



EVOLVEMENT AND CONSEQUENCES OF RAGGING IN INDIAN EDUCATION SYSTEM

Sonu Halder¹ and Dr. Deb Prasad Sikdar^{2*}

¹Research Scholar, Department of Education, University of Kalyani, Kalyani, Nadia, West Bengal, India.

Email: sonuhalder1503@gmail.com

²Professor, Department of Education, University of Kalyani, Kalyani, Nadia, West Bengal, India.

Email: dps_kalyaniuniversity@yahoo.com

*Corresponding Author's: dps_kalyaniuniversity@yahoo.com

Cite this article:

Sonu H., Deb P. S. (2024),
Evolvement and
Consequences of Ragging in
Indian Education System.
African Journal of Social
Sciences and Humanities
Research 7(2), 209-223. DOI:
10.52589/AJSSHR-
CGDDFEG7

Manuscript History

Received: 12 Jan 2024

Accepted: 18 Mar 2024

Published: 29 Apr 2024

Copyright © 2024 The Author(s).

This is an Open Access article distributed under the terms of Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0), which permits anyone to share, use, reproduce and redistribute in any medium, provided the original author and source are credited.

ABSTRACT: *Ragging is a prevalent issue in Indian educational institutions, with new junior students often being harassed by senior students. This phenomenon began in the seventh or eighth century A.D. and escalated into violent tendencies in the 1980s due to media influence. By the 1990s, it had reached its peak in South India, leading to many students committing suicide. The Indian Supreme Court outlawed ragging in 2001, but some cases persist. In 2009, the Supreme Court ordered all educational institutions to adhere to anti-ragging laws, following the tragic death of Aman Kachru. The UGC has formulated regulations to curb ragging in higher education institutions, and various states have taken steps to prevent and make educational institutions ragging-free. The study aims to provide a comprehensive understanding of the history, negative effects, and steps taken by the Indian government to address ragging in educational institutions.*

KEYWORDS: Ragging, Indian Educational System, Evolvement, Consequence.



INTRODUCTION

Education brings out the inherent potentiality of man. This power can be manifested firstly in the individual's home and secondly in the educational institutions. But first, a student is to be subjected to ragging by entering the educational institution. New junior students are harassed physically, verbally and mentally by some of the senior students. Ragging makes students mentally and physically weak, which has a particularly negative impact on their performance. Ragging is a global phenomenon that goes by many names, including hazing, fagging, bullying, baptême in French, doop in Dutch, and Mopokaste in Finnish. It appears that the word "hazing" originated from the antiquated American West custom of managing stock animals. Later, the term "hazing" was adopted in the West to refer to the taunting and crude jokes that were directed towards "greenhorns," or newcomers (Garg, 2009). This alleged initiation practice is known as "ragging" in South Asian nations like Pakistan, India, Bangladesh, and Sri Lanka. It is also the term for a similar insulting and ancient custom of tormenting incoming students as a rite of passage for them into their first year of professional college or university (Nader, 2023). In many Indian educational institutions, ragging is a toxic ritual in which senior students mistreat, embarrass, or harass junior students, particularly those who are new to the school. It results in the physical, psychological and emotional torture of students (Kar, 2023).

Data from the University Grants Commission's (India) anti-ragging cell indicates that 511 ragging complaints were filed there in 2021 (Tiwari, 2022). Behind the earnest welcome to the newly come junior students at Colleges and Universities, the senior students get an excuse for the harassment of the junior students with the help of the worst habit, ragging. Besides tolerating the physical harassment, few junior students even attempt suicide which spoils their lives, and a lot of students leave college or university at the beginning of their higher studies. Nowadays, ragging is also noticed at schools as well as at colleges and universities. Today, ragging has taken the form of spoiling human rights. Even the most popular and highly honoured educational institutions are being affected by this evil kind of habit.

The extent to which ragging has changed over time, from a straightforward practice by senior students to assert their dominance over freshmen for personal gain to a complex phenomenon where the topic of ragging becomes harmful to one's physical and mental health, must be understood in light of larger institutional changes over the years, student attitudes, and the dominant subculture (Gunatilaka, 2019).

The University Grants Commission (UGC) Prevention of Menace Institutions Regulations (2009) defined ragging as any behavior, whether verbal or written, that has the effect of making fun of, treating rudely, or indulging in rowdy or unruly activities that cause or are likely to cause annoyance, hardship, or psychological harm, or that raise fear or apprehension thereof in freshmen or junior students, or by asking students to perform an act or something that they would not normally do in class and that has the potential to cause or generate a sense of shame or embarrassment so as to negatively affect a freshman or junior student's body or mind. Ragging complaints were mostly from the states of Uttar Pradesh and Madhya Pradesh, with inaction and underreporting being mentioned as major contributing factors. The 2009 UGC Regulation on Curbing the Menace of Ragging in Higher Educational Institutions was implemented in order to stop this fatal behaviour (UGC, 2009). Besides these, 15 states



have formed their own acts to prevent ragging. It is possible to prevent the deadly custom of ragging with the help of those acts if they are strictly effected in each of the institutions.

OBJECTIVES OF THE STUDY

The researchers have framed some objectives to conduct the present study as follows:

- I. To explain the evolution of ragging in Indian educational institutions.
- II. To outline the adverse consequences about the menace of ragging in the Indian educational institutions.
- III. To find out the initiatives taken by the Government of India to prevent ragging in educational institutions.

METHODOLOGY

Qualitative methodology was used in this research. The researcher followed the method of Documentary Analysis Method. Documentary analysis is a systematic procedure for reviewing or evaluating documents—printed electronic materials (Bowen, 2009; Ray & Ghanta, 2022). This research is dependent on secondary data. The secondary data was gathered from websites, research articles, journals, and books.

FINDINGS AND DISCUSSION

Evolution of Ragging in Indian Educational Institutions

Ragging is basically a western concept (Devi et al., 2021). These days, this idea is not novel. It was a part of ancient society and continues to be a powerful force in modern civilization. This phenomenon dates back to Greek culture in the 7th or 8th century AD, when newcomers to the Olympic sport community were subjected to various forms of bullying and humiliation in an effort to instill a sense of teamwork in them (Mahapatra, 2009). These kinds of exercises underwent numerous changes over time, and the Armed Forces eventually adopted them. Now, new recruits are required to pass out while off-duty by following the seniors. In English Army schools, bullying was a common practice. Later on, colleges of medicine and engineering became the birthplace of this tradition. In English society, ragging manifested itself as freshmen being paraded down the street, a practice that greatly irritated not only freshmen but also the general public, particularly girls (Attri, 2019).

However, following World War I, ragging emerged as a significant issue in the west. Ragging experienced significant changes as a result of the introduction of new tactics during World War II. Students who had returned from war and re-enrolled in college introduced these. These methods were actually harsh variations of ragging that were used in army barracks (Shinde, 2017).

Even before India's independence, we had accepted Western ideas and their way of life with great pride. In the same way, ragging is being imitated along with the education system there. Students of medical and engineering colleges have started ragging around this fusion of Indian and Western concepts. Its influence is now seen in all normal schools, colleges and universities. When it comes to organized ragging, India and Sri Lanka are the worst of all the nations. India and Sri Lanka are the only two nations in the world where the worst cases of



ragging are found, according to research done by the Coalition to Uproot Ragging from Education (CURE) (Attri, 2019).

Even before India gained its independence, the practice of ragging had begun. This was only done as a practical joke in Army and English colleges. It did not involve any kind of violence or other negative aspects until 1960. It was done in a very polite and humorous manner. It grew over time, and in 1980, as a result of the media's growing influence, it also began to manifest itself in the form of students' violent tendencies. Since this period of time, it has been noticed that the terrible issue called ragging has started entering the various institutions of India. In the 1990s, ragging was the most popular thing in our nation. This was when ragging assumed its most dreadful form. South India was severely affected by it. During this time, there were numerous reports of student suicides in South India. On November 6, 1996, Pon Navarasu passed away in India as a result of ragging for the first time. The statistical data indicates that the highest number of ragging cases in Tamil Nadu occurred in 1997. Given the gravity of the situation, Tamil Nadu became the first state to outlaw ragging entirely in 1997. The Supreme Court of India outlawed ragging in 2001. In spite of this, certain cases still arise. Following the 2009 death of Aman Kachru, a student at a Dharamsala medical college, as a result of ragging, the Supreme Court of the nation ordered all educational institutions to adhere strictly to the anti-ragging law (Yadav, 2022).

Outline the Adverse Consequences of the Menace of Ragging in the Indian Educational Institutions

The 1996 discovery of the dismembered body of 19-year-old Pon Navarasu scattered across Tamil Nadu was one of the most significant cases of ragging in Indian history. Navarasu was a student at Chidambaram, Tamil Nadu's Annamalai University's Rajah Muthiah Medical College. John David, a senior, allegedly dragged him and started beating him when he would not take off his clothes and lick his shoes. In 2009, Aman Satya Kachroo, then just 19 years old, was dragged to death by four seniors at Dr. Rajendra Prasad Medical College in Himachal Pradesh. The young medical student passed away as a result of head injuries. Just one day prior to his untimely demise, Kachroo had lodged a complaint alleging that the accused had harassed him. The 2012 burning of Ajmal PM, a 17-year-old student studying aeronautical engineering, by his seniors was another horrifying instance of ragging. A group of four seniors in his class who had failed earlier had been picking on the student while he was studying engineering in Bangalore. Ajmal entered the shared restroom and rapidly noticed that the room was on fire as he entered. Within days of the incident, he died from 60% of his body's burns. 2014 saw the discovery of the lifeless body of Calcutta Institute of Pharmaceutical Technology pharmacy student, Akash Agarwal, next to railroad tracks in Kolkata. The 20-year-old reportedly suffered physical abuse and beatings at the hands of his college seniors. A 15-year-old student at Delhi's Delhi Public School Noida was hospitalized due to a ragging case after he was physically assaulted by 17 seniors using sticks and metal rods. His seniors allegedly asked him to strip off and sit on the floor as a form of bullying. After dinner, the student was attacked by a few seniors on his way back to the hostel. These seniors later attacked him again after he reported the incident to the school administration (Anonymous, 2020).

First-year student, Swapnadip Kundu, was subjected to nearly 120 minutes of intense ragging in a hostel room (Ghosh, 2023). A 17-year-old undergraduate student fell to his death on the night of August 9 from the second-floor balcony of a hostel building at the prestigious

Jadavpur University in Kolkata. His death sparked a massive public outrage after his family alleged he was ragged on campus, with criticism directed towards administrative failure. A police probe later found that the first-year Bengali Honours student was not only ragged but also allegedly suffered sexual harassment; he was stripped and paraded naked at the hostel on campus. He allegedly encountered homophobic slurs and ran room-to-room to escape ragging, police said. A total number of 12 people have been arrested in the incident so far, including current students and alumni of the varsity (Kar, 2023).

Five students of class XI and XII were accused of ragging, students of class V and VI, on Teachers' Day at Krishnagar Collegiate School in Nadia. Every year, various programmes are held in the school on Teacher's Day. It happened at this time too. In one such programme, senior students were asked to go and teach juniors in a class. That was when the incident of ragging was alleged. Allegedly, senior students misbehaved with junior students, abused and asked them to smoke. Soon after, a class IX student claimed that he was threatened with a firearm in the school washroom. It is alleged that a student suddenly took out a revolver and threatened a junior student (Anonymous, 2023).

A total of 717 cases of ragging were reported in the English print media nationwide between January 2007 and September 2013, based on reports from the research team and the Coalition to Uproot Ragging from Education (CURE). Uttar Pradesh (97), Andhra Pradesh (75), West Bengal (73), Tamil Nadu (54), Kerala (48), Madhya Pradesh (48), Maharashtra (42), and Punjab (35) were the states with the highest number of incidents reported. There were 71 reported deaths from ragging during that time, with the highest numbers occurring in Andhra Pradesh (11), Tamil Nadu (8), Maharashtra (8), Uttar Pradesh (7), Karnataka (6), and West Bengal (6) (Rao *et al.*, 2015).

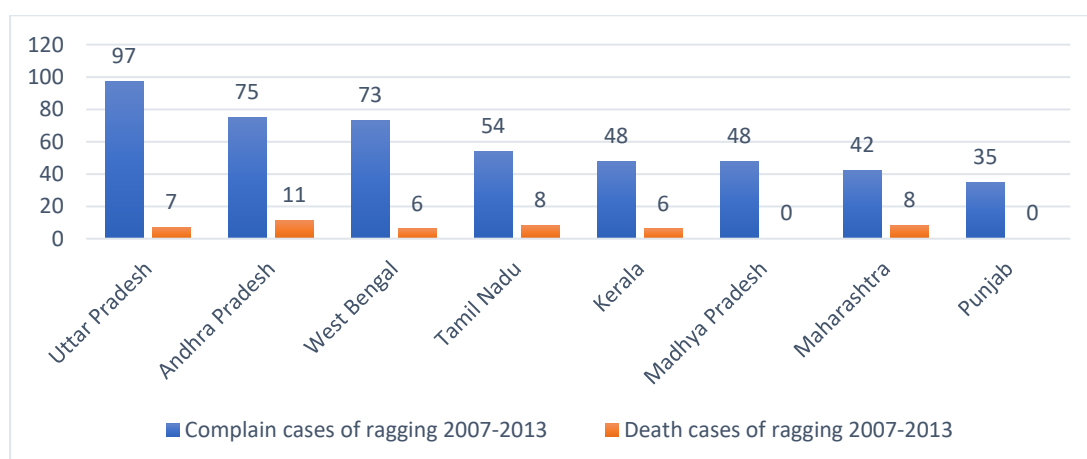


Figure 1: Ragging complaint case and death case [Source: Psychological Study of Ragging in Selected Educational Institutions in India (2015)]

According to the "Progress Report of Monitoring the Ragging Prevention program" published by Raj Kachroo, Founder Trustee of the Aman Satya Kachroo Trust, there were 7059 complaints of ragging overall between June 15, 2009 and December 31, 2020. Uttar Pradesh

(1202) was the state with the most complaints, followed by West Bengal (808), Madhya Pradesh (758), Odisha (542) and Bihar (377) (Anonymous, 2022).

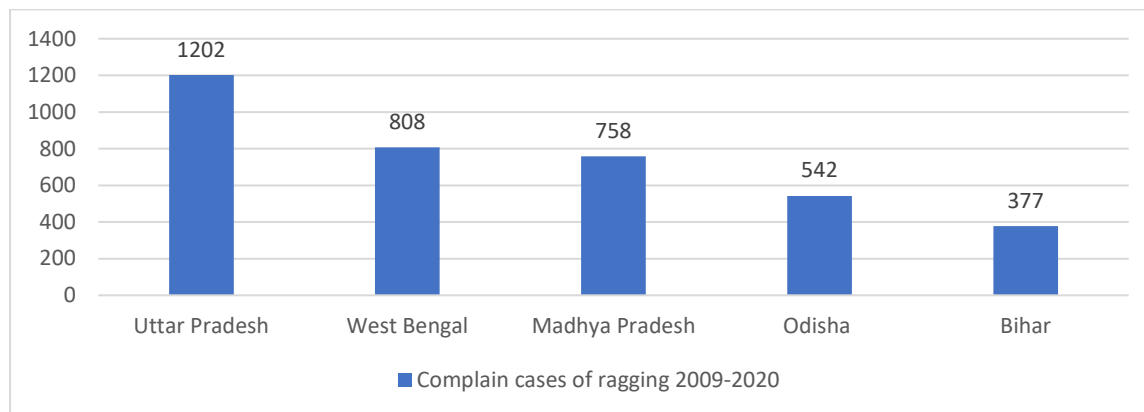


Figure 2: Ragging complains case [Source: Ragging Far from Over: Over 2,700 cases reported in 4 yrs in India; experts flag institutional apathy (2022)]

The UGC stated in response to a Right to Information (RTI) request made by RTI activist, Chandrashekar Gaur, that these grievances were filed with the central body between August 1, 2023 and January 1, 2018. Odisha has reported three deaths, followed by Maharashtra and Tamil Nadu with four each. There have been two deaths reported in each of Andhra Pradesh, Rajasthan, Uttar Pradesh, and Telangana. There has been one reported death in each of the following states: Madhya Pradesh, West Bengal, Punjab, Himachal Pradesh, and Gujarat (Porecha, 2023).

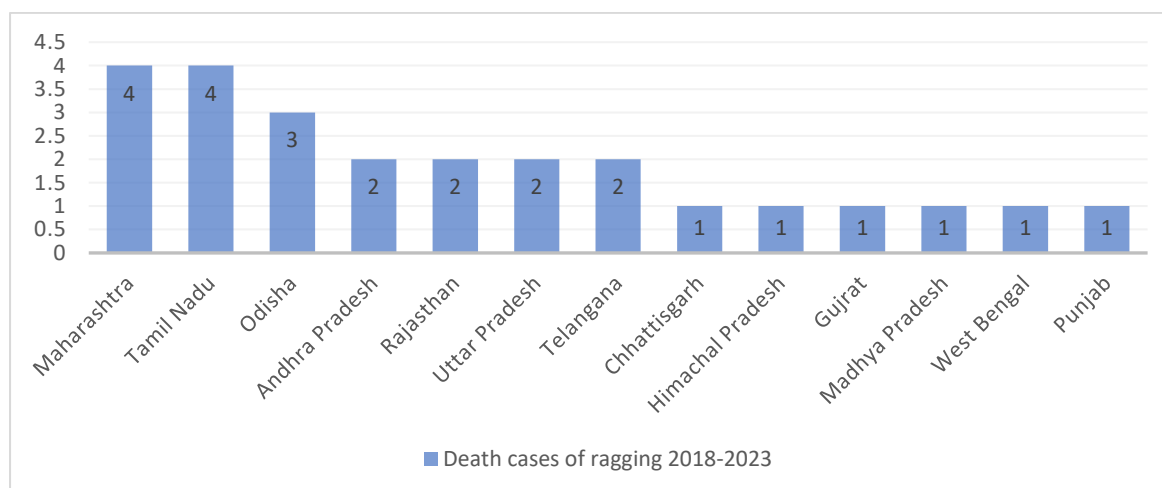


Figure 3: Ragging death case [Source: 25 students died by suicide in five and half years due to ragging, says UGC (2023)]

It has been observed from the above table that the complaint cases of 2009–2020 have increased comparatively than the cases of 2007–2013. Besides, the death cases of 2009–2013 are comparatively less than the cases of 2018–2023.



The Initiatives Taken by the Government of India to Prevent Ragging in Educational Institutions

The central government has mentioned the “Zero Tolerance Policy” so that it is possible to reduce corruption in various fields (Anonymous, 2017). Similarly, “Zero Tolerance Policy” should be used for ragging. This policy can be used to totally abolish ragging. The central government has cited several reports, rules, and regulations in its efforts to put an end to ragging.

i) Prof. K.P.S. Unny Committee Report (1999)

The Hon'ble Supreme Court asked the University Grants Commission (UGC) to issue guidelines to universities to curb ragging in response to a Public Interest Litigation filed by Vishwa Jagriti Mission in 1999, which gave the anti-ragging movement a boost. Under the direction of Prof. K.P.S. Unny, Registrar of Jawaharlal Nehru University, New Delhi, the UGC established a four-person committee to investigate and report on ragging. The committee described the idea of ragging, its different manifestations, and its causes in its report. Additionally, it identified the areas where ragging is most likely to occur, the reasons behind the rise in ragging incidence, the inadequacy of anti-ragging measures, and the current institutional and governmental efforts to stop ragging. In its recommendations, the Unny Committee proposed a three-pronged strategy to address the problem of ragging in educational institutions: the PPP System (PROHIBITION – PREVENTION – PUNISHMENT SYSTEM), which calls for legal prohibition, prevention through adherence to a set of guidelines, and punishment in the event that ragging occurs despite these measures (UGC, 2000).

ii) Dr. Raghavan Committee Report (2007)

The Indian Supreme Court has taken a firm stance against ragging. The Ministry of Human Resources Development (MHRD) was ordered by the Apex Court in 2006 to establish a panel that would recommend policies for preventing ragging. Dr. R.K. Raghavan, a former director of CBI, chaired the panel. The Supreme Court received the committee's report in 2007 along with a number of recommendations to stop ragging, which was viewed as a "social menace." It suggested a number of actions, such as harsher penalties for offenders and a written agreement from each student checking into the hostel, and their parents' countersignature stating they will not engage in ragging (Attri, 2019).

The Committee held extensive meetings with all parties involved in ragging, including the NGOs working on the issue, student victims of ragging, parents, teachers, wardens, heads of institutions, representatives from student bodies, governments, etc. in twelve cities across India, in order to comprehend the phenomenon and to make appropriate recommendations. The committee noted a number of significant findings. It stated that ragging negatively affects higher education standards and has numerous negative effects, including psychological, social, political, economic, and cultural ones. After closely examining the minutes of the Raghavan Committee meetings (found as Annexure III in the Raghavan Committee Report) and the specifics of the ragging incidents that have been publicized in Indian media over the past 15 years, it is evident that ragging has complex social and psychological components and is not just a disciplinary or law and order issue that can be resolved with punishment. People's experiences of ragging were discussed in meetings hosted



by the Raghavan Committee, and it was clear how complicated factors like caste, geography, sexual orientation, substance abuse, personality, and so forth played a role (Anonymous, 2007).

iii) UGC Regulation on Curbing the Menace of Ragging in Higher Educational Institutions, 2009

iv) The UGC has received the report from the Supreme Court. The report has been posted on the UGC website, and every Indian college and university can access it there. UGC Regulations on Reducing the Threat of Bullying in Higher Education Establishments (2009) state as much. The University Grants Commission hereby establishes the following regulations in the exercise of the authority granted by Clause (g) of Sub-Section (1) of Section 26. Below is a list of some of these rules:

a) All directives from the Supreme Court and/or the Federal or State Governments, as appropriate, must be incorporated into the "Prospectus" and other admission-related documents in order to educate candidates and their parents/guardians about the outlawing of ragging and its repercussions. If the institution is an affiliated university, then the institutions that fall under it will be required to include such information in their "Prospectus" on a mandatory basis.

b) The application for admission/enrolment must include a printed undertaking, preferably in English and Hindi as well as one of the regional languages that the applicant and the institution are familiar with (English Version Available in Annexure I, Part I). The candidate must fill out and sign this undertaking attesting to the fact that they are aware of the law's prohibition on ragging as well as its consequences, that they have not been expelled or denied admission by any institution, and that they will face appropriate punishment if found guilty of the offense of ragging or encouraging ragging.

c) A document in the form of a School Leaving Certificate, Transfer Certificate, Migration Certificate, or Character Certificate must be submitted with the application for admission. This document must include a report on the applicant's behavioural pattern so that the institution can closely monitor any students who have a negative entry in this area.

d) The Head of the Institution shall call a meeting of various officials and agencies, such as Hostel Wardens, student representatives, parents/guardians, faculty, district administration, and police, at the beginning of the academic session to discuss measures to be taken to prevent ragging in the Institution and steps to be taken to identify the offenders and punish them appropriately.

e) The organization will ask the media to adequately cover the law that forbids ragging, the detrimental effects of ragging, and the organization's determination to outlaw ragging and punish those found guilty without showing mercy or fear. The institution shall identify, properly illuminate and man all vulnerable locations.

f) The organization will increase security on its property, particularly in the weaker areas. In the early months of the academic year, strong enforcement may be necessary at these locations at odd hours.



g) The institution will launch a widespread public awareness campaign against ragging through posters, leaflets, seminars, plays, and other events during the break before the new academic year begins.

h) The aforementioned pamphlet must also provide freshmen with information about their rights as legitimate students of the university, emphasizing that they should refrain from acting against their will even if seniors give them orders and that they need not be afraid because the university will take care of them and will not allow any abuses against them (UGC, 2009).

v) ***UGC Recommendations 2017***

The report's UGC recommendations for 2017 are all in agreement with one another and are derived from a variety of readings and sources, including the Raghavan Committee Report, our literature review, and the study's findings. In general, there are sets of advice:

a) **Short-Term Recommendation**

Institutional Role in Fostering Inclusion, Belonging and Acceptance of New Students: Other mechanisms that serve the same goal are systematic, public, and involve the entire institutional community rather than just the students must take the place of ragging as a rite of inclusion to foster belonging to the new institution and to forge new bonds. Teachers in particular may have a significant role in assisting newly arrived students in settling in by addressing their fears and making them feel welcome, working in tandem with an elected or representative body of students. During these meetings, counsellors ought to be introduced, and students ought to be given clear instructions about who to contact if they need help.

Maintenance of Support Systems: CCTV cameras are commonly associated with surveillance systems; however, surveillance systems are not just limited to this type of faceless policing. Since they violate privacy, they are actually illegal. Therefore, "surveillance" must include a human system of guardianship, consisting of wardens, mentors, and senior students who can engage with newcomers on a regular basis and involve them in extracurricular and game activities, as well as in college residence halls where ragging is a common occurrence. Newcomers can encounter a different kind of authority—one that is fair, firm, and compassionate—instead of the dominance-submission dynamic that is upheld through the intimidation and terror of ragging.

Institutional Response to Ragging: Implementation of UGC Protocol and Guidelines: On its website, the UGC provides a protocol for the institutional response to ragging incidents. All institutions have received this message, and their anti-ragging committee ought to be aware of it. Institutions also ought to have operationalized the protocol, designating staff and faculty members to follow guidelines, and created clear procedures. As a result, it is important to inform students of these guidelines as well as how to file a complaint, who to contact, how to do so anonymously, and the next steps in the process.

Widening the Role of the Anti-ragging Cell of UGC: Dealing with ragging complaints is currently the anti-ragging cell's main priority at the UGC. Additionally, through pamphlets, websites, and audio-visual materials, the cell should actively serve as a hub for the dissemination of literature and information about the negative impacts of ragging, strategies to stop the practice and enhance the psychosocial environment in institutions, etc. In its effort



to end ragging, the cell should also hold seminars, workshops, essay-writing contests, and other events and involve college administration, instructors, and students.

Accountability: Although most institutions handle the issue of institutional response to ragging in a mechanical and perfunctory way, the National Assessment and Accreditation Council (NAAC) does take this into consideration. If the NAAC truly verifies that the institutions are meeting the requirements for accreditation that would be a step toward greater accountability. Thus, in addition to the required form, the NAAC must visit or inspect institutions on a regular basis in order to make sure that accreditation requirements are followed.

Psychosocial Support and Counselling: It is recommended that victims and offenders receive psychosocial support and counselling in order to mitigate the risk of cyclical abuse. We acknowledge that there is a lack of human resources and expertise in this field, even though having counsellors in every college is ideal. It is therefore advised that each college designates one or two faculty volunteers to serve as trainees at these agencies and, in conjunction with them, provide assistance to impacted students. The nodal agency providing counselling/training services should be identified. In addition, until these resources are developed within institutions, the UGC should allocate funds for the hiring of counsellors and maintain a list of accredited nodes that can be contacted for counselling services.

Promotion of Diversity: All educators in our nation should recognize and value the immense diversity that exists in India with regard to sexual orientation, language, ethnicity, and religion, among other things. Students organizing food festivals honouring the cuisines of various Indian states and communities is one way to promote the idea of diversity.

Sexual minorities experience a lot of discrimination, which includes ragging and sexual violence. For example, our research demonstrates that ragging frequently manifests as homophobia. This again necessitates coordinated actions from several college committees, including the ones that deal with sexual harassment, gender sensitization, and anti-ragging. Additionally, there are colleges with LGBTQ student organizations that can be enlisted to use their activities to foster an inclusive environment.

b) Long-Term Recommendations

Interventions at School Level: Inclusive Education: A national study or series of studies on the phenomenon are warranted, as there is sufficient evidence regarding the prevalence, scope, and severity of bullying practices that emerged from this small exploratory study. Such studies must consider educational institutions that are urban, peri-urban, semi-urban, and rural; government schools, which range in resource availability from highly resourced Kendriya, Navodaya, and Sainik schools to inadequately resourced rural or municipal schools; private schools, which again exhibit a wide range of resource availability; residential and non-residential schools; and religious schools (e.g., Vedic Pathashalas, seminaries, and Madrassas). The operationalization of two key concepts—inclusive education and life skills education—needs to be strongly recommended by studies.

There are signs of exclusion and intolerance within schools despite the implementation of the Sarva Shiksha Abhiyan (SSA) and Right to Education (RTE) initiatives. These issues are caused and sustained by school systems, parental prejudice, and the skewed hierarchies of the



larger community that surrounds the school. We firmly believe that later discrimination in higher education institutions stems from this intolerance. Therefore, we advise that future research on the subjects of religious and caste-based bullying, sexual bullying, and peer pressure to smoke, drink or use other psychoactive substances be given enough attention. Encouraging the spirit of equality should be the cornerstone of such initiatives.

Peer Support: It is advised that initiatives to promote inclusion and a sense of belonging should involve the entire student body in their conception and execution. Student mentors, student guides, and buddy systems are a few examples of these interventions. In addition, life skills education should be carried over into college, addressing issues that young people find confusing, like peer and academic pressure, intimate relationship dynamics, and sexuality. At this point though, severe skills programs must shift from the private and individual to the public and social domains in order to address problems like how bystanders react to violent incidents and social injustice.

Institutional Cultures and Pedagogies: Students' lives are significantly shaped by the cultures and pedagogies of their institutions. They have an impact on students' responses and ways of thinking both now and in the distant future. Given that value education is the cornerstone of education and a belief that all educational institutions uphold, this is an important issue. Regretfully, the current study has demonstrated that there is a significant disconnect between institutional ideals and actual practices. In fact, there is a common perception that bullying helps children "socialize" and prepares them for success in the "real" world by making them tough, both mentally and physically, even if that means using aggression and manipulating the power structures already in place. In this sense, ragging is a reflection of a set of values that are, in fact, deeply ingrained in our society.

Raising a student's self-esteem through remarks about his appearance, attire, body type, or language will be deemed as bullying. Additionally, it will be illegal to insult a student on the basis of his or her language, caste, religion, color, or any other characteristic. Ragging will also apply if a student is made to complete work against their will. If found guilty of violating the anti-ragging law, students face a three-year prison sentence and a fine. In addition, legal action against the colleges is a possibility if they disobey the regulations or ignore the issue. UGC has established stringent guidelines for student behavior in an effort to prevent the issue of ragging in the college (Rao *et al.*, 2015).

The central government has come up with some rules and regulations to prevent ragging, while the state government has made their own acts. So far, in India, not every state has made its own act to prevent ragging. States which have enacted their own act to prevent ragging are mentioned below:

- The Tripura Educational Institutions (Prevention of Ragging) Act, 1990
- The Tamil Nadu Prohibition of Ragging Act, 1996
- The Andhra Pradesh Prohibition of Ragging Act, 1997
- The Telangana Prohibition of Ragging Act, 1997
- The Kerala Prohibition of Ragging Act, 1998



- The Assam Prohibition of Ragging Act, 1998
- The Maharashtra Prohibition of Ragging Act, 1999
- The West Bengal Prohibition of Ragging in Educational Institutes Act, 2000
- The Chhattisgarh Shaikshanic Sansthan Me Pratarna Ka Pratishedh Act, 2001
- The Goa Prohibition of Ragging Bill, 2001
- The Himachal Pradesh Educational Institutions (Prohibition of Ragging) Act, 2009
- The Uttar Pradesh Prohibition of Ragging IN Educational Institutions Act, 2010
- The Jammu and Kashmir Prohibition of Ragging Act, 2011
- Haryana Prohibition of Ragging in Educational Institutions Ordinance, 2012
- The Gujrat Prohibition of Ragging Bill, 2016.

Remarks directed towards the student's appearance or attire, or if they cause harm to their self-esteem, will be deemed as bullying. It will also be offensive to insult a student based on his or her language, caste, ethnicity, or region. Any assignment that a student is required to complete will also be considered ragging. The Indian Penal Code (Sections 294, 323, 324, 325, 326, 339, 340, 341, 342, 506), the UGC Regulations on curbing the menace of ragging in higher educational institutions (2009) and other government bodies have their own laws on ragging in their respective states, while some states in India have their own laws on the subject (Anonymous, 2015).

RECOMMENDATIONS

Each of the states should have to follow the recommendations formed by UGC. Those recommendations should have to be properly implemented in each of the states. Each of the states should have to make their own acts on ragging. States should take action according to where ragging is being increased and decreased in their state. In particular, each of the states should have to take the responsibility for monitoring their institutions more than the central one. The institutions can collect accurate information and can play a major role in preventing ragging. All institutions can play a major role in inculcating their students with culture and making them free from ragging. In this regard, UGC will fully assist the institutions of each state and will arrange awards for making the institutions free from ragging. Parents should be made aware about ragging. The students should be made aware about ragging and how it is done. To create awareness about ragging, separate classes on ragging should be organized in schools, colleges and universities. Attendance of teachers, students and parents should be made mandatory when new students are welcomed through the Freshers' Ceremony. CCTV cameras should be made mandatory in all institutions, hostels, canteens, corridors, playgrounds, classrooms. Each of the institutions should be aware of ragging. For this, the institutions should have to follow the anti-ragging law. Teachers, students and other employees of the institutions should also develop a positive attitude. Senior and junior students should have to arrange separate accommodations by maintaining a distance of at



least one kilometre for hostel accommodation. Parents' meetings should be arranged in the hostel. Each of the parents or guardians should be called for a meeting at a duration of at least three months. Undercover investigation should be conducted in every hostel and college/university at regular intervals.

CONCLUSION

In this study, how ragging has flourished and how prevention of ragging can be done have been highlighted. Junior students' attitudes and behaviors were influenced by senior pupils through ragging (Majeed, 2020). The subject 'Ragging' has come from the western concept. We always like to imitate the western ideas. Regrettably, there is no easy remedy for ragging. Enacting legislation or even putting it into effect will not fix the issue. We have to realize that until society denounces it, ragging is unavoidable. A lot of people, even parents, do not take bullying seriously and have not given their kids any advice on how to deal with it (Nallapu, 2013). Today, a terrible result of imitation is ragging. Attitudes about ragging among some senior students in most educational institutions are new students arriving in educational institutes or hostels being insulted for socialization, which is done for the benefit of junior students. First of all, this attitude has to be brought out from the students. In order to stop these behaviours of the students, the regulations mentioned by the Supreme Court and the UGC should be implemented more strictly on the institutions and the students and every state should make their own acts about ragging. At the same time, the central government should make stricter laws on ragging.

REFERENCES

- Anonymous. (2007, July 16). Raghavan committee report.
- Anonymous. (2015, July 24). Anty-ragging law in India. Retrieved from: <https://indianlawwatch.com/practice/anti-ragging-laws-in-india/>
- Anonymous. (2017, March 29). Press information bureau government of India ministry of personnel, public grievances & pensions. X close, Retrieved from: <https://pib.gov.in/newsite/PrintRelease.aspx?relid=160118>
- Anonymous. (2020, September 23). 5 cases of ragging in India that shocked the world. *Indiatimes.com*, <https://www.indiatimes.com/news/world/5-cases-of-ragging-in-india-that-shocked-the-world-278321.html>
- Anonymous. (2022, September 15). Ragging far from over: over 2,700 cases reported in 4 years in India; experts flag institutional apathy. *ETV Bharat*. Available from <https://www.etvbhatat.com>
- Anonymous. (2023, September 9). West Bengal: Ragging in Krishnanagar school sees student brandish revolver. *ETV Bharat*. Available from <https://www.etvbharat.org>
- Attri, R. (2019). An analysis of social-legal aspects of ragging in India. *International Journal of Research in Social Sciences*, 9(10), 277-290. <http://www.ijmra.us>
- Bowen GA. Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*. 2009, 9(2): 27- 40



- Devi, L. I., Devi, K. D.& Singh, K. A. (2021) Ragging in educational institutions: A fashion or an abuse. *Journal of Emerging Technologies and Innovative Research*. February 2021, 8(2), 1077-1081. www.jetir.org
- Garg,R.(2009). Ragging: A public health problem in india. *Indian Journal of Medical Sciences*,63(6), 263-271. Doi: 10.4103/0019-5359.53401
- Ghosh, D. (2023, August 13). 120 minutes of intense ragging in hostel room projected Jadavpur university fresher's death: Cops. *THE TIMES OF INDIA*. <https://timesofindia.indiatimes.com>
- Gunatilaka, H. (2019). Ragging; its evolution and effects: A literature review with a special reference to Sri Lankan. *International Journal of Research and Innovation in Social Science*, 3(10), 92-98. www.rsisinternational.org
- Kar, S. (2023, August 24). Jadavpur student death case: Indian laws that prohibit ragging and why they fail to stop it. Outlook. Retrieved from: <https://www.outlookindia.com/national/jadavpur-student-death-case-indian-laws-that-prohibit-ragging-and-why-they-fail-to-stop-it-news-313331>
- Mahapatra, D. (2009, March 22). Ragging needs social ban, more than law. *The Times of India*, Retrieved from: <https://timesofindia.indiatimes.com/home/sunday-times/deep-focus/ragging-needs-social-ban-more-than-laws/articleshow/4298362.cms>
- Majeed, M. N. A. (2020). Ragging and its impacts on the englishlanguageuse of the firstyearundergraduatecommunity: Sri Lankan perspective. *Asian Journal of Education and Social Studies*, 11(1), 11-20. <https://www.researchgate.net/publication/345166283>
- Nader, M., Mumtaz, S. N.,& Khan, A. (2023). Impact of ragging on students' social and emotional behaviour. *Journal of Positive School Psychology*, 7(1), 1030-1035. <http://journalppw.com>
- Nallapu, S. (2013). Original research paper students perceptions and feedback on ragging in a South Indian medical college. *South East Asian Journal of Medical Education*, 7(2), 33-39. Doi: 10.4038/seajme.v7i2.138
- Porecha, M. (2023, August 18). 25 Students died by suicide in five and half years due to ragging, says UGC. *THE HINDU*. <https://www.thehindu.com>
- Rao, M.,Sonpar, S., Sen, A., Seshadri, S.P., Agarwal, H.,&Padalia, D. (2015). Psychosocial study of ragging in selected educational institutions in India. Project Report. Jawaharlal Nehru University.
- Ray, S. & Ghanta, B. (2022). Present status of inclusive education in India. *International Journal of Engineering Research Updates*, 03(02), 1-6. Doi:10.53430/ijeru.2022.3.2.0052
- Shinde, V. G. (2017). The menace of ragging in educational institutes: A human right perspective. *International Journal of Advanced Research and Development*, 2(6), 664-667. Retrieve from: www.advancedjournal.com
- Tiwari, A. K. (2022, September 14). Sleep deprivation, slapping, mining sexual act: inside the murky world of ragging in Indian college. *Article 14*, <https://article-14.com/post/sleep-deprivation-slapping-miming-sexual-acts-inside-the-murky-world-of-ragging-in-indian-colleges-6321389fe534f>
- UGC (2009, April). UGC regulations on curbing the menace of ragging in higher educational institutions. New Delhi, India.
- UGC (2000, January 13). Report of the committee to curb the menace of ragging in universities/education institution.



Yadav, P. (2022, August 4). Explained: Law against ragging in India. *India Times*. Retrieve from: <https://www.indiatimes.com/explainers/news/laws-against-ragging-in-india576343.html>