) case, defined ragging as Any disorderly conduct by words spoken or written or by an act, which has the effect Of causing annoyance, hardship or psychological harm or shame, or embarrassment in the Fresher or junior student, adversely affecting their physique or psyche. The cause of indulging in ragging: To derive the sadistic pleasure (by inflicting pain) or Showing off power, authority or superiority by the seniors over their juniors or freshers.

Key guidelines on anti-ragging;

- Setting up protocol committees to prevent ragging and internally address complaints against Ragging.
- If the ragging becomes unmanageable or amounts to a cognizable offence the same may be Reported to the police.

1.1.3 LAWS TO PREVENT RAGGING IN INDIA

While ragging is not a specific offence it could be penalized under several other provisions Of the Indian penal code.

FOR EXAMPLE;

- The offence of wrongful restraints is criminalized under section 339 Of the IPC which is punished with the simple imprisonment up to 1 month, or with fine Up-to RS 500, or both wrongful restrain is an offence when a person is prevented from Proceeding in any direction in which that the person has the right to proceed.
- Section 340; Criminalizes wrongful confinement which is defined as wrongfully restraining Any person in such a manner as to prevent that person from proceedings beyond certain Circumscribing limits.
- Section 323; Voluntarily causing hurt, which can lead to imprisonment up to one year or fine
- Section 321; if a person intentionally hurting someone, IPC 1860 he can be punished with jail Up-to one year or fine RS 1000 .For example punching a student or kicking the student
- Section 322; Grievous hurt the IPC 1860 he can be punished with jail time up-to seven years and a fine
- Section 325; The IPC 1860 beating up a student results in fractures or injuries
- Section 350; If someone intentionally uses any kind of force on someone without that person Consent which may cause any injury, fear or annoyance .IPC he can be punished jail time up-to 3 months and or fine up-to RS 500.
- Section 352; The IPC 1860 It is a punishable for a student for pushing a student to scare him Or locking the student in the room for days.
- Section 383; The IPC 1860 scaring someone or threatening to hurt him to make him give Something of value. The punishment for this up-to 3 years or a fine
- Section 384; The IPC 1860 Deals with the punishment for extortion it demanding money or Services from juniors through threats or intimidation; essentially if someone is forced to do Something against their will through threats to extort something from them.
- Section 506; states that whoever commits the offence of criminal intimidation shall be Punished with imprisonment or fine or both

II. REVIEW OF LITERATURE

Shilpa Khayambashi., (2019) This research explores the differences between ragging (a form of peer-on-peer violence in India) and bullying (commonly studied in Western contexts). The study argues that Indian ragging cannot be addressed using Western bullying frameworks due to cultural differences. The findings suggest that, while the two share some similarities, they differ significantly in their origins, characteristics, and approaches to prevention. The research highlights the need to treat ragging and bullying as separate phenomena, shaped by cultural norms and expectations.

Ayanthi Wickramasinghe et al., (2022) This study explores how students at the University of Jaffna, Sri Lanka, perceive ragging and its impact on their lives and university culture. Through 17 focus group discussions with male and female students from different ethnic backgrounds, the research reveals how ragging is seen both as a power dynamic to enforce order and as a response to social inequalities. Despite acknowledging the negative consequences, students often trivialize the violence of ragging, accepting it as part of university culture. The study highlights a cyclical pattern where victims of ragging eventually become perpetrators themselves. This perspective underscores the need for a more inclusive approach to addressing the issue of ragging, considering all parties involved.

Fahim et al., (2024) This thesis provides an in-depth analysis of ragging in Bangladeshi educational institutions, exploring current trends and control mechanisms through qualitative research. It highlights the harmful experiences many students face when they join university, often suffering psychological trauma from senior students. The thesis defines ragging, traces its history, and examines its causes, types, and lasting effects on students' lives. By reviewing literature, policies, and legal frameworks, it assesses the current state of ragging in Bangladesh. The thesis concludes with findings and recommendations, including the need to revise laws and practices, drawing from international cases and the current situation in Bangladesh's universities.

Prabha et al., (2022) This paper examines the V.W. Kularatne Commission's report on a ragging incident at the Vidyalkankara Campus in 1975. It explores how "soft" ragging—often seen as harmless fun—can be interpreted and theorized. The paper contrasts "fun" ragging with more brutal, life-threatening forms and uses Sayidiya V. Hartman's work on slavery to argue that ragging, like slavery, involves "scenes of subjection," where the ragers assert power through seemingly harmless, everyday actions. Drawing on Judith Butler's theory of injurious speech, the paper shows how ragers and victims are both shaped by performative speech acts. Ultimately, ragging is framed as a form of objective violence, reflecting historical power structures and ideologies.

Sadia bilal., (2024) Ragging, often mistaken for a harmless initiation ritual, has evolved into a harmful practice that leaves students psychologically traumatized, isolated, and insecure. Rooted in hierarchy and

aggression, it creates a cycle where victims may become future tormentors in the name of tradition. Despite legal and institutional measures, ragging persists due to cultural acceptance of humiliation as a rite of passage. To eliminate this issue, institutions must redesign initiation rituals as mentorship and inclusivity opportunities, fostering academic environments based on dignity, empathy, and respect. Only then can campuses become spaces of holistic development free from coercion and abuse.

Laishom indira devi ., (2021) Education is vital for a nation's growth, empowering citizens to contribute actively to society. However, ragging in educational institutions causes fear, harassment, and various emotional and social issues for victims. It is a form of abuse where senior students assert superiority by subjecting newcomers to verbal, mental, physical, or sexual torture. Ragging often leads to serious consequences like suicides, violence, injuries, and psychological disorders. It is a systemic violation of human rights within educational settings that needs to be addressed.

Mohamed Zulfi et al ., (2020) Ragging is a form of Sexual and Gender-Based Violence (SGBV), and Sri Lanka has implemented legal and institutional measures to prevent it, such as the Prohibition of Ragging Act and UGC Circular No. 946. Despite these efforts, ragging remains a persistent issue. This study evaluates the effectiveness of these legal interventions in Sri Lankan universities, using qualitative research with data from students, staff, and police officers. The findings show that while legal frameworks, such as a hotline and complaint portal, exist to support victims, the main issue lies in the implementation of these measures. There is a pressing need to educate students, staff, and police about the available legal tools to combat ragging effectively.

Navaz.,(2013) Ragging, initially introduced to help new students adapt to university culture, has evolved into a form of bullying that harms students physically and mentally. This study explores how ragging affects students' participation in English medium classes and classroom discussions. Data from focus group discussions and interviews revealed that ragging, along with other culturally embedded behavioral patterns, significantly restricts students' interaction in class. The study highlights the need to examine how these cultural factors impact student engagement and language development in classroom.

III. RESEARCH OBJECTIVES

1. Understand the nature and prevalence of ragging practices in an educational institutions
2. Identifying the causes and contributing factors
3. Exploring potential preventative measure

IV. METHODOLOGY

MATERIALS AND METHODS:

The focus of the study is on ragging in colleges particularly male .sample size would focus on 100.

SAMPLING TECHNIQUE:

Survey method,interview method,structured questionnaires will be prepared and data collection will be collected from college students.

PROCEDURE:

The samples were collected from the students who aged between 18-25.and the researcher obtained consent from the students .the data were collected using a questionnaire method.After collecting the questions data were analyzed,coded and spss software was used for data analysis was used for data analysis and interpretations.

METHODS OF DATA COLLECTION:

PRIMARY DATA ; Through an interview questionnaire was collected

SECONDARY DATA; Through sources from the journal, articles, social media secondary data was collected.

V. FINDINGS

This chapter aims to bring the graphs and charts through the SPSS software.

1. AGE VS VICTIM OF RAGGING

		Ever been the victim of ragging		Total
		yes	no	
age	18-21	58	17	75
	22-25	14	11	25
Total		72	28	100

TABLE 1 - AGE vs VICTIM OF RAGGING

The table 1 between age and whether someone has ever been a victim of ragging reveals the following insights: Among individuals aged 18-21, 58 have reported being victims of ragging, while 17 have not, totaling 75 respondents in this age group. In the 22-25 age group, 14 individuals reported being victims of ragging, while 11 did not, resulting in a total of 25 respondents. Overall, out of the 100 total respondents, 72 reported having been victims of ragging, and 28 did not. This suggests that a larger proportion of younger individuals (18-21) have experienced ragging compared to those in the 22-25 age group.

2. EDUCATION QUALIFICATION * IN WHAT FORM DID THE RAGGING OCCUR TO YOU

		In what form did the ragging occur to you			Total
		Verbal harm	Physical harm	Mental harm	
Education qualification	ug	44	9	15	68
	pg	23	2	7	32
Total		67	11	22	100

TABLE 2. EDUCATIONAL QUALIFICATION

The table 2 between education qualification and the form in which ragging occurred reveals the following insights. Among individuals with an undergraduate (UG) education qualification (68 respondents), 44 reported experiencing verbal harm, 9 experienced physical harm, and 15 experienced mental harm. Among individuals with a postgraduate (PG) education qualification (32 respondents), 23 reported experiencing verbal harm, 2 experienced physical harm, and 7 experienced mental harm. Overall, the data shows that the majority of respondents, regardless of education qualification, reported experiencing verbal harm during ragging (67 total responses), followed by mental harm (22 total responses), and the fewest individuals reported physical harm (11 total responses). This suggests that verbal harm is the most common form of ragging, particularly among those with an undergraduate qualification. Furthermore, while both UG and PG students reported similar trends, UG students appear to have experienced more instances of all forms of ragging, particularly verbal harm.

3. DO YOU THINK RELIGION IS THE MAIN CAUSE FOR THE RAGGING / DO YOU THINK THAT THE CASTE HAS AN INFLUENCE IN RAGGING

		Do you think that the caste has an influence in ragging		Total
		yes	no	
Do you think religion is the main cause for the ragging	yes	2	13	15
	no	1	84	85
Total		3	97	100

TABLE 3. CASTE AND RELIGION INFLUENCE

The table 3 between whether individuals believe religion is the main cause for ragging and whether they think caste has an influence on ragging reveals the following insights. Among those who believe religion is the main cause for ragging (15 respondents), 2 also think caste has an influence on ragging, while 13 do not. On the other hand, among those who do not think religion is the main cause for ragging (85 respondents), only 1 believes caste has an influence, while 84 do not. In total, only 3 respondents believe both religion and caste influence ragging, while the majority (97 respondents) either do not believe religion is the main cause for ragging or do not think caste plays a role. This suggests that most individuals do not consider religion or caste to be significant factors in ragging, with only a small minority holding these views.

4. * DO YOU THINK RAGGING INCIDENTS ARE OFTEN NOT REPORTED

		Do you think ragging incidents are often not reported		Total
		yes	no	
age	18-21	73	2	75
	22-25	21	4	25
Total		94	6	100

TABLE 4. AGE AND NOT RESPOND

The table 4 between age and the belief that ragging incidents are often not reported shows that the majority of respondents in both age groups (18-21 and 22-25) think ragging incidents go unreported. Among those aged 18-21, 73 out of 75 believe ragging incidents are often not reported, while only 2 disagreed. Similarly, in the 22-25 age group, 21 out of 25 think incidents are not reported, and 4 disagreed. Overall, 94 respondents think ragging incidents are often not reported, while only 6 do not.

5. IN WHAT FORM DID THE RAGGING OCCUR TO YOU

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Verbal harm	67	67.0	67.0	67.0
Physical harm	11	11.0	11.0	78.0
Mental harm	22	22.0	22.0	100.0
Total	100	100.0	100.0	

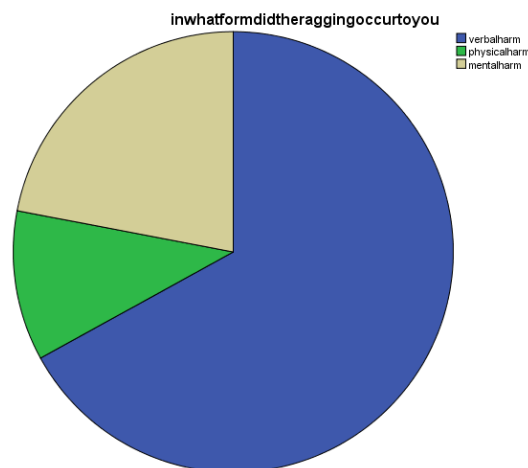


CHART 1 FORMS OF RAGGING

The distribution of the forms of ragging experienced by respondents reveals that the most common form was verbal harm, reported by 67% of participants. Mental harm was the second most common form, with 22% of respondents indicating they experienced it. Physical harm was the least reported form, with only 11% of respondents mentioning it. In total, all 100 respondents reported experiencing at least one form of ragging.

1. WHERE DO YOU THINK RAGGING WAS HAPPEN OFTEN

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid parking	31	31.0	31.0	31.0
restroom	46	46.0	46.0	77.0
restaurant	23	23.0	23.0	100.0
Total	100	100.0	100.0	

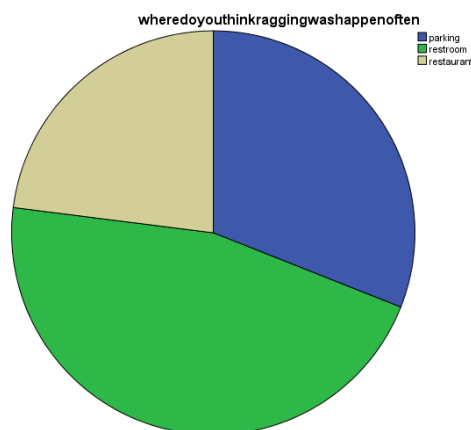


CHART 2

The chart 2 of where respondents think ragging happens most often indicates that the restroom is the most common location, with 46% of participants identifying it as the frequent setting for ragging. The parking area follows with 31%, and the restaurant is the least common location, with 23% of respondents choosing it. In total, 100% of respondents provided an answer, highlighting that ragging is perceived to occur primarily in restrooms and parking areas.

VI. CONCLUSION

According to my research study I conclude that the ragging is still exists in colleges and it had an greater impact on students especially on the basis of all spheres in the learning phase of their life the most victim of ragging is found to be UG students but the saddest part is most of the victim is not reported to the college management.

Lots of the students hesitate to complaint due to the negative impacts. It is important for the college management to implement strict rules and regulations for the well being of the students. It's high time for the college institutions to eradicate this evil through prevention, awareness, and strict enforcement of anti-ragging policies.

VII. DISCUSSION

Students with under-graduation who belongs to the age of 18-21 found the victim of ragging often. They also find victim regarding in the matters of caste and religion. So in my opinion awareness must be inject to the students from the 1st year itself. Basic laws and rules regarding ragging must be know to the students and they also know how to exercise if they found to be victim.

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